Students Competence Improvement in Fiction Writing Through Visual Symbol on Language Features Inovation

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Abstract. The study discovered that many students were still puzzled about the use of each tense and word order in writing fiction while teaching "Learning English via Literature." As we all know, fiction differs from the genre works they studied in junior and senior high school; fiction frequently includes metaphorical interpretations in sentences, phrases, or verbs that are foreign to them.
The goal of this study is to provide a useful book for students to write fiction using linguistic elements in visual symbols at the English Language and Literature Education Study Program. The precise objectives of this study are to (1) produce a fiction writing technique book based on reader responses to literature, (2) develop an applicable book for writing fiction, and (3) develop an effective book for writing story based on linguistic elements in visual symbols. (1) Self-assessment, (2) expert panels, (3) one-to-one evaluation, and (4) fast prototyping are the research and development methods used. In addition, a requirements assessment is carried out. As a result, the technique of creating fiction employing visual symbol language elements dependent on the reader's response is effective..

Key word: writing book; visual symbol; language features; tenses; word order.

INTRODUCTION

Because this research focuses on students' comprehension of tenses and word order language features for narrative writing, these students continue to have difficulties. Many pupils, according to researchers, still struggle to understand the peculiarities of language aspects, notably tenses and word order, when writing.

This article outlines a framework for producing visual symbols for tenses and word order that can aid students in understanding and writing narratives. A study led to the creation of the framework, which has since been enhanced through usage in a university course and additional research. Writing is a multifaceted and demanding activity, and the framework recognizes this by providing abundant material and approaches to lecturers. It also addresses the issue of narrative comprehension through the use of carefully selected writing materials and approaches that are intended to be used in a flexible and easy manner by all teachers in all courses.

We didn't apply a special technique when it comes to linguistic elements like tenses and word order. Despite the fact that visual symbols are useful and advantageous, the researcher argues that they have never been used in the classroom when teaching writing fiction. The goal of this research is to suggest visual symbol innovation as a solution to the aforementioned problems. Visual symbols, as we all know, attempt to visualize numerical data. Because pupils can see the content, it is assumed that they will take it more easily and quickly. Visual materials are also thought to make it easier for pupils to remember and retain information, as well as to recall information at any time.

Although writing is not a new subject for pupils, the most common issues are with grammar, particularly tenses and word order. As a result, this strategical material is unique in that it visualizes tenses and word order in a symbol for writing manner. Many people may think it's the same as merging two or more lectures or applying or integrating two or more topics, such as grammar and writing. In a narrative, more than one tense is used, and the words used are all extremely intricate.

As a result, not only do new strategies, technologies, methods, and materials need to be developed, but so must creativity and creation. This was important so that even if students were paying attention during the lecture, they would be able to understand the fiction segment. Many researchers haven't employed this material or approaches, especially when it comes to

deciphering fiction's language features. If the obstacles are not addressed, learning objectives will not be met, and low-quality graduates will result. The creation of teaching materials and approaches for writing fiction based on visual symbols is thought to encourage students to study and make it easier for them to comprehend. As a result, visual organizers have been created to assist students in improving their comprehension of language aspects in fiction, with the expectation that they would be able to overcome these challenges.

Writers have conducted several studies on the production of instructional materials, such as the development of writing comprehension textbooks (Subadiyono & Indrawati,2014) as well as the creation of critical writing textbooks (Subadiyono, et al., 2016). They were both used in a writing class.

Nagendra Singh Gangola is one of the people that performs it (2015). His research attempts to show new pedagogical strategies as well as a variety of suggested activities that can be used in language classrooms to assist students enhance their English language skills through literature. According to the findings, literature can be an effective motivation for many kids to read in English.

The research of Maftuna Shovkat kizi Mirzaeva is the following example (2021). Her study lays out strict standards for teaching fiction in English schools. Reading engages a person's visual vision and influences the role of a variety of moods, according to the study's findings. Because the reader has the ability to command and manage this process, visual perception of information and the process of information flow results in more dependable picture retention than auditory.

