Introduction

Writing is one of the language skills in addition, it is the ability to speak, read, and listen. Writing is also one of the written communication skills as language media in conveying ideas and opinions with a certain language style. In the academic world, students are required to master the ability to write so that later they can describe and communicate knowledge and can be understood by readers. The writing ability is certainly different from speaking ability.Writing ability is considered something difficult because it requires its own knowledge. One of them is to read well before actualizing ideas in written language. In addition to writing in a variety of formal languages or academic writing, students are also required to be able to write ideas in a variety of other languages, especially students of literature; they are required to be able to write literary works.

Writing literary works is different from writing in academic language, because literary writers use the ability of imagination to be able to describe a fact of humanity more subtly or more politely. As it is known that, literary works are a description of the social phenomena of a society in which they are written or documented. Pierre Bourdie, as a philosopher and literary enthusiast, sees the position of literary writers as comparable to literary works, other confessions, and awards and so on, according to him, literary works and biographies of literary writers cannot be separated from each other. Literary and literary works are labeling and processes that are very complex and very identical to the socio-cultural situation of a society where the writer describes his work (Faruk, 2012; Setiawan, 2016; Sjoberg, 2007; Karnananta, 2013).

The presence of literary works is a separate learning medium for the reading community, and to this day it is still very important to compare it to information from other media. As said by Faruk (2012) that literary work is a fact of humanity and also the cultural facts of a society. As writing, it is certainly different from the facts of culture or other social systems such as works of art, sound art, technology works, industrial works, economic systems, political systems and religious systems. Cultural facts or the system is an individual relationship within the community between actions, but literary works are more about systems of meaning and signs, between aspects of expression with thoughts, between external (extrinsic) and internal (intrinsic) aspects. So that literary works have distinctive characteristics with language and systems of meaning related to social facts. Scientists call it literary works as a sign system or something that is semiotic.

Literary work as a sign system presents a social reality of the community, facts of imagination and ideas in the form of a writer's offer of a problem. So far the world of literary writing is generally dominated by famous writers or writers with a myriad of works because writing literary works is considered something very difficult. In addition to the predicate of difficulty, writing a literary work also requires sensitivity and social awareness by the writers in describing the social realities that they faced, because literary writers have a strong imagination and are able to express something that does not appear in plain sight. The author is often attached to writers, artists, cultural figures, critics, scientists, even to the level of the philosopher. In writing a literary work requires knowledge of various languages such as metaphor asvigurative language. Vigurative language is part of the style of language used to enrich language including in speaking and writing literary works (Muthmainnah & Rijal, 2018; Zaimar, 2002).

Students of literatureas as the academic generation in the field of literary science certainly need to be endeavored so that the productivity of writing increases with the hope of producing more creative and productive writers in the future. One appropriate method that can be applied in learning to write imaginative literary works (poetry, drama and prose) is to use the constructivism method. The constructivism method is part of the Contextual Teaching and learning (CTL) learning strategy (Rijal, 2016; Rijal & Putri, 2019; Setiawan, 2016; Siroj, 2015; Sumarsih, 2009). This method can facilitate students in writing literary works if applied according to good theorization and procedure. Constructivism is the process of building new knowledge in students' cognitive structures based on experience. Knowledge comes from outside, but is constructed by and from within itself. Thus, knowledge is formed from two important factors, namely the object of observation and the ability of the subject to interpret the object. Thus knowledge is not static but dynamic, depending on the individual who constructs it. Furthermore, constructivism learning methods emphasize the development of abilities, skills (hand-on), and thinking (mind-on). In the implementation of constructivism theory and the theory of teaching student center learning, educators are at the level of mediators, managers and evaluators.

There have been many efforts and treatments carried out by teachers in improving students’ competenceies in language including writing competence including (Ackermann, 2011; Ameliah, Syam, Anugrawati, Sangkala, & Abdul, 2019; Amineh & Asl, 2015; Basori, 2007; Fansury, Januarty, & Asdar, 2018; Jumiaty, 2016; Khumaidi, 2018; Lasmiyanti & Sarwono, 2019; Ramli & Ardiana, 2018; Septia & Marni, 2019; Setiawan, 2016; Siroj, 2015; Sjoberg, 2007; Sumarsih, 2009; Utami, 2016; Zahrina & Qomariyah, 2018). Some of scholar tried to combine between constructivism method and others such as cognitivism and behavioristict. Regarding the implementation of thus method can encourage the students’ motivation in learning. The teacher also can adapt well thus method of teaching. The use of cognitive methods makes students’ competencies increase, so cognitive methods are considered as effective methods in developing students' writing competencies. It is different with Setiawan (2016) that, he tried to enhance by combining cognitive methods and constructivism, it is very effective in improving student writing competence. According to Setiawan, students can create new patterns in learning if they combine the two methods as long as the instructor is able to direct students' knowledge well and the teacher has other knowledge outside of behavioristic and cognitive theories.

