Revitalization of Regional Literature as a Strategy to Improve Writing Ability and Reproducing Literature

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Abstract

Along with the times, literature, culture and society are growing steadily. The Three are affected by the speed of movement conditions of social life in the development of modern society lifestyle. The importance of the revitalization process in literature basically is to restore the function of literary works against society. Its main purpose is to describe the influence learning strategy and the revitalization of the regional literary writing activities and reproduce literature. Thus it would be useful both theoretically and practically. It is directly enrich the regional literature as a form of Indonesian literature. The method used in this research is quasi-experimental method (quasi experiment). This study is called an unreal experiment, or also called a mock experiment. After conducting research with the strategy, there are 31 works of literature revitalized through folklore and regional stories that exist in Indonesia. The work then became one and a book entitled Reproduction of Regional Literature R5A. From the experimental results, the groups can be concluded that there is an average score between the experimental group and the control group. Known after consultation on table turns out significant number.

Introduction

Culture is basically created thanks to human wisdom. Culture is realized because everyone gets the benefit of the wisdom that exists in culture. Culture, society and literature are essentially created by the diversity of human life. Therefore, it is necessary to harmonize so that the three of them can continue to correlate with one another. The relationship between literature and society which is associated with differences in essence, literature as the essence of fiction and society as the essence of reality, does not produce a meaningful relationship between the two. Literature is genetically derived from society, and is written for the benefit of society. Literary elements are identical with elements of society. Society and literature are both formed on the basis of a symbol system, society through an expressive symbol system, while literature, through its first model system, namely language, is a system of arbitrator symbols (Ratna, 2007).

Along with the times, literature, culture and society are increasingly developing. The condition of the three of them is influenced by the speed of movement in the conditions of social life in the midst of the development of the lifestyle of modern society. This development affects the conditions for the creation of literary works in general and the development of regional literature in particular. Taking into account the current conditions, regional literature is also affected and eroded by the times. In its aspect, in the current era of technological development, the revitalization of regional literature must be carried out intensively. The tradition as a cultural heritage cannot be let to be lost in the middle of the age. Various parties must participate in promoting revitalization and the movement to love regional literature. The community must also strive to create enthusiasm for the young generation to know the area so that it can be preserved. According to (Andriani, 2015) the

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culture that grows on campus tends to imitate western culture, so that local culture is ignored. Local culture is considered ancient culture, so it does not appear in the form of creativity. Even though Indonesia is rich in culture it can be maintained on campus.

The importance of the revitalization process in literary works basically returns the function of literature to social life. This directly provides benefits in terms of physical and spiritual needs, directly and indirectly in people's lives, as well as positive and negative impacts on the roles and messages conveyed. In addition, the urgency of literary works has existed since ancient times, as a tradition and this is a process of habituation as revitalization. The dissemination of literary works (regional literature) through its aesthetic aspects does not require significant energy and cost, the essence of its importance is concrete efforts that can be carried out in the era of contemporary development.

As a result of the conditions of the development of these literary works, it is necessary to carry out various revitalization activities that can preserve the existing regional cultural and literary treasures. Therefore, in accordance with the discussion of the problem of this paper is to discuss whether or not there is an effect of learning strategies with the revitalization of regional literature on writing and reproducing literary works for students. The aim is to describe the effect of learning strategies with the revitalization of regional literature on writing and reproducing literary works. Thus it will be useful both theoretically and practically. This will directly enrich the local literature as a form of Indonesian literature. Adding theoretical studies to literary works and literary learning strategies at universities is one of the learning strategies. In addition, it is also to add knowledge and enthusiasm for preserving regional culture and literature among youth. This activity is also useful for improving the ability to write and reproduce literary works for students.

Historically, Indonesian literature was born in the early 20th century along with the birth of Indonesian. The distinctive features of Indonesian language and literature in relation to Indonesian society thus are the spirit and spirit of Indonesian, as extrinsic characteristics, not intrinsic characteristics. This fact shows that society is what conditions a creative activity to occur, not the other way around (Ratna, 2007).