Mustafa (2016) conducted a number of studies on the production of short story teaching materials (Wahyuningtyas, & Maryaeni, 2016). Mustafa (2016) assumed that the development of teaching materials for junior high school students writing fiction was based on three learning activities: learning activities I, which focused on story recognition, and learning activities II and III, which focused on fiction writing using a process skills approach. The development approach is used just once it has been approved by an expert. According to Wahyuningtyas, et al. (2016), short story writing material for junior high school pupils was created by text conversion, with expert validation as the only development approach.

Learning how to produce teaching materials is both a matter of study and a practical practice. A research topic is the study of concepts and techniques for developing, implementing, and evaluating language acquisition teaching materials. The development of learning teaching materials includes the creation, evaluation, and adaption of language teaching materials by teachers for their own courses, as well as by writers of materials for sale or distribution as a means of implementation. In an ideal world, both sides of the learning teaching materials development process would be interactive (Tomlinson, 2013 p.3).

The construction of narrative writing instructional materials was based on the findings of the two studies above, however it was only for junior high school students. Besides, the procedure was only legitimate until it was confirmed by an expert. As a result, this research should be carried on to the tertiary level, using a more comprehensive development strategy. They writers discovered various issues based on the previous description, including how to construct visual symbols for language aspects that meet the response of student literature writing. Could the creation of a visual representation for language aspects help to support the capacity to write fiction effectively? This research sought to create a visual representation for language features textbooks as fiction writing strategies for students in the English Language and Literature Education Study Program.

METHOD

When creating visual symbols for language aspects, this study used a graphic organizer as its method. It is crucial for assisting in the interpretation of each visual symbol's meaning and context.

The overall goal of this research was to create a textbook. Educational research and development, which was a study to develop through validating educational products, was one of the research techniques. Basically, as recommended by (Tessmer, 1993) and (Dick, & Carey, 2006), this study comprised three steps: (1) self-evaluation, in which the designer or design team reviewed their own teaching materials, (2) expert panels, in which the expert team discussed teaching materials with the evaluator, (3) two-on-one evaluation, in which three students and assessors assessed the teaching material, (4) quick prototyping, in which a condensed version of the teaching material was

created for immediate field evaluation, and (5) dissemination.

Prior to taking these steps, it was required to do a need evaluation of teaching materials based on the students' reading and literature responses, as well as their desire to create fiction. Figure 1 depicts the research and development process. Development research activities include (1) producing goods based on literary reading reactions and needs, examining tactics and situations, and selecting materials., (2) revising product development, (3) assessing how well a product is used.

The participants in this study were third-semester students from IAIN Syekh Nurjati Cirebon's Indonesia Language and Literature Education Study Program. In this study, questionnaires and tests were used as instruments. Students' impression surveys of short story writing instructional material drafts and expert validation questionnaires on narrative features, design, and implementation were used. The short story writing exam was designed to compare students' abilities to write fiction before and after they were taught how to write short stories.

RESULT AND DISCUSSION

After completing a needanalysis, the researcher created a booklet with a visual representation of language elements. The majority of students indicated they have difficulty fitting tenses into sentences and also forming sentences in an orderly manner in their responses to questionnaires. As a result, they require simpler materials in order to clearly convey the tenses and word order.

The examples of word order and tenses in visual symbols are shown below. These are some samples from the book. The explanations are available in the pamphlet, as well as research that has already been done and provided in other articles on each of the meanings.

Epithet							
Di	Si	A	T	Sha	C	M	PA

Di = descriptive enumerator
Si = size = ukuran

A = age = umur
T = temperature = suhu
Sha = shape = bentuk
C = color = warna
M = material = bahan
PA = V_3 yang berfungsi sebagai adjective :

Complete formula:

D	O	Epithet							C	H
		Di	Si	A	T	Sha	C	M	PA	

D = Determiner
Example:
a) Articles —— a, an, the.
b) Possessive —— my, your, our, her, his, its, dsd.
c) Demonstrative —— this, that, these, those.
d) Quantitatives —— some, many, a lot of, much, little, any, few,dsd.

