PROCEEDINGS OF THE INTERNATIONAL CONFERENCE ON EDUCATION OF LANGUAGE, LITERATURE, AND ARTS IN DIGITAL ERA

Organized by
Language and Arts Department
Faculty of Teacher Training and Education
Lambung Mangkurat University
Banjarmasin, Indonesia

Aria Barito Hotel, Banjarmasin,
South Kalimantan, Indonesia
July 27-28, 2018
PROCEEDINGS

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The development of science and technology brings with them the development in all aspects of human culture. Language, as an important aspect in human culture, evolves, shifts, or change at the same time of the development of science and technology. In turn, language as a medium of literature and art (especially music and drama) is also evolving, shifting, or changing. This condition resulted in a new paradigm in the study of language, literature, and art. Twenty-first century teaching is no longer about the four walls of the classroom. There was a time when learners of language, literature and arts had to rely almost solely on what went on within those walls. But there was before the coming of the digital age. Now thanks to the internet and the advent of digital media, a shift is happening in language learning moves into a new era. As today’s learners belong to the Digital Age, teachers also must adapt to use technology and multimedia based learning resources to impart the functional teaching of language, literature, and arts.

As a consequence, innovative methods of Teaching Language, Literature, and Arts, especially communicative approach are urgently needed as it is the language of modern technology. It has been best understood in academic world that teachers should cater to the needs and learning styles of their students with ‘knowledge thirst’, since present day learners with varied learning exposure outside the classroom too, will lose interest on the monopoly of a formal teacher. A modern teacher needs not only to have a thorough understanding of the present day curriculum but also all the various methodologies, their merits and demerits, and how and when to apply each of the technique for students. They need to personalize their teaching based on the student’s stage of life, objectives, motivation and aptitude for languages. In addition to these, language/literature/arts educators should update their knowledge, skills and acquire mastery over the language/literature/arts to meet with the demands of globalization. Along with the real interest in modifying himself in accordance with the changing needs of language/literature/arts learning, if modern language/literature/arts teachers use precisely the latest language teaching tools, with the support of technology, they can teach the subject-matter effectively and facilitate the students towards the new-era language learning. In line with the condition, it was necessary to conduct the international conference on education of language, literature and arts in digital era.

This First International Conference on Education of Language, Literature and Arts (ICELLA) 2018 was held by the Department of Language and Arts Education,
Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin 27-28 July 2018 at Ario Barito Hotel Banjarmasin, South Kalimantan, Indonesia.

The theme of conference were represented by the keynote speaker and invited speakers in the following topics: (1) *Culture in Digital Era*, by the keynote speaker, Prof. Wahyu, M.S (Dean of Faculty of Teacher Training and Education, Lambung Mangkurat University Banjarmasin-Indonesia), (2) *Using Popular Culture to Optimize Indonesian as a Foreign Language (BIPA) Learning Contemplations and Experiences*, by Chistopher Allen Woodrich (Wikipedia Editor and Administrator and Candidate of Philosophy Doctor in Gadjah Mada University Yogyakarta-Indonesia), (3) *Researching Literature on the Internet: Findings New Meaning in Old Words*, by David John Rawson (Australian Embassy in Jakarta-Indonesia and Doctoral Program of Gadjah Mada University Yogyakarta-Indonesia), (4) *Coaching ESL Student Teachers to Become Innovative Teachers: Can We Engage, Empower and Emancipate Them?*, by Dr. Raja Nor Safinas Raja Harun (Teacher Educator at Universiti Pendidikan Sultan Idris, Tanjong Malim, Perak, Malaysia), (5) *ICT in Language Learning: Resources, Authoring Tools and Artificial Intelligent*, by Dr. Anuncius Gumawang Jati (English Lecturer of ITB Bandung-Indonesia), and (6) *The Art of Madihin Recitation: Profile of Banjar Traditional Oral Literature Performing Arts*, by Dr. Bambang Subiyakto (Lecturer of Lambung Mangkurat University Banjarmasin-Indonesia). Also, the theme was represented in the various topics of the parallel sessions. There are 49 papers presented in the conference. Those were classified into Language and Teaching, Literature and Teaching, Arts and Art Performance, and Cultural Studies. Researchers and practitioners are believed to have put their efforts in finding ways to teach language, literature and arts in the digital era. This conference introduced and discussed the various methods, techniques, strategies, and models of teaching of language, literature and arts. The conference was attended by 250 participants, including educators, policy makers, researchers, academics/lecturers, principals, supervisors, graduate students, practitioners, academics, professionals and teachers.

