The Effectiveness of Story-Writing Map and Guided Writing Procedure Strategies in the Learning of Short Story Writing

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Abstract

This study aimed to find out: (1) the effectiveness of the story writing map strategy, (2) the effectiveness of the guided writing procedure (GWP) strategy, and (3) which one was more effective of the two strategies in the learning of short story writing for the students of SMA Negeri 1 Saluputti, Tana Toraja Regency. This was a quasi-experimental study in which the dependent variable was the students' short story writing ability and the independent variable was the story writing map and guided writing procedure (GWP) strategies. The research design was the pretest-posttest control group design. There were three groups consisting of two experimental groups and one control group randomly selected. The research subjects were Grade X students of SMA Negeri 1 Saluputti, Tana Toraja Regency. The data collecting instrument was a short story writing skill test. A test was administered to the experimental and control groups. with reliability= 0.609. While the analysis of data using one way anova. The results showed (1) strategy of story writing folders effectively used in learning to write short stories, (2) strategy guided writing procedure (GWP) is effectively used in learning to write short stories, (3) strategies story writing map more effective use than strategy guided writing procedure in learning to write short stories.

Keywords
Effectiveness of strategies, story-writing map, guided writing procedure, learning of short story writing.

Introduction
Writing is a process of activities carried out to express ideas, thoughts, thoughts, and feelings of a person through written language. Different opinions about other people. Writing was developed from an early age. Formal education is required to develop a culture of reading, writing, and counting. This is stated in Chapter III of the Republic of Indonesia Law 2002/2003 concerning the National Education System which reads "Education is held to develop a culture of reading, writing and arithmetic for all citizens". Abidin (2012) said the purpose of learning to write is to foster a love of writing in students. This goal is very important because loving writing is the initial capital for students to want to write so that he will become a person who is accustomed to writing.

Mustafa & Efendi (2016) said a writer must write based on certain steps to create an article. Writing learning is not just learning and imitating examples of stories provided by the teacher. The teacher must provide the widest opportunity for students to be creative. Short story is one of the literary works that can be taught at school. Short story writing is an activity to develop written culture, by getting ideas, feelings through written works. By writing someone can produce a work. A person's success in writing can be seen from the work produced and is able to influence the reader or audience.

Various strategies have been discovered and developed by experts. This story writing map strategy is put forward by Bergenske and Stark (via Wiesendanger, 2001) states the story writing map strategy is useful for broadening student skills in organizing and helping students identify and understand parts of a story. This strategy encourages students to be more creative and think critically, and helps students to develop more in writing. While the guided writing procedure strategy was developed by Smith and Bean (via Sejnost & Thiese, 2010) is a strategy based on a process to increase students' understanding and ability and maintain the content of knowledge they have learned.

Graves (via Akhadiah, Arsjad & Ridwan., 1998) relating to the benefits of writing suggests that: (1) writing sharpens intelligence, (2) writing develops initiative and creativity, (3) writing fosters courage, and (4) writing encourages the willingness and ability to gather information.

Students can write the short story by dividing it into three parts in the story namely, beginning, middle and end. Bergenske & Stark (via Wiesendanger, 2001) explained the steps in the story writing map strategy can be described as follows; the initial part of the story instructs students to illustrate the background of the story, choose vocabulary words to illustrate, and then write a few sentences to describe the more important elements of the setting. This process is repeated until students arrive at the process of describing the character's characters and the core problem of the story. When the outline is complete, students can start writing the beginning of the story.

The steps used in the strategy are: (1) the teacher divides students into small groups of 2-3 people (2) the teacher shares examples of short stories, (3) students brainstorm about short stories and discuss with each other, (3) students read examples of short stories provided by the teacher, (4) students pair up with group friends to share experiences, then record each other important points of the experience (5) students make a short story frame from the experiences of other students that have been recorded, (6) students develop short stories based on the framework of the short stories that have been made, (7) students collect drafts of short stories and stories they have made, (8) students are given the task of reading examples of short stories and then record information (interesting events) what is obtained, (9) teachers return the draft student essay and provide a republic evaluation for students, (10) students edit their essay with information obtained from the short stories that have been read, (11) after students edit short stories, they develop into the final results of short stories, (12) students collect the final results from short stories written.