Most of the researchers have implemented thus method; cognitivism, beahviorism and constructivism in general teaching and learning in order to increase the students motivation and the students’ values. But, now days there were still lack of references of the implementation of constructivism method in increasing the performance of the students’ writing of literary works. The purpose of this study is to see whether the method of constructivism can improve the competence of students’ writing literary works and whether the method of constructivism is effective in teaching writing literary works. Effectiveness is a measurement of the success of learning to write literary works based on predetermined goals. Constructivism method is a method that uses steps as 1) orientation, 2) elicitation 3) restructuring of ideas, 4) use of ideas in many situations, and 5) review. Writing literary works is the activity of pouring ideas into a piece of writing that has the building elements of a literary work.

Theoretical Framework

The theory of constructivism is a theoretical approach in communication that was developed in the 1970s by Jesse Deli and his colleagues. In constructivism theory, where the individual interprete and act according to the various conceptual categories that exist in their minds. According to this theory, reality does not show itself in a rough form, but must be filtered first through how someone sees something (Morisson, 2009: 107). Constructivism theory is a synthesis of several theories into one new theory. Including assimilation of the behavioristic and cognitive paradigm, and this theory emphasizes the learning process that focuses on the understanding and exploration of experience (Ackermann, n.d.). The theory of constructivism states that individuals interpret and act according to the conceptual category of mind. Reality does not describe the individual, but must be filtered through the way people view the reality.

Constructivism theory is built based on existing theories, namely personal construction or personal construction (personal construct) (Ackermann, 2011; Sjoberg, 2007; Utami, 2016). Constructivism method stated that the students understand their experiences by grouping events according to their similarities and differentiating things through their differences. The concept of constructionists was introduced by interpretative sociologist Peter L.Berger with Thomas Luckman. In the concept of communication studies, social construction theory can be called to be between social fact theory and social definition (Eriyanto 2004: 13).

The constructivist paradigm is influenced by the perspective of symbolic interaction and functional structuralist perspective. This perspective of symbolic interaction says that humans actively and creatively develop responses to stimuli in their cognitive world. In the social process, the individual human being is seen as the creator of a relatively free social reality in his social world. Social reality has a meaning when the social reality is constructed and interpreted subjectively by other individuals, so that it stabilizes objectively.

The implication of constructivism for the learning process in accordance (Lasmiyanti & Sarwono, 2019; Sumarsih, 2009; Utami, 2016) that knowledge is obtained through individual construction by interpreting the reality faced and not through the accumulation of information. The implication in the learning process is that educators cannot directly provide information, but the learning process will only occur if students are dealing directly with certain realities or objects. Knowledge is obtained by students on the basis of the transformation process of the cognitive structure. Thus the task of educators in the learning process is to provide concrete objects of knowledge, ask questions in accordance with the experience of students or provide concrete life experiences (values, behavior, attitudes, and things experienced) to be used as objects the meaning.

The constructivist believes that knowledge is formed in individuals on the basis of the cognitive structure they have, this has implications for the learning process that emphasizes the personal activities of students. So that the learning process can run smoothly, educators are required to recognize carefully the level of cognitive development of students. On the basis of his understanding educators design learning experiences that can stimulate the cognitive structure of children to think, interact to form new knowledge. In the learning process an educator must create authentic and socio-cultural and natural experiences for his students. Learning material really needs to be contextual, relevant and taken from local socio-cultural experiences. Educators cannot force a material that is not related to the real life of students. Coercion will only cause rejection or cause boredom or will hinder the process of students' knowledge development. In the learning process, educators must provide autonomy, freedom for students to explore problems and solve them individually and collectively, so that their thinking power is stimulated to optimally be able to actively shape new knowledge and meaning. Educators in the learning process must encourage the occurrence of high-level cognitive activities such as classifying, analyzing, interpreting, predicting and concluding.