We would like to thank the organizing committee and the members of reviewers for their kind assistances in reviewing the papers. We would also like to extend our best gratitude to Rector of Lambung Mangkurat University Banjarmasin, Prof. Dr. Sutarto Hadi, M.s., MSc., Dean of Faculty of Teacher Training and Education, Prof. Dr. Wahyu, M.S for the tremendous support. Furthermore, we would like to thank Christopher Allen Woodrich (Canada), David John Rawson (Australia), Dr. Raja Nor Safinas Raja Harun (Universiti Pendidikan Sultan Idris, Malaysia), Dr. Gumawang Jati (ITB Bandung), and Dr. Bambang Subiyakto (Lambung Mangkurat University, Banjarmasin). Also, to all the participants of the conference, thank you very much!

This international conference on education of language, literature, and arts (ICELLA) has been prepared and organized by Department of Education of Language
and Arts, in collaboration with Teaching English as a Foreign Language in Indonesia (TEFLIN) of Kalimantan Selatan and Himpunan Sasjana Kesusastraan-Indonesia (HISKI) of Universitas Lambung Mangkurat.

Banjarmasin, August 6, 2018
Chairman,

Fatchul Mu’in
THE PUBLISHING OF THE LITERARY BOOK AS ONE OUTPUT OF BAHASA INDONESIA TEACHING AND LEARNING PROCESS (A STUDY AT SMAN 1 KOTABARU)

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Abstract

Literature is a part that can not be separated from learning Indonesian at school. Writing literature as a part of the teaching-learning process (PBM) is as important as reading literary works, considering the two skills are interconnected. The publication of literary work of students into books pursued by the school can be viewed as one of output of Bahasa Indonesia PBM either directly listed in the curriculum or not.

This study aims to explain how the procedure of publishing the literary work of students to become the book and its distribution; as well as how the elements of literary builders in the book are. The approach used in this research is qualitative approach with descriptive research type with focus of study at SMAN 1 Kotabaru. Data collection is done by conducting interviews with the school related to the publication of the literary books. In addition, the study also uses published literary books - which are collections of students' work, as a source of data.

Keywords: Publishing Literature Book, Bahasa Indonesia Teaching and Learning Process, SMAN 1 Kotabaru

Introduction

Background

The success of a teaching and learning process (PBM) is determined by three stages namely the stage of planning, implementation and assessment (evaluation). The planning stage begins by creating instructional design that refers to the curriculum of current subjects. Talking about the curriculum means realizing that there are many different stages that affect it. The process of making this instructional
design should take into account various aspects including the student aspect as the main component involved in the PBM. Learning is designed by considering the student's age as well as the stage of student development at that age. The design of learning in elementary school (SD) for example, will not be the same as the design of learning in Junior High School (SMP), it will not be the same as the design of learning in High School (SMA) neither.

Nonetheless, all learners will be more fond of interesting and innovative learning designs. An interesting and innovative PBM will improve the quality of PBM. In order to realize an interesting and innovative PBM, there are several things that can be done by teachers or lecturers, among others are by using various learning strategies, using innovative teaching materials, as well as providing great opportunities for students to increase their own creativity to become independent learners. The instructional design that gives more space to the students to be creative will form a character of students who are superior to other students.

Learning to write as a part of Bahasa Indonesia learning in schools is one of the materials that demands teachers' ability to present PBM more attractively, creatively and innovatively. As a skill, writing is not necessarily obtained by students based on the development of his age. That is, it takes serious effort and practice so that the students have writing skills. To evaluate the success of writing PBM then one of the things to remember is the result or output of a writing of course in the form of written materials or works.