Guided writing procedure involves the teacher working with a group of students on short story writing assignments. The purpose of the assignment is based on what they have previously learned about the writing process. Guided writing procedure aims to support students in this psychological and cognitive activity difficult. Learners have seen how conjunctions are used to contrast and compare ideas. The teacher works closely with groups to guide them in the correct use of the target language. (Seberi & Rahimi, 2013).

The research objective is to (1) determine the effectiveness of the story writing map strategy in learning to write short stories of students of SMA Negeri 1 Saluputti Tana Toraja Regency, (2) determine the effectiveness of the guided writing procedure strategy in learning to write short stories of students of SMA Negeri 1 Saluputti of Tana Toraja Regency, (3) comparing the effectiveness of story writing map, guided writing procedure and conventional strategies in learning to write short stories of students of SMA Negeri 1 Saluputti, Tana Toraja Regency.

Methods
Types of research
This research is an experimental research. The research design used in this study is Pretest-Posttest Control Group Design.

Time and Place of Research
This research will be carried out in the even semester of the 2015/2016 academic year in January. The place of research was at SMA Negeri 1 Saluputti class X in Tana Toraja Regency, South Sulawesi Province.

Research Subjects and Objects
The population in this study were all class X SMA Negeri 1 Saluputti Tana Toraja Regency in the academic year 2015/2016. Sampling is done to determine the class that will be the subject of research, using cluster random sampling. In Saluputti 1 Public High School there are 5 classes for class X. Based on the rondom cluster sampling, three classes will be drawn to determine the experimental class 1, Experiment 2 class, control class, so

that the sample of this study is class X2 as experiment 1, class X5 Experiment 2 and class X3 as a control class. The independent variables in this study are the story writing map strategy and the guided writing procedure strategy. The dependent variable in this study is the ability of students to write short stories.

Data collection technique

In this study data collection techniques using the test. The test used is a short story writing skills test. This test is carried out by the control group and the experimental group students. Tests given to both groups were in the form of pre-treatment and post-treatment. Research instruments are data collection tools used to capture research data. Arikunto (2010), suggested that the research instrument is a tool for researchers in collecting data. The quality of the instrument will determine the quality of the data collected.

Data analysis technique

Using one-way analysis (ANOVA). Criteria for acceptance and rejection of hypotheses in this study using a significance level of 0.05 or 5%, the whole calculation process is assisted in the SPSS 20 program.

Results and Discussion

The results of the normality and homogeneity tests show that the data obtained are normally distributed and the variance is homogeneous. Thus the statistical test to test the hypothesis can be done. There are three hypotheses tested in this study. Following are the details of the three hypothesis tests (1) the story writing map strategy is effectively applied in learning to write short stories, (2) the guided writing procedure strategy is effectively applied in learning to write short stories, (3) the story writing map strategy is more effective than the guided writing procedure strategy in learning writing short stories for students of SMA Negeri 1 Saluputti, Tana Toraja Regency.

Table 1. Anova Scheffe Postes Test

Grup		Mean Difference	p
Story writing map (1)	2	4,065*	0,004
	3	14,298*	0,000
Guided writing procedure (2)	1	-14,065*	0,004
	3	10,233*	0,000
Kontrol (3)	1	-14,298*	0,000
	2	-10,233*	0,000

If the probability is> 0.05, then the population average is identical (the average population of the experimental class and the control class is the same) If the probability is <0.05, then the population average is not identical (the average population of the experimental class and the control class is different).

In this study learning to write short stories in the teacher control class uses a strategy that is often used in learning called cooparative strategies, with the following steps. (1) the teacher explains the basic competencies and learning indicators, (2) the teacher starts the learning by giving apperception and asking questions and answers, (3) the teacher explains the material to students, (4) the teacher divides students into small groups of 2-3 members people, (5) the teacher shares examples of short stories with each group, (6) students read examples of short stories provided by the teacher, (7) students share experiences with friends according to the examples of short stories, (8) students make short stories from student experiences others that have been noted, (9) students collect short stories that have been written, (10) the teacher evaluates learning activities.