The history of Indonesian literature includes the study of the development of Indonesian literature from its inception to its last development. This happens because Indonesia has experienced developments from time to time, from period to period. The literary period, literary norms, diversity, integration and disappearance can be traced. Based on this development also influenced local literature and regional literature which also developed. Patterned based on the cultural treasures of each area (Zulfahnur, 2008: 5.3).

(Ratna, 2007) activities that can be carried out to promote literary works are as follows: (1) Establishing conditions, traditions, and rules that are institutional in nature to literature with its various aspects, so that literature has an authority in the midst of society. (2) In a concrete form this can be done by duplicating literature, libraries, exhibitions and other literary facilities. (3) Generating creative activities, especially for authors and literary writers by granting copyrights. (4) Increase research, disseminate it to the community. (5) Providing appreciation, including literary activities in education.

Based on this explanation, the role of literature and literary revitalization in modern society is that literature can develop and flourish and its values can be directly felt by the general public. According to (Djojosuroto, n.d.) literature itself contains potentials towards humanity and universality. Successful literary works contain the total expression of the human person which includes levels of biological, social, intellectual and religious experience. These values

are needed by modern society. These values are the result of the author's sharp observations which are expressed in literary works. Realities in the symbolization of literary works can be given new interpretations. Furthermore, these interpretations can generate new aspirations for the community / readers.

Regional Literature as Local Literature

Technically, old (regional) literature is divided into two kinds, namely oral (oral) literature and written literature. Based on geographic, ecological conditions, and its diversity of forms, oral literature is the most extensive and the richest cultural treasure. However, due to its widespread distribution, it becomes difficult to detect with certainty. What is certain is that along with the development of the era, the regional literary tradition is decreasing. This is due to reduced public support due to the effects of mobility and globalization. In contrast to this, written literature is not affected by the existence of oral literature. Thus, even though an oral tradition has been transcribed into writing, the tradition is still alive with its respective mechanisms.

Regional literature as a local literary work is a literary work that provides literary characteristics of an area. According to (Ratna, 2007) local literary works are works that describe the characteristics of a particular region. Local literary works generally present surface information about certain locations, by way of depicting visible elements as decorations without going into real people's lives. The elements that are told are for example: clothes, speech, daily habits, temperament and topography. Regional literature, or better known as regionalism literature, basically also describes geographical conditions, settings, customs and so on. The difference is that regionalism literature (regional literature) pays attention to the mission and tendency, which in turn displays the uniqueness of the regional literature.

Regional literature is closely related to oral literature, Faruk (2010: 15) groups the oral literature genre as follows. (1) Material with story style, namely, ordinary stories (Tales), myths, legends, epics, speech stories, memories. (2) Materials with non-story patterns, namely expressions, songs, proverbs, riddles, oral poetry, sad funeral songs, laws or customary regulations. (3) Material with a behavior pattern, namely stage plays and arena plays are regional in nature.

Reproducing Literary Works

Reproducing is a creative activity to recreate a new literary work from existing literary works. The activity of rewriting literary works in a more innovative and modern way without leaving the original literary elements. Reproduction can also be based on the types of literary works, for example changing rhymes into poetry, or turning short stories into drama. In addition, making poetry based on the mandate of a short story (old prose) and vice versa. (Keraf, 1994) Simple reproduction activities can also be done, namely by writing a summary or summary of the existing works. In writing a summary, we also pay attention to the style of language, illustrations, which are summarized and focus on the essence of the essay.

Based on the foregoing, reproducing is also the same as these activities. By providing creative ideas, stick to the language style in writing without leaving the essay essence of a reproduced literary work. In this activity, in the early stages students will find regional literature from their respective regions of origin and produce these works so that readers from other regions can continue to enjoy them. Thus, the form of revitalization regarding regional literature will continue to be carried out, so that it will be able to introduce the form of regional literature that is starting to disappear.