O = Ordinative. Contoh: one, two, three, second, first,dsd.
Kata sifat yang diberi awalan *more, most* dan akhiran *–er, -est*
E = Epithet/Adjective = kata sifat. Contoh: nice, fantastic, strong, beatiful, small, dsb.
C = Claassifying = kata benda yang berfungsi sebagai kata sifat. Contoh: American man
Head = kata benda utama

Pada kata: The three beautiful American women, *head*-nya adalah women.

The following is an explanation of tenses. The graphic symbols in the booklet will not only help students comprehend the differences between each tense's context of time, but the explanation will also demonstrate and guide them in determining which tense a sentence belongs to. This is significant because many students become confused about how to correctly compose a statement with tense, especially for compound phrases with two or more tense. When there are two or more tenses in a compound sentence, they continue to make mistakes. According to the student questionnaires, the majority of students reported that this booklet opened their knowledge faster than other booklets or previous explanations.
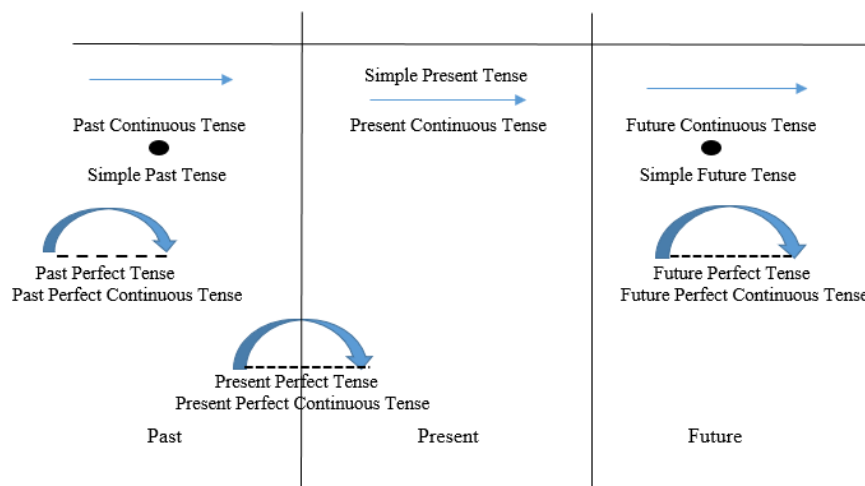
The explanations in this booklet are written in Indonesian and are intended to help all students learn more quickly. This pamphlet can be used not only by college students, but also by English beginners. By picturing each meaning and context for each linguistic characteristic, it is intended that students would not only be able to grasp more easily, but that their memory will also save them time and make recalling previous understandings easier.

The research has led to the development of visual symbols for learning writing with language qualities that have been validated by specialists in the domains of writing, grammar, and literature science. The content was then used with IAIN Sheikh Nurjati Cirebon English language education students. Because the two resources are regarded challenging by students, the language characteristics content is mostly focused on tenses and word ordering, as evidenced by the student responses in what's up.

The steps of data analysis in this study were as follows (1) all data collected were classified according to its type, in the form of qualitative and quantitative data, (2) data were reduplicated and presented using tables, charts, or graphs according to research needs, (3) after a self-evaluation and revision of the draft, experts panel was done toward that book. The product revision result was tested on students in one-to-one, small group, rapid prototyping, (5) t-test was used to determine the difference in the average value of the results of the pretest and posttest for writing short stories.

Students Perspective toward Fiction Writing Textbook

Students believed that practical technical assistance books that made fiction writing easy to write were needed to help their fiction writing activities. They recognized that creating fiction remained a challenging task. As a result, this book was completed with a number of activities, including understanding literary response activities, writing selected fictions with full appreciation, writing after writing fictions, looking at the essential aspects of fiction writing, looking at fiction writing strategies, and criticizing examples of the author's element fiction.

