

How to Teach Short Story Writing With Analogy?

Zulfa Fahmy¹, Diyamon Prasandha², Titi Wuryani³

¹Universitas Negeri Semarang, Indonesia, zulfafahmy@mail.unnes.ac.id

²Universitas Negeri Semarang, Indonesia, diyamonprasandha@mail.unnes.ac.id

³Madrasah Aliyah NU 06 Cepiring, Indonesia, wuryani.titi@mail.unnes.ac.id

Abstract— Teaching writing short stories is not an easy thing for most teachers. Teaching writing short stories requires perseverance to explain complex concepts understood. The concepts of short story writing are abstract, so students feel difficult to understand and apply them in writing activities. Analogy appears as a solution to these problems. This reasoning model makes it easier for students to understand abstract concepts. Therefore, a simple analogy analogy is needed to explain complex concepts. Learning using this analogy is designed to be easy to understand. The analogy is a short story builder element. In this way, students will no longer have difficulties in writing short stories.

Keywords— Analogi, Writing, Short Stories

I. INTRODUCTION

Analogy is a form of reasoning by equating two different things. Both of these are compared to find the equation. The analogy is done by equating the two things that are actually different. Using an analogy as a basis for thinking will facilitate someone in understanding abstract concepts. Abstract concepts sometimes become difficulties for a teacher when teaching students. With analogy reasoning, things that are difficult to understand will become easy.

The next problem is, are all things analogous? It might be biased, but this requires a specific strategy. The purpose of the analogy is to make it easier not to make it difficult. This means that an analyzer must also pay attention to life experiences, environment, culture, and the surrounding community. We cannot interpret difficult things with more difficult things. Therefore, an analogy-making process is not just a matter of equalizing.

Analogy can be used for creative writing. Creative writing is a variety of writing activities that aim to achieve artistic and artistic values. The creative writing step is very personal. This means that each writer has their own strategies. However, this does not apply to novice writers. They have not been able to formulate their style and habits in writing. Especially about the basic concepts of making a creative writing.

Writing short stories is a part of creative writing. Writing short stories can be interpreted as activities conveying a story in the form of writing that can be in the

form of re-creation of other people's works as well as the disclosure of personal experiences whose writing is influenced by the high imagination of the author in a short and relatively short. Simple analogy makes students easy to remember the concept of short story writing. Compared with teaching materials / teaching methods / other short story writing methods. Analogy is easier to practice to practice writing a short story.

Short stories are stories that have a unity of ideas and are centered on a character in one setting, and conflict. Short story builder elements consist of themes, plot (plot), character, characterization, background, point of view, and language style. The intrinsic elements mentioned above will build the beauty of a short story, so readers will be interested in reading it. To find out the steps to write short stories, the main step is the creative writing step. Jabrohim explains the stages in the creative process. The first stage is called the stage of preparation or preparation, at this stage is the stage of gathering information and data needed. Armed with knowledge and experience, an author will explore various possibilities for ideas to work on his work. At this stage creative thinking and imagination are needed.

The second stage is called the incubation stage or the deposition stage. At this stage all 'raw materials' (information and experience are processed and enriched through the accumulation of relevant knowledge and experience. The third stage is called the illumination stage. At this stage everything becomes clear and clear, the goal is achieved and the writing of the work (creation) can be completed. The fourth stage is called the verification or critical stage. At this stage an author evaluates his work (self evaluation) (Jabrohim & Sayuti, 2003)

As science develops, it feels strange if a science arises by itself, without being associated with other sciences. In learning something new knowledge will be more meaningful if new knowledge is connected with existing knowledge. Sometimes new knowledge to be learned is abstract, making it difficult for students to learn it. In order for new knowledge to be easily understood by students, the teacher associates the new knowledge with knowledge of other studies that students have known. Such a method is called analogy thinking.

There are several definitions that have been made about analogies. Grothe revealed that the analogy is an attempt to unite the relationship between two things which does not seem at first in common with common things (this word taken from Greek "analogia" formally means a comparable relationship between two things in pairs). (Grothe, 2008)

Wormeli said an analogy is a major part of thinking metaphor. Analogy expresses the relationship between things two or more in one domain through items in another domain. Analogy suggests similarities, such as when comparing the structure of essays for sandwich parts. (Wormeli, 2009)

In Kamus Besar Bahasa Indonesia it is mentioned that analogizing is the activity of making something new based on an existing example; create new forms of new forms by copying existing forms. (Indonesia, 2008)

Chatib said that the analogy strategy is understanding concepts by making equations in a form with other forms, which results in a similarity between them so that they can solve the problems faced next. (Chatib, 2011)

Based on several opinions, it can be concluded that the analogy is a comparison by taking the equations from two different things to find conclusions of new ideas.

II. METHODOLOGY

Chatib (2011) says that analogy is a strategy. But researchers have another opinion. Researchers argue that analogies are categorized as methods. Analogy can be said as a method because procedures are needed to carry out analogies. This procedural nature is the basis of an analogy that can be said as a method.

According to Glynn (1995) learning using the method of analogy (the teaching with analogy, TWA) has been developed through various experiments such as those carried out by Wheeler and Hewitt. In this method, ideas from a concept that is familiar (analogy) for students are transferred to ideas that are not familiar (target). If the analogy and target have some similarities, an analogy can be drawn between these ideas. The process of comparing the properties of the two domains is called mapping (mapping). (6)

The basis of the TWA method consists of six operating stages that must be used in describing the analogy, namely (1) stage 1: introducing the target concept, (2) stage 2: conveying the analogy concept, (3) stage 3: identifying the analogies and target concept, (4) stage 4: mapping the nature of the concept of analogy with the target concept, (5) stage 5: identifying the irrelevant nature of the analogy concept, and (6) stage 6: making conclusions.