Learning Strategy with Revitalization of Regional Literature

Teaching requires the right strategy so that the learning process can be carried out optimally. Teachers must design and make steps according to student needs. This aims to create a pleasant learning atmosphere, so that it can easily convey learning material. Zulfahnur (2008: 9.2) suggests that a good learning design is a design that is prepared with a systematic thinking pattern, meaning that we adhere to the view that a process takes place in a particular system which has a number of component elements. The workings of this system involve each other of these components to achieve predetermined goals.

Writing is an activity to convey ideas, ideas, feelings, thoughts in writing to readers. According to Dalman (2014: 3) writing is a communication activity in the form of delivering messages (written information as a tool or media or media. Writing activities involve several elements, namely: the writer as the delivery of the message, the content of the writing, the channel or media, and the reader. what can be done in writing / reproducing literary works is the process of glimpsing the process. This stage students look for and glimpse regional literature to be written or reproduced. The next stage is brainstorming. This stage reads topics related to what will be written about ideas, types of regional literature. Then map thoughts about what topics will be the main things in student writing. The brainstorming stage, can be done with the following stages: (1) Make a question (using question), (2) Making small notes (making notes), (3) Using visualization (using visuals).

After those steps above. The following is the process of writing or reproducing literary works according to White (2000: 4) as follows: (a) Focusing, focus on what main inspiration will be conveyed from a regional literary work. (For example, focus on the message, content or story conflict, which is the basis for our reproduction). (b) Structuring, the process of arranging story ideas, to forming a framework (for prose) or wording and completing the work. (c) Drafting, writing and reproducing the literary work back into a new literary work. (d) Evaluating, evaluating the results of the writing. Including the story line, story content, mandate, realized regional cultural values and the systematics of writing works. (e) Re-viewing, re-reading the work thoroughly to produce new interesting literary works.

Methods

The method used in this study is a quasi-experimental method. This research is called an unreal experiment, or also called a sham experiment (Arikunto, 1998). This study is to compare one group with another. Furthermore, according to (Emzir, 2013) suggests that this quasi-experimental design is divided into several series as follows 1) comparing the experimental group and the control group. 2) one group was given an initial test and given treatment, then given a final test. This stage is included in quasi-experimental research with the design of The Nonequeivalent Control Group Design. The population in this study were all 5th semester students of the Indraprasta University PGRI Jakarta. Learning is carried out in the Summary of Literary / Scientific Reading Analysis Subject. The number of classes is eleven classes, each consisting of approximately 35 people. In this study the sample was taken randomly. The sample taken is homogeneous, that is, randomly taking 2 classes from eleven classes by holding a lottery. Choosing randomly, two classes out of eleven by lot were drawn to obtain Regular 5 A and Regular 5 B. The total sample was 61 students.

The procedure for sampling is as follows. (1) Data collection of all 5th semester students who take the Summary of Literary / Scientific Reading Analysis course, then make a sample. (2) Randomly selecting two classes from all classes by lot, so that the Regular 5A and Afternoon

5B classes are obtained. (3) The total number of samples is 61 students. With the breakdown of Sore 5A class became the experimental group and Regular 5 B became the control group.

The data collection technique used in this study was a test. In this study, the test used was a test of the ability to reproduce literature by writing new literary works. Students are told to look for regional literary works. For example, folk tales, fairy tales, legends, folk songs, or leading stories from regions in Indonesia. Then, reproducing back into a new literary work can be in the form of a short story or a drama script. This test aims to measure the ability of students to reproduce their chosen literary work. This technique aims to compare the results of research in the experimental class and the control class. With this test, it can be seen whether revitalizing regional literary works can have an influence on the ability to reproduce students' literary works.