Educators design tasks that encourage students to look for individual and collective problem solving so as to increase high confidence in developing personal knowledge and sense of responsibility. In the learning process, educators must provide the broadest opportunities for dialogue to occur between fellow students, and between students and educators, so that all parties feel responsible that the formation of knowledge is a shared responsibility. You do this by giving questions, tasks related to a particular topic, which must be solved, explored individually or collectively, then group discussions, writing, dialogue and presentations in front of other friends.

Constructivism in learning is not something new but has been applied by several experts in the field of teaching. Driver and Oldham in Suparno (2001: 69) say that learning that uses a constructivism approach consists of the following steps: 1) orientation. Students / students are given the opportunity to develop motivation in learning from a topic. Students are given the opportunity to hold observations on the topic to be studied. 2) elicitation. Students are helped to express their ideas clearly by discussing, writing, making posters, and others. Students are given the opportunity to discuss what is observed, in the form of writing, pictures, or posters. 3) idea restructuring.

In this case there are three ideas that can be restructured, namely: a) clarification of ideas that are contrasted with ideas or friends through discussion or through the collection of other ideas, one can be stimulated to reconstruct ideas if they do not match or vice versa, become more confident if the idea is suitable. b) build new ideas. This happens in discussions where the idea is contrary to other ideas or the idea cannot answer the questions raised by friends. and c) learn new ideas by experimentation. If it is possible, it is better if the newly formed idea is tested with a new experiment or problem. 4) use of ideas in many situations. Ideas or knowledge that have been formed by students need to be applied to various types encountered. This will make the learner's knowledge complete and even more detailed with all kinds of exceptions. And 5) review. This process is used in determining how the idea changes. In other words, the knowledge possessed in situations that are faced daily about ideas or ideas possessed by someone needs to be revised by adding a statement or perhaps by changing it to be more complete.

Constructivism starts from the view of cognitivism. Cognitivism is more concerned with the process of learning than the results of learning, a person's behavior is determined by his understanding of situations related to the learning objectives. Learning is a change in perception and understanding that cannot always be seen as visible behavior. The view of cognitivism states that learning is an internal process that includes memory, information processing, emotions, and other psychological aspects where the knowledge received is adjusted to the cognitive structure one already has based on pre-existing knowledge. The following is a comparison of behavioral, cognitive, and constructivist Behaviorist theories.

Research Methods

The research design is a scientific plan and procedure carried out by the researcher in order to respond to the formulation of the problem, and includes data collection, data analysis and data interpretation (Sugiyono, 2008). This type of research is an experimental study with quantitative data, namely testing the theory of teaching on improving student writing competence. The theory of constructivism teaching is an independent variable and increasing the capacity to write student literature is the dependent variable. The main data in this study are the results of student literary works that contain intrinsic and extrinsic elements with a particular grading system. Retrieval of the data was tests, observations and questionnaires. Implementation of both pre-test and post-test to measure the extent of the ability to write student literature through theories and methods of constructivism. Pre-test consists of two types of test categories, namely a comprehensive test in writing about understanding the basics of literature (history, theory and criticism) and competitive tests about the writing of a literary work (each writing 5 poems, 1 short story, and drama scripts ).

The items are open-ended question with an assessment system that starts from number 1 to 5. Number 1 is the lowest number on each item, and number 5 is the highest number. Supporting data is the result of classroom observations and student attitudes towards the implementation of constructivism methods in teaching literary writing through a simple questionnaire. Observations were carried out to analyze supporting factors in the learning process, including learning tools, class situations, class readiness and student attitudes in receiving material. Observation of the work during the class takes place outside the test results including the process of student work by looking at the building elements of literary works including elements of themes, characters, settings, plots, settings in short stories and novels. As for poetry such as diction, language style, patterns, themes and mandates.

The criteria for completeness of individual student learning that are set individually are 65 in accordance with the minimum criteria of courses that are determined based on the Ministry of National assessment standards (2007). Classical learning completeness is stated to have been achieved if at least 90% of the total students have met the minimum completeness criteria. The population in this study was the students of the English Literature study program at the Faculty of Literature and Humanities at the Makassar Islamic University in the academic year 2018-2019. While the sample in this study were students who programed English Prose and English Poetry courses that were incorporated in the fourth semester of the English literature study program at the Faculty of Literature and Humanities at the Makassar Islamic University (UIM), totaling 25 students.