Of the various types of writing, the writings that belong to the genre of literary works are quite interesting and challenging for students to be produced such as poetry, short stories, drama script and novel. Of course, these students should have obtained literary materials and read examples of literary works. Permendiknas No. 22 of 2006 on Content Standards for Basic and Secondary Education Unit in the Scope section states that at the end of the education in SMP / MTs (junior high schools), students should have read at least 15 books of literature and non-literature works. In this regulation the writing short story materials are in class IX semester 1 and class XII with the criteria of short story writing starting from the events that have been experienced.

Meanwhile, the 2013 curriculum confirms the importance of Bahasa Indonesian as an advocate or carrier of science. In this curriculum the learning of short story writing is in class VII and class XI. The 2013 curriculum does not mention the limits or minimum number of titles of books that should be read by students.

Since its inception, the school literacy movement has given considerable contribution in increasing students' reading interest. Some programs such as reading corner, reading activities for several minutes before PBM and other programs are quite effective as parts of literacy activities at school. Permendikbud No.23 of 2015 on the Growing of Character in the part of developing the potential of the
participants requires to include mandatory activities in the form of using 15 minutes before learning for reading activities other than textbook subjects. As a form of base literacy content, it is expected to color all aspects of the child growth. This has a positive impact on character education from an early age.

Literacy of children's literature in learning Bahasa Indonesia in elementary school was allegedly able to be an effort to strengthen the character of students as concluded by Anang Sudigdo (2017) in his research entitled Literacy of Children's Literature as a Strengthening Character in Bahasa Indonesia Learning in Elementary School.

Early reading habit produces many benefits such as improving vocabulary mastery and student creativity. Mastery of vocabulary and creativity of these students can support the formation of other language skills that is writing. The choice of books that read somewhat will affect the type and quality of writing produced by the students. The habit of reading literary texts should make students better in producing literary works. Writing literature is a part of the teaching-learning process (PBM) which is just as important as reading literary works because the two skills are interconnected.

Most literary texts are readable in book form. Definitions of books vary. Robert Escarpit (2017) mentions the definition of Paul Otlet's book quoted by Eric de Grolier as follows: "Books are tools made of material of a certain size, sometimes folded or rolled, where written signs reveal the intellectual data." Each state, each administrative institution has its own definition. While the UNESCO general assembly of 1964 recommended the adoption of internationally accepted statistical definitions: "Non-periodical publications consisting of 49 pages or more."

All literary facts imply the existence of the author, book and reader, or it can be called as the creator, the work and the public. The book is one of the most important elements of the literary fact, in addition to the reading (books) and the literature. In use, these terms are often interchangeable. Literature is one of the ten major categories of decimal classification discovered 80 years ago by the American library expert Melvil Dewey and used by most countries for their statistics.

Book publishing world in Indonesia was pioneered since Balai Pustaka era. This publisher is closely related to the growth of the Indonesian literary tradition of the 1920s which was the result of Dutch colonial government policy in the field of teaching. To this day, many publishers have contributed to the growth of Indonesian literature. The large number of publishers indirectly implies the number of published books. The vision of the publisher's mission will greatly influence the publishing process of a book and its treatment of books and authors after the book is published. Starting from the selection of writing content to other technical matters such as editing, designing cover until distributing and even related to rewards or royalties to the author.
One of the researches on the role of publishers has been done by Faridatul Chasanah (2012). She examined the role of one publisher in book production. In a study entitled "The Role of Galangpress Publishers in the Field of Production of Books", Chasanah focused her research on the case study of editing the book entitled *Bunga Tabur Terakhir* written by G.M. Sudarti.

In the publishing world there are several terms that refer to the type of publisher e.g. major publishers and minor publishers. Major publishers are generally interpreted as publishers who have large enough capital to do the publication. The team that works in it is also quite a lot with the division of professional duties. Incoming text is selected and edited tightly with a waiting period that is not for a moment. The scope of sales or distribution of books is wider because it covers the entire bookstore network that works with the publisher while the minor publisher is more flexible in the production process. Little convenience in the publishing concept of minor publishers provides a positive opportunity for the development of literacy in schools, especially in the field of literature. Schools can publish literary works of their students in book form through minor publishers. The publication of literary works of students into books pursued by the school can be viewed as one of the PBM output of Bahasa Indonesia either directly listed in the curriculum or not.

