The Effectiveness of Sratta Strategy in Learning to Write Short Stories

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ABSTRACT

This study aims to determine the effectiveness of the Stratta strategy in learning to write short stories. This type of research is a quasi-experimental design with a pretest-posttest control group design. The population in this study was 99 students of class X SMA Ali Maksum. Determination of the sample is done by random sampling technique. Based on the determination, it was obtained that class X IPS 1 as the experimental group and class X IPS 2 as the control group. Data collection is done through tests. The validity of the instrument is the validity of the content that has been consulted with experts. The data analysis technique used is the t test based on normality and homogeneity tests. The results of the study show that the Stratta strategy is more effective than the conventional strategy in learning to write short stories. This is evidenced by the results of the t test with a t value of 2.277 and a significant p (p <0.05). Based on these results, the Stratta strategy is effective in learning to write short stories.

Keywords: Effectiveness, strategy, Stratta, writing, short stories.

INTRODUCTION

Literature learning in schools requires special attention compared to non-literary learning. This is motivated by the notion that literary texts are not important and tend to be sidelined. Even though learning literature has a big contribution to learning Indonesian. Literature learning consists of four skills, namely listening, speaking, reading, and writing skills. Based on these four skills, writing is a skill that students find difficult. Writing is an aspect of language skills that students find difficult because it involves the other three elements in the aspect of language skills. Nurgiyantoro (2015: 463) states that writing is a form of manifestation of language skills which has the final level that must be mastered by learners after listening, speaking, and reading competencies. Therefore, writing skills are the most complex skills compared to other language skills.

Writing is a language skill that needs to be directed and honed. Every skill of each student needs to be managed so that they can share their feelings, ideas, dreams, and desires with others. Usually, students have writing skills, but they find it difficult to express themselves in compiling continuous ideas. On average, they do not have a logical sequence in using vocabulary, grammar, and language rules used so that students cannot tell the events that are expressed clearly (Kellogg, 2008: 2-4, Adam 2015: 1-3).

Suryaman (2012: 3) reveals that the biggest problem behind students in writing is that students' activities in reading and writing are still very low. While the constraints come from the teacher, namely the lack of the teacher's ability to develop teaching materials to write literary texts so that learning tends to be monotonous. In the end it makes students feel bored and learning is

not effective.

Teachers need the right strategy in conveying literary learning to students. Stratta strategy is a strategy used in learning. Where this strategy has three stages, namely the stage of exploration, interpretation, and recreation. The exploration stage can be done by getting to know or understanding fiction through reading and imagining, asking, observing, or witnessing the performance. The interpretation stage is the stage of understanding the literary building elements. Then the recreation stage is the deepening stage which is carried out by writing back what has been understood creatively (Stratta, 1976:70-83).

Based on the explanation above, the use of the Stratta strategy in the development of textbooks on writing literature is expected to improve students' ability to write literary texts. In addition, with the development of literature writing textbooks, it is hoped that students' motivation in writing literary texts can be increased. This research focuses on developing textbooks for writing literary texts based on the Stratta strategy for class X SMA students.

LITERATURE REVIEW
Creative Writing

Anae (2014: 123) suggests that creative writing can develop self-confidence and increase creativity. Writing is an expressive language skill because writing is an activity of expressing thoughts and feelings by moving fine motor skills through hand strokes. In line with this, Dawson (2005: 34) reveals that creative writing is defined as a practice of someone's thinking that is obtained from his life experience in written form.

Joyce (2009:19) suggests that creative writing can be done by exploring ideas that will later be used to increase student creativity through a more varied mindset. The creative process can be improved in various ways, one of which is through practice so that it can develop student creativity. This is done to be utilized in real life. Creative writing learning is in the activity of creating a work. Creative writing can be done in six stages, namely (1) finding problems in literary works, (2) providing responses or responses to works that have been read, (3) sharing experiences as a step to formulate various alternatives to improve literary works, (4) contact opinions regarding alternatives as bidders at the previous stage about the work being read, (5) conducting experiments as a tool to improve the work by choosing various arguments and alternatives to improve the work, and (6) rewriting the work.

Morley (2007:45) argues that as a creative writer, he should have three things to express his ideas in writing, including experience, observation, and imagination. The selected experience can be what has been felt or the general psychological reality that is imagined. Observations can be made through the sense of sight or listening to other people's complaints. Meanwhile, imagination is done through reflection of a situation that can be written down. In addition to the three things above, creative writing also needs to pay attention to the following things, including (1) structure (grammar), grammatical rules, (2) mechanics, (3) sentence construction, (5) vocabulary and spelling (vocabulary and spelling), (Peterson, 2003: i-xi). Creative writing activities are usually related to the creation of literary works which can be carried out by learning various theories and practices.

It can be concluded that creative writing is a series of writing activities by expressing the author's imagination, ideas, thoughts, feelings, and experiences as outlined in different forms. The process of creative writing is generally divided into three stages, namely: first, the initial process (introduction) by coming up with ideas through observation, experience, and imagination. Second, do creative writing techniques in implementation. Third, make edits to the creative writing that is produced.