The stages of this research are planning, implementing, observing, monitoring, evaluating then proceede with data analysis and data representation. Data analysis and data interpretation were done after the research data was collected. Data analysis using narrative analysis or in other words describe the results of the data that has been obtained. So that the data that can be analyzed from this study are the results of tests with additional categorization and assessment are the work of students based on the categorization of writing literary works, namely the use of literary elements. Reviewing the results of tests, observations and monitoring as a material consideration in reviewing the results of student literature. Data representation was made after the presentation of data and data analysis as the final step in this study to illustrate the results of proving hypotheses.

Research Result

The results of research on the application of constructivist methods in writing student literature can be seen from the application of the following methods;Test results (Pre-Post-Test)Pre-test was conducted to determine the initial ability of students related to three aspects; first aspect; literary theory, literary history, literary elements, understanding of the types of literary works and literary criticism. The second aspect is; test about the ability to write literary works. The types of questions are essays with a total of 7 questions each; related to understanding literary theory, elements of prose literary works, elements of poetic literary works, poetry criticism, novel criticism, short story criticism, free poetry writing, free short story writing and free novel framework writing. With a duration of 60 minutes and with a rating of 100 points, the lowest value is 30 and the highest is 90.The pre-test results show that of the 25 literary students in semester IV of the 2018 academic year 2019, the average writing ability was at 42.5 points. While the ability to answer theoretical questions is only at point 38. From the results of the pre-test shows that students are still not able to creatively create their own work independently. seen in poetry and short stories writing.

In accordance with the questions and hypotheses that did the students' writing ability improve by using the constructivist method? This was answered at this point, which is based on indicators of the assessment of writing literary works. It can be concluded that the ability of students to write literary works freely can be increased. From the total sample showed that the average writing ability of students is at 65-68. So there is a slight increase in writing literary works. While the ability to answer theoretical questions is that students can answer well with 70-75 answer points.

The learning process is carried out with 16 meetings of each learning contract, pre-test, teaching of literary theory, literary history and literary criticism, after teaching theory; teaching about reviewing literary works, namely reviewing novels and short stories, also continued the application of criticism both criticism of short stories, novels and poetry. The writing of literary works carried out with free writing techniques as long as the author is able to convey the message and is inseparable from the elements of literary work. However, the habit of writing beforehand is carried out by brainstorming and describing the reading reading experience.

Implementation of constructivism methods in teaching writing literary works with a student centered (student center learning) is carried out by asking students for opinions regarding writing topics, writing length, and the output to be achieved and each class takes place 10-15 minutes of discussion method 2 questioner and 2 observers and lecturers / researchers act as mediators. This class model is very popular with students and it is proven that there are only 3-4 four students who are sometimes unable and rarely found students coming late. In addition to the in-door class, out-door classes are also held for 4 meetings, namely when writing poetry, writing short stories and poetry appreciation and writing performances by reading the results of both short stories and poetry which are held openly such as poetry discussions, poetry titles and Faspelma.

Associated with the selection of theoretical material topics is based on the experience of students as long as they follow the lecture period, both the experience of living with family as well as experience in the cost or experience on campus. This is possible to reconstruct student knowledge through life experiences. Based on the results of student discussions at the third, fourth and final meetings that students' desire to write is very high but the lack of reading material in libraries and access to literary works on campus is very minimal. to compete in writing is still relatively low so it triggers student laziness in writing.

The results of the implementation of the study were divided into three stages; the first stage is brainstorming, reconstruction and teaching. The research hypotheses are as follows: 1) learning to write literary works using constructivism can improve the ability to write literary works of UIM Makassa Faculty of Literature and Humanities students; 2) the constructivism method can affect the effectiveness and creativity of writing literature at the UIM Makassar Faculty of Humanities and Humanities; 3) the use of constructivism method was successfully applied in learning to write literary works in the literature students of the Faculty of Literature and Humanities UIM Makassar. Poetry is an interesting thing, because the words contain a lot of aesthetics consisting of various elements.

The inner expression expressed by the author in his literary works will be reflected as a reflection of the basic problems of human life which include death, love, tragedy, hope, power, devotion and purpose in life and things in human life.