Based on the background, the author was interested in researching the publication of literary books as one of the output of Bahasa Indonesia PBM. The school that became the focus of this research was SMAN 1 Kotabaru that has published the literary work of the students into a book. Based on preliminary observations, the authors found data that in this school there was a special coaching related to the writing of literary works. SMAN 1 Kotabaru already has extracurricular activity of writing works of literature. SMAN 1 Kotabaru has even published more than one book of literary works of its students. In addition, it is also found that in this school there were teachers who have greater interests in literature.

**Problem Formulation**

The formulations of the problem in this research are:

1. What is the procedure of publishing the literary work of the students to become a book and its distribution?
2. How is the element of the literary builders in the book?

**Research Objectives**

This research aims to:
1. Explain the procedure of publishing the literary work of the students to become a book and its distribution.

2. Describe the elements of literary builders in the book.

**Research Purpose**

This study has two usefulness, namely theoretical and practical usefulness.

This research is expected to develop scientific theory in the field of literary learning, especially about the output of literary learning in the form of publishing literary books by the school.

The results of this study are expected to be used as one part of the assessment or evaluation stage of PBM for schools (schools being studied) as well as a model for other schools in terms of improving Bahasa Indonesia PBM. In addition, in general, the results of this study are also expected to be a part of efforts to increase and develop literature, especially in South Kalimantan.

**Literature Review**

**Bahasa Indonesia Learning-Teaching Process (PBM)**

There are several learning theories that can be used in teaching and learning in schools. Learning is an activity and action that concerns with students’ behavior in a complex way. As an action, the learning is only experienced by the students themselves (Dimyati and Mudjiono, 1999: 7). According to Burner in Nasution (2005: 9) in the learning process, three phases or stages can be distinguished, namely (1) information, (2) transformation, (3) evaluation. At the stage of information it is explained that each lesson obtains a number of information that can increase knowledge, some are to refine and deepen the information, some are information that are on the contrary to what has been obtained before. At the transformation stage, the information is analyzed, altered or transformed in another form in order to be used for larger things. At this stage the assistance of teachers or lecturers is exceptionally needed. At the evaluation stage, the assessment to which the information has been transformed can be used to understand other things is done.

Although learning is an action experienced by the students; means that it demands strong internal motivation of the students themselves, it does not mean that external motivation is not required. According to Biggs and Telfer in Dimyati and Mudjiono (1999: 33-37) students’ learning motivation can be reinforced by ways of learning so that internal motivation can be conditioned conditionally to trigger the student learning roles. Learning events that affect the learning process can be determined by the teacher. Important external conditions that affect the learning are
learning materials, learning atmosphere, media and learning resources, and the subject of the learner itself.

**Learning Materials**

Learning materials can be tangible objects and educational content. The content of education can be knowledge, behavior, values, attitudes and methods of acquisition. Teachers have an important role in the selection of learning materials. Some things to consider in choosing teaching materials such as the suitability of the content of learning materials with learning objectives, the level of difficulty of the materials, then consideration if the learning materials require a particular teaching-learning strategy in its use and consideration of the evaluation of the learning outcomes. It is proper to evaluate the learning outcomes in accordance with the learning materials.

Study materials of Bahasa Indonesia subjects vary. Teachers should select the learning materials in accordance with the considerations mentioned above. Starting from a large Indonesian dictionary, textbooks, literary books, magazines, newspapers, audio reading materials, songs, poetry reading, television shows, movies, performances or drama performances, all can be learned.

**Learning Atmosphere**

The learning atmosphere deals with physical conditions such as the condition of school buildings, classroom layout and learning tools. In addition to these physical conditions, the atmosphere of learning is also influenced by the atmosphere of association in schools that somewhat will affect teaching and learning activities in the classroom. The existence of groups of students who tend to disturb the social order for example must be anticipated so as not to disrupt the PBM. They should be directed into groups that perform positive activities.

A good learning environment can improve the quality of learning Bahasa Indonesia. Good interpersonal and cooperation between students can be a capital for a play or a drama performance in a drama lesson.