The strategies implemented by the teacher are not effective. This is because students find it difficult to understand even though it is directly explained by the teacher. Besides the time to do the task is less effective. Students are ashamed to ask the teacher if they have difficulty, so students are careless in writing and produce writing that is not good. The teacher's way of teaching or giving monotonous material, meaning that students just sit listening to the teacher's explanation and listen to the teacher's instructions. Then students work according to what was ordered from the teacher.

Prates of the three groups come from the same population so that they do not have differences on average (the initial ability of students in writing short stories is the same). This can be seen in the results of student writing and ANOVA test results that have been presented previously. In this section the discussion of research results is presented including: (1) student learning outcomes using story writing map strategies in learning to write short

stories, (2) student learning outcomes using guided writing procedure strategies in learning to write short stories, (3) more effective strategies used in writing short stories.

Short Story Writing Results Using the Story Writing Map Strategy

In the experimental class I with learning using the story writing map strategy in learning to write short stories, it is evident that the use of the story writing map strategy is effective compared to the strategies taught by teachers in the control class in terms of the value of short story learning achievement achieved. In this learning students are more active and think critically and creatively in determining the main ideas of the short stories they want to write. These results are proven by the scheffe test analysis of students in writing short stories using the story writing map strategy that is the mean defference of 14.298 * and a probability of 0.000 <0.05 proving that H0 is rejected and H1 is accepted, then the hypothesis is accepted.

Scheffe test results indicate that there are significant differences between the experimental group 1 (story writing map strategy) and the control group. Story writing map strategy can help students think critically and creatively in producing a work. Based on this it can be concluded that in learning to write short stories using the story writing map strategy not only requires understanding but also requires critical and creative thinking processes. Bergenske and Stark (via Wiesendanger, 2001, p.130) state the story writing map strategy is useful for broadening students' skills in organizing and helping students identify and understand parts of a story.

The steps of learning the story writing map strategy in learning to write short stories according to Bergenske and Stark (via Wiesendanger, 2001) consist of three parts, namely the beginning, middle and end. (1) in the first-part of the story, students describe the background of the story, students choose the right vocabulary to draw illustrations of the points they write based on the experiences of group friends, and write a few sentences outlining the more important elements of setting, (2) part two-center of the story. Students use the same process to write the middle of the story before developing the framework for the part of the story students review from the beginning of the story first. Students are asked to describe the background of the story choosing vocabulary descriptions to represent the background of the story and develop sentences to explain the setting, (3) the three-part end of the story, students describe the same process with the outline that is intended for the end of the story. The end of the story contains solutions and conclusions (Wiesendanger, 2001).

Sumardjo (2007) states that basically the form of a story is called a plot or plot. Easy story structure: beginning, middle and end. (1) in the beginning part is told about what, who, where, when and when conflict. Faster, more precise and complete this part is better, (2) the second part is the middle part of the story, which contains developments from the conflict conveyed by the author. In this case many determine the length or absence, complexity or simplicity of the story, (3) the last part is the final part, the closing part of the story that contains conflict resolution or problem solving.

The story writing map strategy is able to help students to develop vocabulary that has been written before illustrated by students. The keyword vocabulary helps students to complete additional information related to the story created, so students have no difficulty developing ideas. The story writing map strategy can also encourage students to identify every important part of the story, so students are more critical and creative. In addition, this strategy helps students develop more in writing. Story writing maps can help and make it easier for students to remember ideas and ideas and increase students' creativity in making story maps. This strategy can be used by Indonesian teachers to help motivate students to write short stories.

Story writng map learning strategies are effectively applied in learning to write short stories. This strategy encourages students to be more active and more creative in learning. Students can come up with creative ideas with illustrations that they make to be developed into a short story. The results of students writing short stories ranging from pre-treatment, treatment and post-test.

Short Story Writing Results Using the Guided Writing Procedure Strategy

In the experimental class II learning by using the guided writing procedure strategy in learning to write short stories, it is evident that the use of guided writing procedure procedures is effective compared to the strategies taught by the teacher in the control class, in terms of the value of short story learning achievement achieved. In this learning students are active and able to maintain content in determining the main ideas of the short stories they want to write. These results are proven by the scheffe test analysis of students in writing short stories using the guided writing procedure strategy with a mean difference of 10,233 * and a probability of 0,000 <0.05 proving that H0 is rejected and H1 is accepted, then the hypothesis is accepted.