The test was carried out twice, namely carried out at the beginning and at the end in both classes, namely the experimental class and the control class. The initial test was carried out before learning in the experimental class and control class took place. The initial test aims to determine the writing ability of students in both classes. The final test was carried out after the experimental class received treatment and the control class with conventional methods. This final test aims to determine the comparison of the students of the two classes. That is, before the final test is carried out, the teaching process is carried out by revitalizing regional literary works in the experimental class. Furthermore, teaching writing activities using conventional teaching methods in the control class. Conventional techniques are techniques commonly used by lecturers in teaching to reproduce literary works. This technique is applied to control group students, with the lecturer teaching it. The steps for teaching writing in the control class using conventional methods are as follows: (1) The lecturer explains the material about reproducing literary works, (2) The lecturer provides examples of reproduced writing, (3) Students are asked by the lecturer to find literary works to be reproduced, (4) Students reproduce their own literary works. (5) Students and lecturers jointly assess the reproductions of their literary works.

In order to obtain good research results and make correct conclusions, the data must be correct. For this reason, a good instrument is chosen, namely an instrument that can measure what should be measured (Neolaka, 2014). Processing data as a research benchmark is the main aspect. The instruments are arranged based on the appropriate components in the aspect of reproducing literary works in the form of short stories or dramas.

Data analysis is statistical data processing. After obtaining the data, it is processed and analyzed. Data analysis in quantitative research according to (Neolaka, 2014) is as follows : (a) Exposure to quantitative data according to each research variable in the form of tables or data tabulations. (b) Testing the prerequisite data before the next stage is carried out. (c) Creating data distribution or frequency distribution tables for each research variable. (d) Before carrying out hypothesis testing, the analysis prerequisite test is conducted first, namely the normality test and the homogeneity test of the data. (e) Carry out hypothesis testing according to each hypothesis according to each hypothesis which refers to the statistical hypothesis. (f) Then end by formulating conclusions, implications and suggestions.

Based on these steps, the SPSS 18 computer program was used to perform data analysis with the following steps. (1) Calculating the average value of the experimental class and control class tests obtained from the pre-test and post-test. (2) Calculating the comparison of the difference between the initial test scores and the final test scores of the experimental group and control groups using the t test formula. (3) Determine the significance of the results of

the initial and final tests in the experimental group and the control group. (4) Match the calculation result with the point value table t. (5) Interpret data. (6) Summing up the data.

Results and Discussion

Literary work embodies the beauty of human life. As a form of taste and creation of human life itself. (Ratna, 2007) argues that literary works can be divided into two types, namely old literature (classic) and new literature (modern). Old literature is also called regional literature, which uses regional languages, spread throughout the archipelago. From various parts of the archipelago, the various ethnicities, languages and cultures of course have different cultural treasures. Therefore, it is important to explore and preserve the regional cultures / literature so that it can be passed on to the younger generation.

Regional literature as a local literary work functions to support the geographical existence, the vast territory of Indonesia with its diversity of customs for example: Natural wealth, beautiful scenery, and a peaceful life in the countryside. This needs to be presented in certain ways so that it can be felt by other people. Thus, a sense of nationalism and the ideals of national progress in general are achieved not by eliminating regional characteristics, but rather by maintaining, developing and preserving them. (Andriani, 2015) added that another positive impact of the local cultural arts development program is that students know more about their own local culture. This means that students who are not immigrants know and participate in learning the culture of tribes outside their area. This can strengthen and make students as the nation's successor aware of the richness of Indonesia's culture.

Based on this description, literature and culture are also one of the most important parts. How a literary work is created based on culture, local literature and the characteristics of local wisdom in the area. The point of culture is how the reality that exists in society is reflected in a literary work. (Purnomo, 2010) the largest part of cultural studies is centered on the issue of representation, namely how the world is socially constructed and represented to us and by us. So, the main element of cultural studies is culture as a practice of meaningful representation.

Based on this, here are some examples of regional literary works that are treasures of cultural heritage. Folklore is a part of the culture of a collective, which is spread and passed down from generation to generation, among any kind of collective, traditionally in different versions, in oral and written form (Rafiek, 2010). The following is a summary of the folklore stories from South Sumatra.