The ability to write fictions was found to be very important in a needs questionnaire distributed via Whatsapp to English Language and Literature Education Study Program students. But they still have issues in grammar understanding notably tenses and word order. Many students still believed that writing fiction was tough. Even at this stage of writing practice, they still required guidance or direction.

Expert Validation

The authors enlisted the expertise of three specialists in their industry in order to get the textbook draft validated. They evaluated the content of the book, learning design, and implementation in learning via g-meet and email.

In terms of substance, the expert stated that this book has served as a fiction writing text book in general, based on the accuracy of the contents, the fullness of the material, the content update, and the book's usefulness. However, there were still suggestions that this book be improved by include selected fictions in the desired response or attachment.

Validation of learning design: According to the expert, the design of this book was adequate in general, both in terms of instructional demands and the purpose of producing fictions. The layout between the description and the example needed to be distinguished in order to make it more

intriguing and clear. Interchanged comprehension concept and exercise were required in terms of presentation. Learning should begin with a conceptual knowledge, followed by practice reading or writing, and last, control by the underlying theory.

The expert assumed that this draft was good in terms of learning implementation validation. This book was used to aid students in responding to language features of fictions, understanding, enjoying, and writing fictions successfully, and was assessed for ease of use. Because there were examples of diverse elements, fiction elements, elements of reader response, and writing practice based on linguistic features of fiction answers, this book had the potential to grab students' attention in terms of appeal. This book was likewise in line with them in terms of fit with the learning environment.

One-to-one Assessment

Four students were requested to reply to the use of this draft book in the learning process via Whatsapp. Following their use of the book, the three students were asked to provide feedback on content, attractiveness and acceptability, general modifications, and clarity. In general, they were enthusiastic about the existence of a draft technical book that allowed them to write fictions based on reader feedback.

The contents of the book were understandable to a student with a low ability group, however they had to read it again on occasion. He was interested in the manuscript and could accept it as learning material in terms of attractiveness and acceptability. In terms of modification, information was gathered indicating that the book's directions, theoretical descriptions, exercises, and examples did not need to be updated. Even in terms of use, this draft book aided in the comprehension, response, enjoyment, and writing of fictions.

Students in the moderate ability group argue that the book's draft was clear. In general, the instructions were clear. He should concentrate on thinking in order to grasp specific topics. He found the workouts to be difficult to accomplish. Nonetheless, he was impressed that the draft book provided direction for responding to and writing complete fictions.

Students in the high-ability category comment on the book's clarity; he finds it to be very clear. Nonetheless, he anticipates the need for more response and fiction writing tasks. In terms of beauty and acceptance, he was drawn to the

activities described in the book. In fact, he found the book of fiction language aspects in visual symbol to be extremely useful in both responding to fictions and practice writing them in their totality. He was struck by the fact that he was developing a desire to write fictions as a result of this fact.

Small Group Assessment

A group of students used Whatsapp to deliver the findings of the small group evaluation. They reacted to learning effectiveness, interest and motivation, and the implementation of the draft book. In a visual symbol, language features are used to represent language features. Clarity of writing, content appropriateness, approach efficacy, sample relevance, and interaction quality were all factors in determining effectiveness. The majority of them responded positively. Content attractiveness, difficulties for students, want to learn, desire to utilize, value-added learning, and timeliness were all considered beneficial in terms of interest and motivation. They responded favorably to implementation as well. Convenience, willingness, and suitability were all factors in the implementation.

Effectiveness Evaluation

A pre-test and post-test were undertaken to examine if the fiction writing book generated had an impact on student learning outcomes (fiction writing competence). The pretest was completed prior to the lecture using fiction writing textbooks, and the post-test was completed after the students had finished using this book.

Table 1. Means and Standard Deviation.