**Media and Learning Resources**

Theory of media and learning resources will continue to evolve with the times and technology. Media and learning resources are relatively easier and faster than ever before to be found. Media and learning resources are now even more varied and interesting. However, there are things that must be kept in mind by teachers in choosing the media and learning resources to fit the needs.

Considerations in selecting media and learning resources such as media utilization and learning resources to achieve the learning goals, consideration is also
made in terms of media significance and the source of learning is on certain subject in the PBM. Now with the existence of search engines on the internet the learning resources of students even transcend the boundaries of space and time.

**Teachers as the learner subject**

As the subject learner of the student, the teacher deals directly with the students. Each student has their own motivation. Teachers need to know and learn the motivation of the students then do the reinforcements based on the student's motivation.

The role of teachers in learning is very important. In addition to strengthening the learning motivation of the students, the role of teachers includes making a complete and comprehensive learning planning; enhancing its own professionalism; being a teacher who does not only teach but also educates; conducting learning in accordance with the conditions and circumstances of the students and always trying to improve the quality of learning and becoming a leaning facilitator, mentor and feedback giver.

**Learning to Write Literature in Bahasa Indonesia Curriculum**

Learning is designed by teachers in accordance with the applicable curriculum. In the attachment copy of the Minister of Education and Culture of the Republic of Indonesia Number 103 of 2014 it is stated that learning in the 2013 curriculum uses a scientific approach or a scientific-based approach. This approach can use some strategies such as contextual learning. The 2013 curriculum uses both direct and indirect learning mode. Adirect learning is the learning that develops knowledge, thinking skills and skills using the knowledge of learners through direct interaction with learning resources designed in syllabus and lesson plans. This learning will produce direct knowledge and skills called instructional effects. An indirect learning is a learning that takes place during a direct learning process that is conditioned to produce a nurturant effect. An indirect learning is related to the development of values and attitudes. The development of values and attitudes is done by all subjects. Therefore, in the 2013 curriculum learning process, all intracurricular, co-curricular and extracurricular activities occur in class, school and community (outside the school) in order to develop morale and behavior related to values and attitudes.

Bahasa Indonesia subject of Curriculum 2013 generally aims to enable students to listen, read, view, speak and write. Basic competences are developed based on three interconnected things of the scope of materials which give mutual support for the development of competence of language knowledge and competence of students' language skills. The integrated attitude competencies are developed through the competence of language knowledge and the competence of language skills. The three terms of the material scope are the language (knowledge of the
Bahasa Indonesia); literature (understanding, appreciation, response, analysis and creation of literary works); and literacy (extension of Bahasa Indonesia competence in various purposes, especially those related to reading and writing).

The creation of literary works in Bahasa Indonesia learning both in junior high and high school levels includes poetry, fiction prose (short stories, fantasy stories, novels) and drama.

**Elements of Literature Builders**

Literary works are built by two elements, namely intrinsic and extrinsic elements. The intrinsic element is the elements that directly construct a literary work while the extrinsic element is an element that indirectly builds a literary work. It also means that the intrinsic element is none other than the element present in the literary work itself while the extrinsic element is outside the literary work (Sugiarto, 2014: 15). Extrinsic elements include history, sociology, psychology, politics, economics and so on, even including matters concerning the biography of the author and the philosophy of life.

In general, intrinsic elements of literary works include the theme and the mandate, plot, character and characterization, background or setting. Themes can be interpreted as thoughts, ideas, main opinion or subject in a literary work. It is the basis of the story that deals with all sorts of life issues such as love, longing, fear, religious, education, and others. There is also what is called by means of literature is a technique used by the author in arranging the details of the story such as point of view, style of language and so forth in a short story. Achmad (2016: 18) mentioned that in the poem, intrinsic elements consisting of themes, mandate, rhyme, rhythm, metrum / rhythm, majas / style, impressions and typography.

**Publishing and Book Printing**

Escarpit (2017: 67) mentioned that the history of publishing can not be mixed with the history of the book. Either printed or not, the so-called book is the most recent and most diffuse tool for the birth of a work of literature in the framework of its publication, although it is not the only one. In drama for example, publication can be done on people who do not know writing. Even now, audio visual publications are more effective than printed publication.