In the learning process, the six operating stages of the TWA method can be modified, but the principle of the six stages of operation must be illustrated.

III. RESULT AND DISCUSSION

In the study of writing this short story, stages one through five are explained in the guideline, while stage six students are asked to conclude themselves and try to make

their own analogies based on the illustrations and identification of the writing in the teaching material.

The steps to write a short story using the analogy method can be described as follows.

1. Create your own analogy concept about how to write a good short story
2. Looking for the basic idea of short stories
3. Make a short story synopsis
4. Make a list of characters and characterizations
5. Develop a synopsis into a short story
6. Writing short stories
7. Revise the short story

The step of writing a short story with this analogy includes the following titles (1) Confused to start ?, (2) Write your knowledge, (3) Search for a hero, (4) Throw stones intentionally, (5) Head and tail, (6) Figure and characterization, (7) Become a versatile fortune teller or become a concert audience ?, (8) Give a baby a name, (9) Ears and heart, (10) Start cooking, (11) Try reading again, (12) Odd rather than fiction. Next is the explanation about this.

(1) Confused Getting Started?

This section is about the activities of writing short stories and motivating the reader to keep writing diligently. The reader is given an analogy between writing by pouring water into a glass. The more water is poured into the glass, the more water is spilled. The more often we write, the more ideas that can be poured out.

(2) Write Your Knowledge

This section is about the origin of the basic idea of short story writing. The idea came from the author's knowledge. The author's knowledge forms the basis of the story developed. A writer / writer will not be able to write short stories if there is no knowledge in his mind. To get knowledge, reading is the most effective way.

(3) Looking for Heroes

This section contains ways to motivate yourself to write short stories without fear of failure. Bad fear, insecurity and so on are feelings that haunt the novice writer when they start writing. This section explains how to fight those feelings.

(4) Throwing stones intentionally

This section contains an explanation of managing flow and conflict in a short story. An explanation of the analogous flow is like throwing stones at a person who is in a tree. Throwing stones is an analogy to story conflict, while people in trees are characters who are in certain conditions.

(5) Head and Tail

This section contains an explanation of how to start the story and end the story. A writer must be able to start a story that is not boring, and end the story impressively.

(6) Figures and Characterizations

This section contains an explanation of finding characters and describing the character of a short story character. Readers are given guidelines so that he is familiar with the character of his creation.

(7) Becoming a Versatile Astrologer or Concert Viewer?

This section contains an explanation of the point of view. Explanation of perspective is analogous to fortune tellers and concert viewers. Astrologer is someone who knows everything and concert viewers are people who just observe / enjoy the concert. Forecasters are analogous to the concept of all-knowing point of view (both the first and third person), while the concert audience is an analogy for the inconsistent viewpoint.

(8) Give a Baby a Name

This section contains how to determine the title that matches the contents of the short story. Giving the title of the short story is analogous to giving a baby name. A good name is an attraction, so a good title is the appeal of the reader.

(9) Ears and Hearts

This section is about the first revision after the short story was made. The revision technique in this section is how to revise it by reading the short stories that have been made. If there are words / sentences that are not pleasant to hear, the author corrects the word / sentence.

(10) Start Cooking

This section is about the second revision after the short story was made. This revision technique is related to understatement and overstatement. Understatement is a way of writing a little so readers know more. While overstatement is a writing method that writes all the details of the story. Readers of this eBook are directed to write understatement. Understatement as well as cooking, cooking spices (salt, sugar, flavoring, etc.) will not appear intact in a dish, but the taste of the blend of spices will be felt on the tongue.

(11) Try reading again

This section contains the third revision after the short story is made. The revision technique in this section is about the things that are taken into account in revising, including the use of cliché words, fatal errors, false metaphors, rigid dialogue, absorption words and abstract nouns.

(2) Odder than Fiction

This section is about the final revision. This section deals with building the trust of the reader. The revision technique in this section is by telling other people to read the short stories that have been made. Observe and listen to the person's reaction / response. Based on that, the short story writer can revise his short story. In each section there is a structured exercise from the beginning to the end of the teaching material for writing short stories.

These steps are the result of making analogy reasoning to be used in writing short stories. All these steps will be better if you want to test on a wider scale. Of course, this is an interesting thing to continue in a follow-up study.

REFERENCES

- [1] Jabrohim CA, Sayuti SA. Cara Menulis Kreatif. Yogyakarta: Pustaka Pelajar. 2003;
- [2] Grothe M. I never metaphor I didn't like. HarperCollins New York, NY; 2008.
- [3] Wormeli R. Metaphors & analogies: Power tools for teaching any subject. Stenhouse Publishers; 2009.
- [4] Indonesia KBB. Edisi keempat. Jakarta: Gramedia Pustaka Utama. 2008;
- [5] Chatib M. Gurunya manusia menjadi semua anak istimewa dan semua anak juara. Jakarta PT Mizan Pustaka. 2011;
- [6] Glynn S. Conceptual bridges: Using analogies to explain scientific concepts. Sci Teach. 1995;62(9):24–7.