The moral message from (folklore) folklore from South Sumatra The legend of Kemaro Island is "Don't be hasty in making decisions." Making a wrong decision can cause great regret. Based on this moral message students can take positive values in everyday life in acting and behaving. In addition, the main objective is to reproduce the folk tale, for example reproduced into a poem (pantun).

Oral literature contains stories that are conveyed orally and vary from genealogical descriptions, myths, legends, fairy tales, to various stories of heroism. Oral literature is also part of folklore, namely everything that is included in the life of folk culture such as customs, beliefs, fairy tales and expressions. The following is an example of oral literature. For example in Javanese, speeches are presented in artistic language (beautiful). Art elements in the form of sound equations in Javanese speech are called purwawkanthi. Purwawkanthi means to recite what has been said before (before). For example oral literature according to (Rahyono, 2009) below: (1) Becik ketitik ala ketara: "good deeds are marked by visible bad

actions" (2) Alon-alon waton kelakon: "insane gets crazy support to inherit" (3) Busuk ketekuk, pinter kebinger: 'stupid folds till getting lost'

This formal speech element can be found in the speech discourse (greeting) at the wedding ceremony. This element is presented in the speech as a form of regional identity in that area. This is a form of conversation in oral literature, giving moral messages as a form of preservation of regional literature. These beautiful words are characteristic in a region (Java). How can this type of work be observed and understood, the stages of writing reproduction are also carried out. For example, from the topic sentence message can be told a short story or folk prose. In its simple form, you can write a summary or summary of the story first before marking the overall result.

Based on the results of the research and discussion carried out, it can be concluded that the literary revitalization strategy can improve the ability to write / reproduce literary works. The results showed that there were differences in the ability to write / reproduce literary works.

Explain the results of the research in the form of problem-solving analyzed using relevant theories. The results of the study also revealed the findings of the research. Discussion is accompanied by logical arguments by linking the results of research with theory, the results of other studies.

Table 1. Average Value of Initial Test, Final Test, and Gain Score

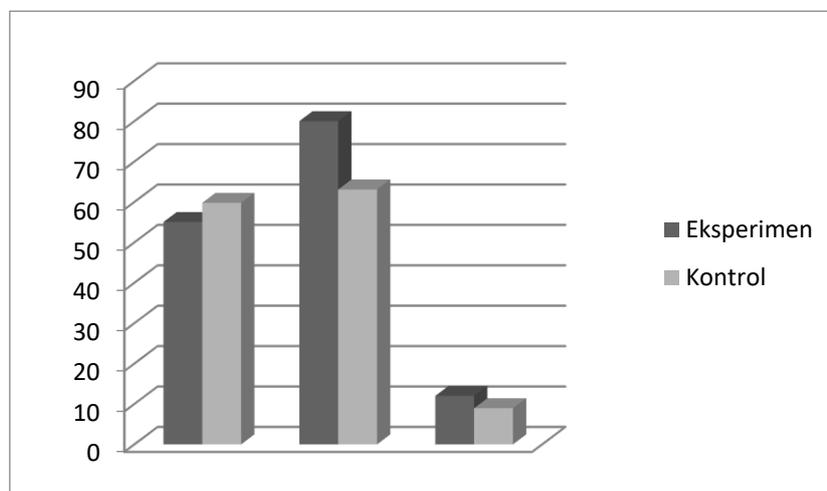| Group	Average Value of Initial Test	Final Test	*Gain Score*
Experiment	55,05	80,01	12,02
Control	59,80	63,10	98,96

Figure 1. Average Value of Initial Test, Final Test, and Gain Score

Based on the results of the initial test in the experimental group, it is known that the lowest experimental group score was 55.8761 and the highest was 60.1267 with an average score of 58.6170. On the other hand, the lowest initial test score for the control group was 52.6764 and the highest was 55.8971 with an average score of 54.478.