A published work contains the meaning of an author's accomplishment and submitting the work to the public. Submission to society means giving people the opportunity to make judgments that will later come into being in various possibilities. The possibility of a work will result in criticism, praise and appreciation. The history of publication is long enough to arrive at the development of the publishing function.
Publisher activities can be summarized into three, which are selecting, creating and sharing. The publisher picks or selects a number of posts while imagining the public candidates. The process of selecting writing is not enough just to consider the quality of a work but also to consider the writing that best suits public consumption. So according Escarpit (2017: 75) "There will always appear two questions that can only be answered with hypothetical answers, namely: Will the book sold? Is the book good? ".

After the script or writing is selected and made, what is done then is the distribution process that is generally called a sale even though there are books that are distributed for free. The distribution process brings together publishers with the public that previously existed only in estimates. This requires good promotional techniques.

**Research Method**

**Types of Research**

This research type is descriptive research and used qualitative approach with focus of study at SMAN 1 Kotabaru.

**Data Collection Techniques**

Data collection was done by interviewing the school (the teacher of Bahasa Indonesia and the Literary Pen Writer of SMAN 1 Kotabaru) related to the publication of the literary books and Zukzez Express, the publisher. In addition, the study also used published literary books - which are collections of students' work, as a source of data. In this case, the book is a collection of short stories of *Kupu-kupu Kertas di Ujung Pulau* (2017).

**Data Analysis Technique**

Data analysis in this study was done by the author through the following steps:

1. Describing and analyzing the results of interviews with the school related to the effort of publishing and distributing books.
2. Classifying and describing the types of literary works contained in the book.
3. Describing and analyzing the elements of the literary builders in the book.
4. Summing up the overall research results.

**Discussion**

Based on the interviews conducted on the school the results obtained showed that the curriculum used in SMAN 1 Kotabaru to date was K13 with learning poetry
was given in class X and short stories and drama were taught in class XI and XII. In this school, teachers who taught Bahasa Indonesia were very interested in literature. The teacher was not only a teacher or educator in the class related to Bahasa Indonesia PBM but at the same time also became a facilitator for writing extracurricular activities. This extracurricular activity formed a community named Pena Sastra SMA Negeri 1 Kotabaru with a training program to write short stories and poetry every week.

In SMAN 1 Kotabaru there were special activities that make students do more regular reading. The activity was tailored to the ongoing material, usually per 1 book material. For example, when in the class novel or a collection of short stories material were being taught then the book assigned to read was a novel book or a collection of short stories. When the material being taught was how to write book reviews, then the book read was tailored to the task review. Students were given a time limit to read a book, which was a book for a month. This reading was done 15 minutes before Bahasa Indonesia lesson began.

As a skill, the four language skills are interconnected. The four language skills are reading, writing, listening and speaking. Reading skills, for example will support writing skills and vice versa. This is what was applied by the Bahasa Indonesia teachers in SMAN 1 Kotabaru. In addition to reading assignments, there were also training assignments or writing practices that consist of both group and individual tasks.

Here is one example of the implementation of language learning strategies by combining several language skills simultaneously used by the teachers in learning writing at SMAN 1 Kotabaru.

Students were given the task of writing a book review that has been determined. Before writing the review of the book, students must undergo the process of the real reading instead of reading the reviews of others let alone make another reviewer’s writing as his writing. In this phase, the activity as mentioned in the previous paragraph was applied, i.e. the students were given 15 minutes to read the book to be reviewed. Before the review was written, the teacher asked the students to retell the book he or she has read. Next, there was a discussion both in small groups and in class. The language skill used was speaking skill. After the students deliver verbally the results of his/her reading, then he/she may write his/her resume according to the theory of review writing. With this strategy the four language skills can be trained together even though the main material was writing.

The Process of Publishing and Distributing the Book of Short Story of Kupu-kupu Kertas di Ujung Pulau

SMAN 1 Kotabaru has published several literary books namely a book of poems Rindu Terselip Hujan (2013), a book collection of poetry and short stories
Kupu-kupu Kertas di Ujung Pulau (2017) and a collection of short stories Memori Gadis Pulau (2016), as well as a collection of short stories Bagaikan Embun di Ujung Daun (2016). The publication of the literary books aims to collect literary works of the students and as an effort to appreciate their work processes. The publication of books by the students is expected to motivate students to continue to work and be creative.