The results of the scheffe test indicate that there is a significant difference between the experimental group 2 (guided writing procedure strategy) and the control group. Guided writing procedure strategies can help students improve their understanding and ability and maintain the content of the knowledge they are learning. Based on this it can be concluded that in learning to write short stories using guided writing procedure strategies make students improve the knowledge they learn in writing short stories.

The guided writng procedure strategy is effectively used in learning to write short stories because it can help students improve understanding and maintain the content of knowledge they have learned (Sejnost and Thiese, 2010). Based on this, it can be concluded that in learning to write short stories using the guided writing procedure strategy that writing short stories requires understanding and maintaining the content of knowledge learned to produce a work.
In guided writing, teachers can refocus on shared goals and understandings, provide appropriate degrees of explicitness matched to the writing behavior of individuals, and reconstruct and modify the nature of the support provided for writers Glasswell, et al (via Gibson).

Guided writing procedure learning teachers must be actively involved to guide each group as well as the teacher to increase understanding and learning for students. The teacher directs students what they want to develop in making short stories. Therefore, students and teachers join to write texts well to develop their writing skills in accordance with the development of the writing process.

The Ontario Ministry of Education (2005) suggests that guided writing procedures are strategies that give students the opportunity to express their thoughts in their writing skills in small groups. guided writing procedure strategy has the advantage that the teacher can guide students more closely. The teacher knows where the mistakes and difficulties are experienced by students and tries to improve. The concept of guided writing procedure learning can help students who are not accustomed to writing narrative essays to keep working and continue to develop students' writing abilities. Writing with group friends is expected that students can exchange ideas, ask each other questions, share opinions, tell their experiences and learn from one another. Student writing results ranging from pre-treatment, treatment and pocess.

More Effective Strategies Used in Short Story Writing

Learning to write short stories using the story writing map strategy is effective compared to the guided writing procedure strategy, and the strategies taught by the teacher in the control class. This can be seen from the acquisition of student grades in pre-test and post-test. Students experience a significant increase. The effectiveness level of the three strategies can be determined based on the scheffe test which shows the order of effectiveness starting from the learning strategy of writing a short story writing map, guided writing procedure and the strategy taught by the teacher in the control class.

Scheffe test results of the experimental group posttest 1 (story writng map teaching strategy) and experimental group 2 (guided writng procedure learning strategy) obtained an average or mean difference of 4.065 * and significance with p 0.004 (p <0.05). These results prove that the story writng map teaching strategy is more effective than the guided writng procedure strategy. Scheffe test results of the posttest experimental group 1 with the control group obtained a mean difference of 14.298 * and significance with p 0.000 (p <0.05).

These results prove that the story writng map teaching strategy is more effective than the strategy taught by the teacher in the control class. Scheffe test results of the posttest of the experimental group 2 with the control group obtained a mean difference of 10,233 * and significance with p 0,000 (p <0.05). These results prove that the guided writng procedure learning strategy is more effective than the strategy taught by the teacher in the control class.

The effectiveness between one control class and two experimental classes in terms of learning outcomes of short story writing between the two experimental classes, learning using a story writing map and learning using guided writing procedure there are differences in learning outcomes of short story writing. Because, based on the study of existing theories, both learning to write short stories using story writing maps and guided writing procedures both have a purpose for students' understanding in learning to write short stories, but the most effective use in writing short stories based on this research is learning by using story writing map strategy.

Based on the results of hypothesis testing, the average learning in learning using the story writing map strategy is 82.06 $\geq$75 or 0% with a standard deviation of 5.842. While for the average learning using guided writing procedure is 78.00 $\geq$75 or 0%, with a standard deviation of 4.169. While for the average learning using conventional is 67.77 $\geq$75 or 0%, with a standard deviation of 3.266 indicating increasingly varied data. This

shows that the story writing map strategy is more effective in learning short story writing compared to the guided writing procedure strategy and the strategies taught by teachers in the control class.

DePorter & Hernacki (2003) revealed that imagination will show not tell (show not tell), thus turning dry sentences into stunning descriptions. Developing a framework is a writing skill. A short story must be able to pour ideas / ideas into words or sentences that are interesting and can arouse the feelings of others. Therefore, the short story writer can also play emotions. That means writing a short story is not only needed for the left brain, but also for the right brain to create interesting writing.