Stratta Strategy

The Stratta method was created by Leslei Stratta in his mother's Patterns of Language. According to this strategy, learning literature is carried out through three stages which include exploration, interpretation, and recreation. These three stages have their own stages, and each stage plays an important role towards the success of the next stage. The first stage, exploration which is the subject of the second stage, namely interpretation. The final stage is recreation (Safitri, 2020: 251).

In carrying out learning, students can be invited to follow the learning stages by following the steps of the Stratta strategy developed by Leslei Stratta (1976:70-83) including the exploration stage. The first stage is the exploration stage. The exploration stage is the stage of understanding a literary work which can be done by reading, listening, asking questions, observing, or with other activities that aim to gain an initial understanding of the literary work being explored.

The second stage is the stage of interpretation, namely the stage of interpretation of the literary works that have been explored. Interpretation can be done by asking questions or discussing the elements that make up a literary work. It can also be associated with events that have been experienced. At this stage students also provide conclusions and link literary works that are read according to the experiences they have experienced. Students reflect on writing ideas that have been read, then consolidate the ideas that have been contemplated to become inspiration for their writing.

The third stage is the recreation stage which is the deepening stage. Activities that can be carried out are to create or re-create new literary works in accordance with the understanding or interpretation of the literary works that have been read. The recreation stage can be applied in the form of re-creating a literary work based on another theme that has been read, another atmosphere, another literary setting, or so

on. Suyatmi & Wulandari (2016: 71) revealed that there are three steps that must be taken in learning using the Stratta Strategy, namely exploration, interpretation, and recreation. Exploration activities can be carried out by exploring literary creation in the form of reading activities, watching performances, asking questions, and various other activities that can provide an understanding of the creation of a literary work. Interpretation is an interpretation of the exploration of literary creativity which can be done by analyzing the elements of literary creativity and presentation. Recreation can be interpreted as a deepening step. This activity directs students to re-create what they have understood. For example, paraphrasing stories, developing classical literature, and so on. These steps can be carried out in groups or individually. Teachers can carry out the Stratta model based on their individual style and creativity.

The Stratta strategy basically invites students to know and understand the building blocks of stories and students are expected to be able to be triggered to develop creativity in writing. Teaching using this strategy can be started with text recognition activities such as reading, watching, or listening. After that, students are asked to interpret by understanding what they have read, watched, or heard. Finally, ask students to create by rewriting what they have read, watched, or heard in a different form.

MATERIALS & METHODS

This study uses a quantitative approach to the type of experimental research i.e., pseudo experiment. The design used was a pretest-posttest control group design. There were two groups that were randomly selected, namely the experimental group and the experimental group control. Each group was given a pretest and posttest. The experimental group is given treated using the Stratta strategy, while the control group used conventional methods. The population in this study were all students of class X

SMA Ali Maksum, totaling 99 students. A sample of 25 students.

Data collection was carried out using multiple choice test methods. Research instrument the method used is a multiple-choice test assessment sheet. Instruments used in This research fulfills the requirements to be said as a feasible instrument. Eligible instruments must be valid. The validity used is content validity or use expert opinion. Furthermore, data analysis techniques were carried out by t-test considering the conditions of normality and homogeneity.

RESULT

This study aims to test the effectiveness of the Stratta strategy in learning to write short stories. The data in this study were obtained from the pretest and posttest values, both the experimental and control groups. The researcher conducted a pretest and posttest to students by asking them to write short stories from the saga texts they read. The data in this study were obtained from the results of the pretest and posttest scores, both from the experimental group and the control group. Data calculations were performed with the help of the SPSS 22.00 computer program. The following is a description of the results of the study.

Table 1. Comparison of Data Pretest dan Posttest

Data	Pretest		Posttest	
	Eksperimental Group	**Control Group**	**Eksperimental Group**	**Control Group**
N	25	25	25	25
Higher Score	85	85	95	90
Lowest Score	50	50	70	65
Mean	68	68,8	82,8	78,4

From table 1 there was an increase in the number of pretest and posttest to class experimental scores of 14.8 and 9.6 in the control class. The difference in the average scores for the two groups was 5.2. Then the data was tested with a normality test to find out the distribution of data in the experimental class and the control class.

Table 2. Summary of Normality Test Results Data Pretest dan Posttest

Data	N	Level of Significance	Sig (2-tailed)	Criteria Description
Pretest Experimental	25	5%	0,108	p>0,05 sig 0,108>0,05: Normal
Posttest Experimental	25	5%	0,150	p>0,05 sig 0,150>0,05: Normal
Pretest Control	25	5%	0,146	p>0,05 sig 0,146>0,05: Normal
Posttest Control	25	5%	0,150	p>0,05 sig 0,150>0,05: Normal

As seen from table 2, it shows that the sig (2-tailed) value of the pretest and posttest data for the experimental group-control group is greater than 0.05 or p>0.05. Thus, it can be said that the data is normally distributed. Data eligible for analysis.