Of the several books, the author chose a collection of poetry books and short stories Kupu-kupu Kertas di Ujung Pulau to be discussed as follows:

**Technique of Collecting Works**

The students who were members of Pena Sastra SMAN 1 Kotabaru wrote two types of literary works. Teachers did not determine the theme to be chosen to be writing whether poetry or short stories. There was no such selection process in terms of the collection of the student's work. Teachers only provided some general writing criteria. Among other things, the work to be included should not contain elements of ethnicity, religion, among groups and pornography. The work must also be original essay itself not plagiarism works of others. Other criteria were technical matters such as the length of writing at least 5 pages for short stories and 2 pages for poetry, it must be typed using the letters of times new roman with font size of 12.

In general, the students who submitted their work on the publishing program were novice writers. In this case, the role of teachers was needed to anticipate the problems of quality of work. In addition to learning in the classroom, the teacher also provided intensive direction through the Pena Sastra community program held once a week. Teachers and builders of Pena Sastra SMAN 1 Kotabaru also did the initial editing of the students' writing. This process lasted about 4-6 months.

**The Process of Publishing Works into Books**

After the data collection process was done, the subsequent publishing stage began by incorporating the work to the publisher. KKdUP book publisher was Publisher Zukzes Express. At this stage, the publisher also made editing to the works of the students who have submitted. Editing includes the spelling components that the students used in their work and students' errors in technical typing.

**Technical Distribution of the Books**

In general, the distribution of meaningful books unites the publisher with the public in the real world. Each work will meet their respective readers. In the industrial world, it is necessary to have good marketing or promotional techniques to increase sales of a book.
KKdUP book was distributed in two ways. In addition to being sold commercially, the book was also provided free of charge to certain parties.

**Constraints faced in the process of publishing and distributing**

There were no significant obstacles in the publishing and distribution process. The role of the publisher (with all parts of his team) and the tutors were immense in the process of publishing the students’ work into a book. Distribution problems were more or less the same as other book distribution issues in general.

**Elements of Literature Builders in the Book**

Elements of literary builders in the collection of short stories and poetry of *Kupu-kupu Kertas di Ujung Pulau* (KKdUP)

KKdUp book contains 118 pages consisting of two types of literary works, namely poetry and short stories. There are nine poems and seven short stories in this book.

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<td>Wahana Panjang Nugraha</td>
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Elements of Poetry Builders contained in the KkdUP

As mentioned in the previous section, the intrinsic elements of a poetry consists of themes, mandates, rhymes, rhythms, metrums / rhythms, majesty / style, impressions and typography. In KKdUP there are nine poems with typography or conventional arrangement. In general the poems consist of verses containing three to five lines.

The poems were written by the students with wistful themes using typical teen style. The issue of love and longing dominated as a sign of how such problems are very close to human life, especially teenagers.

Dictions like longing, alone, lonely, hollow, go, pain and give up became the red line of most poems in KKdUP. The grim and sad impression was revealed in almost nine poems. The diction created word games and supportive style. As the first poem, "Kupu-kupu Kertas" conveys a gloomy impression and fragility. In this poem depicted also the feeling of loss that leads to despair. The rests explored the usual turmoil or conflicts experienced by teenagers.

Almost all poems in KKdUP convey an idea or a message that teenagers want their existence recognized, they want their feelings expressed well because in general the teenagers think they are meaningless and worthless. Two poems namely "Hanya" by Aulia Azizah and "Tersingkir" by Riski Hidayah are related to this self existence. There is a sense of self-doubt.

...
Yang ada hanya pengandaian
Yang tercipta hanya sebuah ilusi kata
Yang tertulis hanya sebuah harapan tanpa penghabisan (Aulia Azizah, 2017: 17)

...
Perih ini tak berujung
Sesak...

Jika, memang tidak ada yang simpatik kepadaku
Jika, memang aku bukan siapa-siapa
Kuucapkan selamat tinggal kepada kalian
.... (Riski Hidayah, 2017:23)

What is depicted in the two poems above can also be found in tune with the poetry "Pluto" by Callista.