High school students, including teenagers, they can already think something that is not real. The imagination of a teenager is able to think abstractly and hypothetically. Adolescents can already draw conclusions from something abstract (Sarwono, 2006). Imagination can also be used as a tool to remind something. When wanting to express ideas, for example in the form of writing short stories, one can involve things that were felt before.
In learning Indonesian, especially writing short stories, critical and creative thinking processes are needed to create an interesting work, so students have no difficulty in determining ideas or ideas to be developed and make students more active in the teaching and learning process. The teacher's role as a mentor is related to writing short stories strived to direct and guide students in their work so that they can grow and develop according to their potential, interests and talents. Teachers must be able to foster enthusiasm and student motivation because learning will succeed when students have high motivation in learning.

Tarigan (2008) revealed that writing is very beneficial for education because it makes it easier for students to think. It can also help us think critically, can help us feel and enjoy relationships, deepen our responsiveness or perception, solve problems, and arrange sequences for experiences.

Using strategies in learning to write short stories makes students excited and interested in producing a work. Students are always active and creative with writing before drawing a short story, students can help themselves to think critically and broad-minded. Students are free to choose vocabulary from the dictionary they want in their work. Story writingng map learning strategies are more effective than guided writing procedures. So that's the learning strategy of writing a written map How to make students think critically and creatively by choosing the right vocabulary words with the images they make to be developed at the beginning, middle and end in a short story.

Learning that has been going on has not facilitated students to develop their understanding in writing. Students only passively do the assignment in accordance with the instructions of the teacher, but the story writng map learning strategies students are required to produce an interesting work. This stage makes the story writng map learning strategy superior in writing short stories based on this research.

Based on the things that have been explained before, it can be concluded that the teaching strategy of story writing map is the most effective strategy in improving the learning of writing short story students. Story writing map learning strategies can lead students to obtain optimal results in knowledge. The initial part of the students illustrates the background of the story with the right vocabulary that illustrates the illustrations they make. The middle part of the students is able to develop the story framework starting from the depiction of the background of the story developed in the sentence. At the end the students outline with a solution that contains solutions and conclusions. This motivates students to continue to develop what they want to write, thus making learning to write short stories effective.

The story writing map strategy is effective in writing short stories because the steps in making a short story are organized and easy to understand, directing students to be able to think creatively so that students have no difficulty in writing. Students are more diligent in completing writing well, so the results of short story writing achievements of students have increased. Students who are initially difficult to write with low marks, but after teaching this strategy students have high knowledge and think creatively in producing a work. So it can be said that the story writing map strategy makes students more active and creative in learning to write short stories.

Conclusions
Based on the results obtained from testing the research hypothesis as explained in the data analysis, the following conclusions can be concluded. First, the story writing map learning strategy is effective compared to conventional strategies in learning to write short stories in class X students of SMA Negeri 1 Saluputti, Tana Toraja Regency. Second, guided writing procedure learning strategies are effective compared to conventional strategies in learning to write short stories in class X students of SMA Negeri 1 Saluputti, Tana Toraja Regency. Third, the story writing map learning strategy is the most effective than the guided writing procedure strategy

and the conventional strategy in learning to write short stories in class X students of SMA Negeri 1 Saluputti, Tana Toraja Regency, seen from the results of student learning achievements.

Based on the conclusions and implementation of the research, the following suggestions can be made. First, Indonesian Language teachers are advised to use the story writing map strategy in learning to write short stories. Learning using the story writing map strategy is able to lead students to achieve better learning outcomes and is an alternative learning strategy that can be used to make students creative in developing stories. Second, the teacher in teaching material using story writing map strategies should also pay attention to the background, conditions, and environment around students. So that this new strategy does not make it difficult for students to understand the material. Third, District / City agencies and related agencies should provide learning facilities for teachers and students such as new books that are relevant to the learning model and instruct Indonesian teachers in activities related to learning innovation. Fourth, future research is expected to be carried out using other strategies to be compared in order to obtain a strategy that is truly effective and can be recommended in order to improve the achievement of learning Indonesian, especially writing short stories. In addition, it is also advisable to increase the number of populations and research samples and increase the time of research implementation.

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