	N	Means	Standard Deviation
Pre-test	39	83.48	12.77
Post-test	39	65.23	11.79

It was discovered that the average in the two groups was different, as shown in table 1. The average post-test score was 83.48, with a standard deviation of 12.77, compared to 65.23 on the pre-test, with a standard deviation of 11.79. As a result, there were scores that differed. The t-test with one-sample test was employed to examine the significance of the differences in both of them. The following table 2 shows the results of the two-group test.

Table 2. The Result of t-test by Using One-Sample Test

	Grade = 0			
	t	df	Means	Sig (two tailed)
Pre-test	96.03	39	83.48	0.000
Post test	92.02	39	65.27	0.000

The t-test findings were p = 0.000 less than p = 0.05, as shown in table 2. To put it another way, there were discrepancies in the results of students who were taught using fiction writing textbooks against students who were not. As a result, there was a substantial change between pre- and post-test results in terms of students' fiction writing ability.

Discussion

The technical book writing fictions based on reader responses with 82 pages was also very effective in the fiction writing test, as it was compiled by considering the perspective of the students through internal assessment of researchers, expert validation, and assessment of students in one-to-one and small groups with positive responses.

Internal assessors, professionals, and a number of students thought this book was appropriate during the creation process. This book included response principles and practical tactics for writing fictions, as well as writing tasks in part or whole. The combination of understanding principles with real-world activities offered in a diverse or alternating order in implementing them and incorporating reader feedback could encourage students to stay vigilant in their learning, especially when it comes to writing fiction. Diaz (2013, p. 13) asserted that thoughtful and intentional writing - the kind that engaged the reader's imagination as if the author were inviting them on an adventure - could transport readers to places they had never been before. We respond to literature when we read it in the same way we respond to people and situations in our lives, even if we aren't fully aware of how we are influenced by each step along the route. The more we understand how and why we react to literature in a particular way, the more imaginatively we may incorporate it into our work.

Fictions were works of art in their own right. According to Gabriel (2002, p. 26), the writer was tempted to conceive the creation of works of art that were tied to personal expression. In essence, art was simple: it created something in its own unique way, guided by abilities, experience, materials, and the artist who appeared on its own. Lighter plays such a significant role that most people associate it with creativity or self-expression. It could be in the shape of a spontaneous vision, a place, a person, or a rhythm.

CONCLUSION

This study can be summarized as follows, based on the findings and preceding discussion. Students believe that the book of language features in visual symbols is very important, particularly those that include the concept of literary response, practice expressing fiction writing responses, fiction writing exercises based on reader response, strategies for writing fictions partially by including examples of quotes, and strategies for writing fictions completely.

The language elements in the visual symbol book are generated through the researcher's internal evaluation procedure and expert validation, Before pupils are assessed, writers are assessed to see if they are using proper language and writing in a methodical manner. Expert validation, which includes content validation, is performed on the book's accuracy, completeness, and learning potential. The conformance of instruction and training methodologies is related to design validation. Validation of implementation is based on ease of use, user interest, and compliance with the learning environment.

The one-to-one assessment procedure yields information that the contents of a language feature in a visual symbol book can be understood by only a small number of people, and that only a small number of people have difficulty with certain aspects. This draft book offers the impression of being able to draw students' attention; the directions, exercises, and examples are straightforward; and it even appears to be capable of improving students' ability to write fictions. A small group evaluation is also undertaken by a group of students. They respond strongly to the draft book linguistic features in visual symbols, as well as the effectiveness of learning, interest, and motivation. Many of them claimed that by visualizing linguistic elements, children were able to grasp meaning more easily, quickly, and long-term. It's a simple process when they need to recall them.

In terms of the book's usefulness, it was discovered that the language aspects in the visual symbol book were effective when applied to students. In writing fiction, there are disparities in

learning results between examinations taken before and after utilizing the book. The gap in average score is enormous.

Use of the reader response strategy in writing fictions necessitates the adequacy of fiction selection, response aims, and more extensive explanations, among other suggestions that might be addressed in similar studies. Furthermore, providing a detailed description of the phases makes it easier to apply in writing.

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