...  
Tercipta untuk mencintai tanpa dicintai
Among the nine poems there are poetry trying to raise political and social issues. The poem "Indonesia 'He says" by Callista Nugrahini F brought a message about the nature of independence and a critique of the government. Callista suffered the practice of non-religious tolerance; leadership and political deception. Hellianur in his poem "Darah Duka Bocah, Dunia Tak Bertelinga Tak Bermata " spoke of a wider issue of world peace issues despite being conveyed in a simple language style.

Elements of Short Story Builders in KkdUP

The short stories contained in KKDUP generally raised the theme of adolescent life with all its problems. Tales of teenagers with all the flush of their feelings in the journey of seeking identity with typical teenager love affairs. All the authors in this book make the teenagers as the main characters of their short story. The chronological plot brings stories with settings or background of places that are usually visited by teenagers such as schools, homes, beaches, markets and other public places. In addition to the theme of adolescent love, in this book there are also themes of social life and writings with surreal color.

The language style used by the authors is a style of adolescent language that sometimes inserted in foreign language vocabulary. Judging from the extrinsic elements, the development of the field of technology and information also influences the style of language and the written story. In the short story "Rain and Sun Flowers" for example, there is a part of the story that describes the current communication by using social media (facebook). This can not be separated from the habits of today's teenagers whose daily life can not be separated from social media. The ending of the story makes the reader rather surprised and will think if the author would thought the same in dealing with the problems of his life in the real world.

"Kisah di Ujung Pulau" which composed by Aulia Halwa seemed different than the other stories in KkdUP. The used of dictions that hold profound meanings requires the readers to read more than once to find them. In addition to "Kisah di Ujung Pulau", Aulia Halwa also wrote "Pertemuan Singkat". This story brings the reader to a melancholy mood in an attempt to forget her memories in the term now called 'move on'. Reading it brings empathy to how the struggling to move on is not something that is easy, especially for a teenager.

"Semua Terbukti" written by M.Junaidi breathes longer in this book. The short story telling the struggle of a teenager with her little family dismissed the notion that teenagers are always synonymous with rah-rah. This story is not at all slip in the
story of teenage love in general. This makes the KKdUP book complete and more meaningful.

When Aulia Halwa conveyed difficulties to move on, unique Mouliena Dyah L in "Malam Pertemuan Pertama" imply explained that to forget is easy. Although previously had felt upset, the character in the short story finally find a way to forget someone with the presence of someone else. Thus one of the teenage styles faces the problem of the heart.

"Battle World" also has a long breath in this book. Compared to other stories, the story written by Wahana Panjang Nugraha has a higher number of words. Fantasy-style story that tries to integrate science and technological development with the story of friendship and adolescent-style romance. Reading his storyline and storytelling technique reminds the readers of the Bumi series composed by Tere Liye.

The short story cover, namely Friend and Love by Muh. Risalman explicitly conveyed that teenagers can not be separated from the story of friendship and love. This story illustrates the style of teenagers who are more free than the previous short stories in KKdUP.

Closing

Conclusion

Based on the above research results, it can be concluded that:

1. The procedure of publishing the literary works of students to be a book and its distribution run well and smoothly and fully supported by the school, the teacher of Bahasa Indonesia and the publisher of Zukzez Expres.

2. The elements of literary builders in the book include intrinsic and extrinsic elements related to the lives of teenagers. The short stories in KKdUP raise the theme of typical teenagers love. The poetry depicted grim and sad impression revealed in almost nine poems. Almost all poems in KKdUP convey an idea or a message that teenagers want their existence recognized, want their feelings well expressed because in general the teenagers think they are meaningless and worthless.

3. The publication of literary books is one of the very good, positive and beneficial Bahasa Indonesia PBM outputs.

Suggestion

Based on the results of the above research, the author has the following suggestions:
1. SMAN 1 Kotabaru should continue the publication of literary books that have been running along with the improvement of writing skills of the students for the publication of better literary books.

2. This research has not yet reached the assessment of how much enthusiasm the community including the students themselves about the literary books published by the school. Researchers can further examine it.

References