The scores of students in the experimental group and the control class at the time of the initial test did not get the maximum score, which is a natural thing, considering that students do not know how to write well. In order to obtain valid research results, the pretest and final test scores in the control group were also tested for normality and homogeneity. After being tested for normality using the SPSS 18 computer program, with the Chi Square Distribution

technique, Ho is accepted so that the data is homogenous. Then the data from the P-P Plot graph test were carried out with normally distributed data. This shows what was said before those students' writing skills are not much different or homogeneous.

Based on the final test results of the experimental class after being given 4x treatment of the local wisdom value approach to creative writing, the final test results showed that the lowest student final test score was 57.81 and the highest was 85.80 with an average score of 70.01. On the other hand, the final test results of the control group showed that the lowest student final test score was 48.02 and the highest was 80.00 with an average score of 64.21.

From the description above, it can be interpreted that the ability to write creative after being given treatment has increased. Based on the results of the calculation of the value of the experimental group with an average initial test score of 58.5517 and an average final test score of 70.9310, there is an increase in the score of 12.37931, while the learning outcomes of the control group with an average initial test score of 53.7143 and the final test 62.9643 there is an increase in the score of 9.25000.

From the results of the t-test of the two research groups, it can be concluded that there is a difference in the mean score of the experimental group and the control group. It is known that after being consulted on the t table, the difference was significant. This can be seen from the t-test which shows that t count> t table or 3,475> 2,004 with db = 55 at the 95% significance level ($\alpha = 0.025$).

After conducting research with this strategy, there were 31 literary works of reproduction that were revitalized through folklore and regional stories in Indonesia. The works are then collected into one and made into a book entitled Reproductions of Regional Literature Works R5A. The following are the results of the reproduction of literary works from the experimental class.
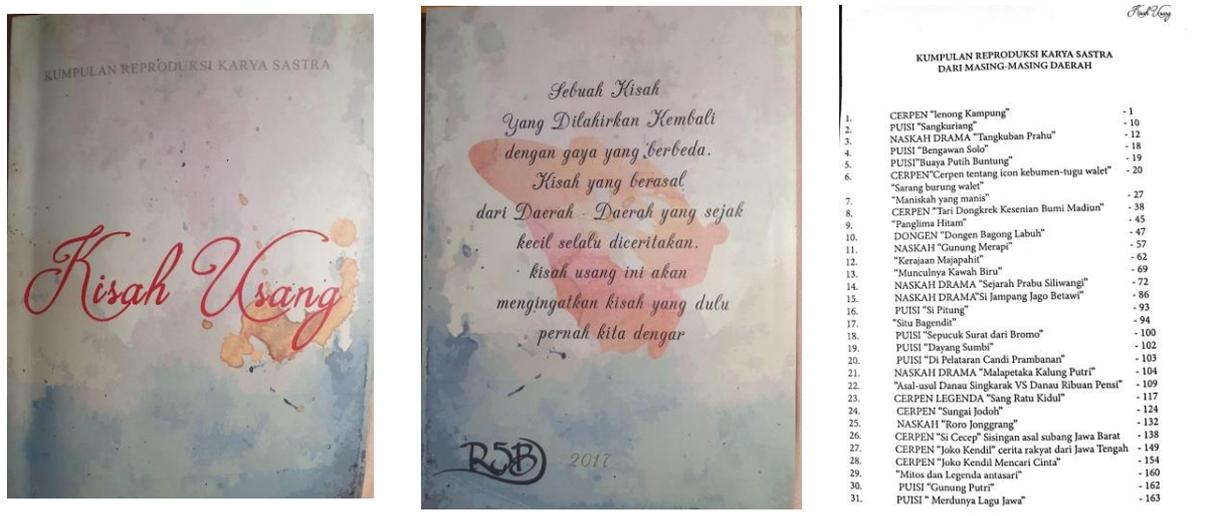

Figure 2. Cover Design and Contents of Literary Reproduction Books

In Figure 1, there is a book cover design and a table of contents for the book Student's Literary Reproduction. The book was designed and designed by students. Students choose a title, determine a compelling quote sentence and organize their work into a book. From the table of contents, it can be seen that all the titles of the students' writing work, some write poetry, short stories and drama scripts. The selected titles are taken from literary stories in regions in Indonesia, which students know or come from in their respective regions.

