

UTILITARIANISM WRITES NARRATIVES IN THE CONTENT OF PARAGRAPHS USING AESTHETIC DICTION

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ABSTRACT

This article aims to describe student ability in writing suggestive narratives in conveying the hidden message to the contents of paragraphs using aesthetic diction, in learning students have difficulty in writing narrative paragraphs using aesthetic diction. Research conducted in SMP IT Al-Qohhariyyah with the object of research in class IX from the results of the study illustrating that 45% of students were unable to deliver the mandate using aesthetic diction caused by not having an idea of the mandate to be delivered and not knowing the aesthetic diction, 30% of students were able to convey the mandate but did not use the aesthetic diction of this group had the ideas and mandate to be delivered but did not yet know the aesthetic diction and 25% of students were able to convey the mandate the aesthetics of this group have ideas and amants to be conveyed and have known aesthetic diction. The research method used is a quantitative method with a descriptive approach.

Keywords: Narrative, Aesthetic Diction, Writing

ABSTRAK

Artikel ini bertujuan untuk mendeskripsikan kemampuan siswa dalam menulis narasi sugestif dalam menyampaikan amanat terselubung pada isi paragraf menggunakan diksi estetika, dalam pembelajaran siswa kesulitan dalam menulis paragraf narasi menggunakan diksi estetika. Penelitian dilakukan di SMP IT Al-Qohhariyyah dengan objek penelitian kelas IX dari hasil penelitian menggambarkan bahwa 45% siswa belum mampu menyampaikan amanat dengan menggunakan diksi estetika yang disebabkan belum memiliki gagasan tentang amanat yang akan disampaikan dan belum mengetahui diksi estetika, 30% siswa mampu menyampaikan amanat tetapi belum menggunakan diksi estetika kelompok ini telah memiliki gagasan dan amanat yang akan disampaikan namun belum mengetahui diksi estetika dan 25% siswa telah mampu menyampaikan amanat menggunakan diksi estetika kelompok ini telah memiliki gagasan dan amant yang akan disampaikan serta telah mengetahui diksi estetika. Metode penelitian yang digunakan adalah metode kuantitatif dengan pendekatan deskriptif.

Kata kunci: Narasi, Diksi Estetika, Menulis

INTRODUCTION

God created every human being uniquely and endowed with a feeling of beauty, that beauty can be expressed in written form but not all humans have the ability to express beauty in written form, learning Indonesian in class IX one of the main materials is writing suggestive narrative texts, one of the elements in writing a suggestive narrative text is a mandate/message but the message/message is conveyed covertly in writing it can use the aesthetics or beauty of the choice of words or diction it uses so that it gives birth to the beauty of the words, the beauty of

the words or sentences is poured in the form of suggestive narrative text with the intention that those who read suggestive narrative texts are influenced to want to follow the author's mindset and are able to capture the message/mandate conveyed by the author even though the message/mandate is disguised.

Writing is an activity in an effort to convey messages using language as the main medium. In an essay, there is a paragraph consisting of a series of words that form a sentence, forming the essay is a paragraph. Expressing a message in the form of a series of words to form a sentence until it becomes a composed paragraph is the process of writing a text. In essence, the content of the paragraph is conveying a structured message, the message is conveyed covertly by using aesthetic diction which is the focus of the suggestive narrative text in this article.

At this time the language used by class IX students in general does not use good and correct language, especially using aesthetic diction, which is far from this, perhaps because of the lack of students' knowledge of aesthetic diction and the absence of habituation to the use of aesthetic diction in schools. Learning to write suggestive narrative texts not only teaches students to convey hidden messages or express ideas/ideas in written form but must touch the selection of good and beautiful words in the hope that students recognize aesthetic diction and use them in their interactions and daily life. It's our job, especially the teachers, to introduce good and correct language and use aesthetic diction to all students so that the language that develops among students who are still teenagers is good and correct Indonesian and pay attention to aesthetic diction in its use.

McCrimmon in (Slamet, 2008), suggests that writing is an activity in exploring thoughts/ideas and feelings/feelings about a subject, the selection of the subject to be written determines the technique/how to write it so that those who read can understand clearly, ease of understanding of the subject. the content of the writing of the author should be the main focus. While (Slamet, 2008) himself said that writing is an activity that requires complex abilities/skills.

Defines that text is a series of signs that are transmitted to the recipient from the sender through certain media or certain codes. In principle, the text is a script that contains a series of words from the author, (Sobur, 2011).

Writing texts in this article is focused on writing suggestive narrative texts, according to Finoza (Dalman, 2015), stating that: Narrative essays come from English, namely narration which means telling is a form of literary work that contains a story that tells a story. created

with a series of events / actions of a person's actions sequentially / chronologically that takes place in the unity of time. In principle, suggestive narration is a series of words that have a specific/special purpose, the contents of which convey a vague/covered mandate/message/message to the listener or reader so that it seems as if they see/feel whatever is written by the author which is arranged in paragraphs. (Keraf, 2007) argues that a narrative has the following characteristics,

- 1) Actions/actions become the main thing,
- 2) Sequential time is set,
- 3) Can answer the question “what happened?”,
- 4) There is a conflict.

Diction according to the KBBI is the choice of words that are harmonious in using them, while aesthetics can be interpreted as beauty is a branch of philosophy that studies beauty and art. So aesthetic diction means the use of beautiful Indonesian vocabulary or the choice of words as outlined in the suggestive narrative text are beautiful, good and true words.