Feedback

To find out the interpretation of students in writing literary works by using the method or theory of cosntructivism that is conducted interviews. Interviews are carried out randomly and are held three times, namely during classes where students are accidentally asked to answer what their opinions are related to the theory of constructivism in the teaching of literary works, second, namely after the class takes place; This interview was conducted by asking what their response was related to the implementation of teaching by using the theory of constructivism in writing literary works. While the third, interviews were conducted to determine the ability of teachers to implement constructivism theory in teaching writing literary works.

Discussion

The research about constructivistic method in teaching learning is as the same of other teaching method like cognitive and behavioristics method. The teacher has prepared the teaching planning, action, monitoring and evaluation. The planning was class designing, and teaching material. The teaching process or action, the teacher gave the brainstorming to the students about the class orientation, teaching achievement and literary work orientation. The teaching process has been done by starting from the theory of literature, the history of literature, critics and the appreacition of literature. The theory of literature in that study was trying to bring them in formalism and structuralism understanding then turn to the constrctivism, and refered some experts like in Faruk, 2012; Jumiaty, 2016; Manshur, 2019; Yulianesta, 2014 studies. It also did the practice of writing in each meeting or one in twice of meeting by combining the soft skills ( Rijal, 2016; Setiawan, 2016; Siroj, 2015).

The research tried to analyze the test result, the literary works and the feed back of the students from the implementation of the teaching method. The research concerned to the improvement of the students’competences in writing literary works through the konstructivism approach. Literary works means that the work of literature of the students doing in the process of learning. Literary works has been classified become two kinds, they are imganinative and non imaginative literature. The imaginative literatures are prose, poetry and drama, while non imaginative literatures are essay, autobiography, folk tales, etc. the imaginative literary works on this research was focused on the human’s fact, both in writing poetry or prose. Confirm to the theory of Piaget contructivism in learning has been explore by some experts such as Ackermann (2011); Amineh & Asl, (2015); Sjoberg, (2007) that constructivism can encourage the students to explore their awareness in doing a process of learning in learning. The students were guided to write the literary work by constructing their own knowledge and experiences.

The test results indicated that there were increasing score abput 15 % from the pre test to the post test. Beside the test as the main data of this research, there was non test data such as the students’s character, the students’ performace in writing literary works and the values of literature works based on the elements of literature. The value of the student’s literary works showed the students’ character and the social values they proposed to the reader. It means that they have social care and they have experience to explore though writing. Based on the data have been presented above showed that there were significances improvement of the students’ writing competences in using the constructivism approach. The data indicated that the constructivism method can be received as a method in practice of writing literary works and constructivism method is awailable for the teaching and learning of literature. Even though there were some students’ problems in facing the constructivism mehod as the way of learning such as this method is something new in literature teaching learning, the students still very difficult in writing poem and the students’ prose writing still discuss about their experience then the now days fact.

Learning by constructivism method is as a maximum process and correlate the learners’ experience or learning by contructing what the learners’ have. It means that, the learners’ knowledge can be improved well. Constructism is defined as generative learning method, means that this method can organize the learners’ experiences, and the implementing of constructivism method can be easily understood well by the learner. The constructivism approach has been applied by some researchers before; they claimed that constructivism can help the students in increasing their achievement, even though some of them have not statisfied with their students’ achievemevent, but some of them also combine with behaviorism or cognitivism in their teaching and learning. Based on the origin theory of constructivism by Jean Piaget (in Sjoberg, 2007). Contructivism theory bring the students’ become more independent learners; it is the hope also for other teacher and scholar.

Conclution

In literature teaching and learning is needed various way and method that can stimulate the students to improve their achievement. Literature learning is a specific subject and need some ways and methods to help the students in understanding the messages of the literature works. In understanding of the pure of literary works, there were some pints need to be highlighted by the students such as the theory of literature, the histpry of literature and the critics of literature. Beside the message of the works, in this case the students bring to create the lieterary works. They have to collaborate their understanding to improve their creativity and performance in writing the works.

Based on the data and the discussion above can be concluded that the constructivism method can be applied in lieterary writing subject and it can improve the students writing performance well. From the test result showed the significance score around 15 % from pre test to post test, for non test data showed also the welcoming of the students in applying the method, beside that based on the analysis of the students writing showed the good performances. They can describe the characteristics in their story, plot, setting, and theme, eventhough they can not describe well the idea of story to the common reader. In poem writing practice by using the constructivism approach, the students can easily to write the narrative poems, but most of them have difficultie to put and choose the right diction based on the poem theme proposed.