In the following below, examples of student works of reproduction in the form of legends in society are more interesting stories because they have been reproduced in the students' own language and words. In the process, students read various literary works in their respective areas and retell them in written form and in the student's own language style. This legend tells of Panglima Hitam, who is the belief of the people and culture in the area. In terms of language, it appears that students write in simple language, namely everyday language so that it is easy to understand. In addition, the purpose of this research is also to hope that many students reading and getting to know regional literature can maintain, maintain and revitalize the works in the area.
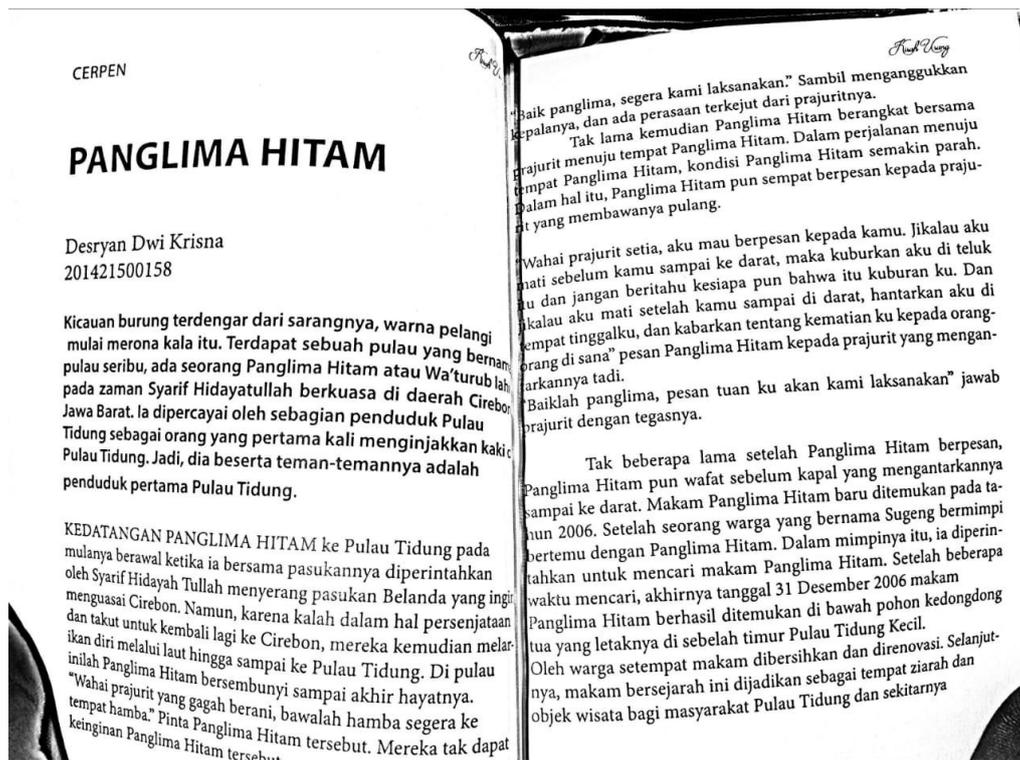

Figure 3. Examples of the contents of a Student Reproduction book

Based on the text above, the dialogue can be seen from the story that was actually written by the students themselves. The beginning of the opening is presented with an introductory sentence and creative language. If the content section tells the story of the character in the language style and the students' own sentences then it can be seen that the structure of writing ideas carried out by students, to measure the ability to write literature or reproduce literature.

Conclusion

Based on the research results, it can be concluded that the revitalization of regional literature carried out in the learning strategy has an influence on the ability to write and reproduce literary works. The results showed that there were differences in the results carried out with the revitalization strategy of regional literature compared to those taught by conventional methods. It is known that the revitalization of regional literature as a learning strategy in writing and reproducing literary works provides positive energy to preserve regional literature.

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