METHOD

The guide book on the research method used is a book by prof. Sugiono with the following data collection steps/techniques:

1. Interview technique, according to Esterberg (Sugiyono, 2014), interview/question-and-answer is a meeting of several people in exchanging ideas/ideas and information through asking and answering, so that they can construct meaning in a particular object.
2. Observation/Observation Techniques, (Sugiyono, 2014), argues that, observation is a complicated and complex process, in psychological and biological processes it is arranged in many processes. The process includes observation and memory / memory.
3. Documentation Techniques, according to (Sugiyono, 2014), a document is a record of events that have occurred. The form of the document can be in the form of a monumental work of a person, an image and also a writing. Documents in the form of writing can be in the form of biographies, other people's life stories (life histories), policies, stories, regulations, diaries. Documents in the form of images such as: sketches, live images, photos and so on. Documents in the form of works can be in the form of films, sculptures, pictures, works of art and others. Documentation studies are

complementary to the use of observation or question and answer/interview methods in qualitative research.

4. Triangulation, in this technique the collection of information/data is intended to collect information/data which is a combination of many information/data collection techniques and sources of information/data that existed previously.

The quantitative research method with a descriptive approach is a research method that has been commonly used by researchers, including the author in this article. If you have similarities in writing or a series of words. (Soendari, nd), it can be said that it is reasonable because you use the same source book from the same author, and it does not mean that the author is plagiarizing, it cannot be denied, let alone avoided, because in fact so many use the same reference book.

RESULTS AND DISCUSSION

Results

The main focus of this article is the utilitarianism of writing suggestive narratives in conveying a hidden message on the content of paragraphs using aesthetic diction, the research was conducted at SMP IT Al-Qohhariyyah with class IX research objects with a total sample of 100 students of class IX from various classes. The results can be seen in the following

Table 1

No	Indicator	N 1	N 2	N 3	N1:N2:N3
1	Able to convey messages/messages	25	25		25
2	Able to use aesthetic diction	30			30
3	Unable to convey the mandate/message	45		30	45
4	Unable to use aesthetic diction	45			
Number of students who follow the process of writing narrative text					100

Information,

N1 = Students in the process of writing narrative texts using aesthetic diction

N2 = Students in the process of writing narrative texts that are able to convey messages/messages

N3 = Students in the process of writing narrative texts who have not been able to convey the mandate/message

N1:N2:N3 = comparison between N1, N2 and N3

From table 1 above it can be concluded that 25 students have been able to write narrative texts in conveying hidden messages/messages using aesthetic diction, 30 students are able to write suggestive narrative texts in conveying hidden messages/messages, so the number of students who have been able to convey hidden messages/mandates a number of 55 students, but if broken down again only 25 students have been able to write narrative texts with hidden messages/messages, and are able to use aesthetic diction while 30 students are only able to convey hidden messages/messages, and have not been able to use aesthetic diction, while 45 students have not able to write narrative texts in conveying hidden/vague messages/messages, and has not been able to use aesthetic diction. Thus, it is clear that more students have been able to convey hidden messages/messages in writing suggestive narrative texts, but there are also more students who have not been able, to write narrative texts using aesthetic diction. The following table causes students to be unable to use aesthetic diction.

Table 2

No	Indicator	Reason	Amount
1	Unable to convey the mandate/message	Do not have ideas	45
2	Unable to use aesthetic diction	Do not know	75

From table 2 above it can be concluded that 45 students have not been able to convey the mandate/message because they do not have ideas and 75 students have not been able to use aesthetic diction because they do not know aesthetic diction maybe because there is no habituation and lack of reading activities from students which results in language vocabulary. There are few Indonesian students who are known to class IX so it is difficult to develop essays in paragraphs using aesthetic diction. If presented will be illustrated in the table below.

Table 3

No	Indicator	Percentage
1	Students are able to convey the message using aesthetic diction	25 %
2	Students are able to convey the message but have not used aesthetic diction	30 %
3	Students have not been able to convey the message by using aesthetic diction	45 %

So, utilitarianism in writing suggestive narratives in conveying a hidden message to the contents of paragraphs using aesthetic diction, needs to be trained continuously, and habitually on an ongoing basis.

Discussion

The discussion, based on the results of the study, shows that students have not been able to convey the message in an article, the message is a moral teaching or message that the author wants to convey to the reader. The solution to the problem or the end of the problem in the story can be referred to as a mandate. The mandate is an afterthought that is restated by the reader, (Suherli, 2017). Diction is the selection of words to express ideas or ideas and feelings, word selection is the process or act of choosing words that can express ideas appropriately, while word choice is the result of that process or action. Aesthetics is a science that studies the processes and rules in creating a work of art, which is expected to cause positive feelings for people who see and feel it (Vero, 2015). Students have difficulty using aesthetic diction, and conveying the message in a writing, this happens because of several factors, including the literacy factor of the students who are still lacking, from the results of this study it could be a finding, that student literacy needs to be considered, especially writing literacy and literacy in terms of read.

CONCLUSION

It can be concluded that students' narrative writing skills still need to be improved, from the data that has been presented, as many as 25% have been able to write narratives properly and correctly according to predetermined indicators, and 75% of students have not been able to write narratives according to predetermined indicators. this is caused by the lack of student literacy, and this is a shared responsibility in improving literacy, especially for students.

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