Furthermore, the data was tested by homogeneity test. Summary of homogeneity test results. A summary of the results of the homogeneity test is presented in the following table.

Table 3. Summary of Homogeneity Test Results Data Pretest dan Posttest

Data	Levence Statistics	df1	df2	Sig (2-tailed)	Description
Based on Mean	.086	1	48	0,771	sig 0,771>0,05: Homogen
Based on Median	.026	1	48	0,872	sig 0,872>0,05: Homogen
Based on Median and with adjusted df	.026	1	47.97	0,872	sig 0,872>0,05: Homogen
Based on trimmed mean	.082	1	48	0,776	sig 0,776>0,05: Homogen

The table above shows that the sig (2-tailed) value of the pretest and posttest data for the experimental group and the control group is greater than 0.05. Thus, it can be said that H_0 is accepted. That is, the scores of the

data variables are not different (homogeneous).

Furthermore, data analysis was carried out to test the research hypothesis by using the t test on the pretest data between the experimental group and the control group to determine the initial abilities of the two groups. Meanwhile, posttest t-test data was carried out to determine the ending ability of the two groups. The summary of the results of the t test data is presented in the following table.

Table 4. Summary of Results T-test Data Pretest dan Posttest Experimental Group dan Control Group

Data	T	Df	Sig (2-tailed)	Description
Pretest dan Posttest Experimental Group	-9.443	24	.000	sig 0,000<0,05: S significant
Pretest dan Posttest Control Group	-7.103	24	.000	sig 0,000<0,05: significant

Table 4 shows the results of the t test for the experimental group showing a t value of -9,443 and a significance value of 0.000 means p <0.05. That is, the results obtained show differences in pretest and posttest results. Meanwhile, the control group showed a t value of -7.103 and a significance value of 0.000 means p <0.05. That is, there is a difference between the pretest and posttest results. That is, the null hypothesis (H_0) is rejected and vice versa H_a is accepted.

Table 5. Summary of Results T-test Data Posttest Experimental Group dan Control Group

Data	t	df	Sig (2-tailed)	Description
Pretest Experimental Group dan Control	2.277	48	0.027	Sig < 0.05 0.027<0.05: significant

Table 5 shows a t of 2.277 and it is significant with p (p<0.05). Thus, the results of the t test indicated that there were significant differences in posttest results between the experimental group and the control group.

DISCUSSION

The influence of the Stratta strategy in learning to write short story texts can be seen from the results of the t test which shows a t value of 2.277 and is significant with p (p <0.05). The results of the t test showed that there were significant differences between the experimental group and the control group. The Stratta strategy has an influence on the ability to write short stories because students can write creatively in writing short stories from the saga texts they read.

The Stratta strategy steps consist of exploring, interpreting, and recreation stages. Some of the stages passed are as follows. The first stage, exploration, is the stage of recognizing literary works. At this stage students explore by reading, asking questions, observing, and other activities.

This is done so that students can form their understanding related to the literary work being explored. Each student is asked to read and enjoy the literary works in the text provided and recognize the characteristics and elements in the literary works that are read, then students form concepts based on the data or impressions obtained.

The second stage, interpretation, is the stage of interpretation of literary works. Students are asked to carry out interpretations or activities to understand literary works that were previously read and understood. This interpretation can be done by analyzing the elements that make up a literary work, both structure and language. It can also be related to events or things that have been experienced. In this stage students can also provide conclusions and be able to relate literary works that have been read with experiences that have been experienced by students. From the results of the analysis, students then reflect on the main ideas in the writing process. Then the idea has been determined and contemplated as a new inspiration from the author.

The third stage, recreation is the deepening stage. Students are asked to create or re-create new literary works in accordance with the understanding and interpretation of the literary works they have read. Recreation in its implementation seeks to implement literary writing activities by creatively 're-creating' a literary work based on a theme or other form or different from what has been read. The Stratta strategy has an influence on students' ability to write literary texts. Using the Stratta strategy in learning to write literary texts can activate students during learning and encourage students' creativity in writing literature (Aswar, 2021:36-40). This is also explained in his research by Mumpuni & Purwatiningsih (2018: 331) that the Stratta strategy enables students to improve their learning, especially the quality of creative writing. One of them is changing the text into a different text.

CONCLUSION
The Stratta strategy is effective in learning to write short stories creatively and effectively. Students can write short stories with a complete text structure such as abstract, orientation, complication, evaluation, resolution, and coda. In terms of content, students can determine topics that are developed optimally according to the contents of the text they read before. The use of language in student writing is very effective and efficient. This is also proven from the t-test with a t-count value of 2,277 and is significant with p (p <0.05). Based on these results, the Stratta strategy is more effective than the conventional model in learning to write short stories.

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