

## LANGUAGE AND LITERARY STRATEGY THAT DELIGHTFUL

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**Abstract:** Learning Language and Literature has close tightly and functioning complementary. In literary learning can not be released by language learning, because the language of the language of the language of writing, because language as a means to convey written and oral language. The intellectual development of one of them is influenced by the process of teaching language based on logic is based on logic is a language support in the language of the logic is based on the logic is a language support in learning the successful language in the logic is a supporting the success of the logic is a supporting the success of the logic is a supporting the success of the successful language. Language is also supporting the success of the study, which language is also supporting the success of the logic is a supporting language. Therefore, the language learning is expected to help learners know himself, culture and culture of the Indonesian language. In addition, Indonesian language learning is directed to improve the ability of learners to communicate in Indonesian both well and true, both oral and written and growing appreciation of the results of literary works of literature. Literary learning contributes in a formation of humanist, productive, creative learning. The practice of the admission is to the expense to the expenses through the thinking through the discussion of the group. Therefore, learning is designed with various special approaches, such as the intellectual approach, imaginative, creative, productive, collaborative, innovative, competitive by technology technology is expected to produce the incorrects of scholars and virtuous and characterless. For that, in literary learning needs to need a literary learning need to be a literary learning needs to be a selection of literature needs to be a selection of literary works with the selection of literary works that the selection of the literary works needs to learn the character of the literature is worthy of students, and learners are able to appreciate the values of the literary character is well. It is therefore, the learning of literature creators to share horse ratio, taste and heart. Based on some studies of thoughts may be expressed conclusions that (1) learning and literary learning strategy is done innovative, creative, productive, inspirational and fun to digitate the potential of learning by providing space-in-demand propagates to learning and literary character education is able to construct personality learners become more humanistic affecting the formation of positive characters.

**Keywords:** creative, productive and inspirational learning; language and literary role; character formation.

## INTRODUCTION

Praktles of language and literary learning as a unitable unity between the two. The learning of Indonesian in the school is aimed at first to the coaching language of the language that is expressive and responsive. That means to build a language learner to have the balance of language mastery to reveal yourself and respond to what happens. Both of these capabilities will cause the language of learning to be the length

of language into the initiative and creative language into the leisure and creative language learning. Levels of language are capable of being initiative and creative. Language language is capable of taking and inherent, the language of language can capacity to be initiative and creative language. The learner of language is capable of taking the active and creative language. The learner of language is capable of masking the language to actively and facilitates the language of the vertical and horizontal language of the nature of the vessel and horizontally effective language of the nature of the language is effective (Infeyndi, 2008a) learning language tagging learners have a skill of both writing and written. In addition, also master of good Indonesian and correctly in accordance with the goals and functions. The less important thing is appreciative and proud to use Indonesian language as a language and union language. On the other hand, enjoy, utilizing literary works to expand insight, Buddy, and increase the knowledge and speech, and appreciate and boast of literature of Indonesia as Khazaza of Indonesian cultural and human intelligence.

Therefore, language learning and literature should be balanced so that the subjects are important, especially in the growing of the character of the ethical, logical, and aesthetic character, as it is the purpose of the education is for the formation of the character that is materialized in the unity of the subject of the subjects of the subject and the attitude of life is a person. Its person is something that is personalized is a personality that is a personality is something that is usually infecting this character. The result of the character is that the personality can be measured. The teaching of the capacity of emotions and the capacity of thought. Thus teaching will contribute to the coaching of character, among others (1) striking up and developing sharper feelings of values and (2) helps advance the individual skills of complexes such as persistence, puppet, conviction, creativity, and contribute to Education knowledge learners (Sujarwanto, 2001). Literary works reveal value-value Related to the help of human bodies. Inside it has a broad possibility to make as the place of "storage" human values. Value-value in the reality is experienced and even lost. In the basic literary works of humanitarian values are maintained and disseminated ((Sayuti in Sujarwanto, 2001: 514)), through the literary works, pranata and traditions of a society are continued to the audience of the audience, and to the community in the future either concerning the way of thinking, religious behavior, customs, history, and other cultural values.

Learning Language and Literature Indonesia should be done in particular for learners to love the language and literature to the maximum. Basically all human life utilize the language as a means of communication both orally and writing. Therefore, his learning should open to himself to explore the various students who make students are able to volatile the various information based on their experience so that its potential is optimal. Language and literary learning not only theory the buttons will however department of literacy activity a construction of a theory. Similarly in reading the literary works of learners directed can appreciate, analyze, and can also produce literary works as outcome of literary teaching in schools.

Based on the above thoughts, language learning and literature should be packed interesting so it is not boring for learners. For that, in this paper discussed (1) the language of the language of Indonesian, inspiring and productive, and inspiring language learning. (2) Strengthening of character education through language and literature.

## RESULTS AND DISCUSSION

The language discussion is not only to the skillful learners communicate effectively and efficiently, but also pay attention to ethics and language sense of language, and also the literary learning in the type of literary text is none that is inhabitants to the prevalent values that make up the character of morals that make up the character of the leverage that is forming the character of the learners. Basically in the language of the learners in the same language learning, the basic and social literary practices, and the literary learning should be able to create the generation that intellectual and emotional intelligence in the framework of building the quality of human resources. Relate to this, then teachers must create a learning that can affirm learners to individual and group people, build good communication, indicating independent attitude so that each potential individual can be excavated and mastered maximally, all of the ions can be done if the teacher does various strategies / techniques to make the atmosphere of learning and interesting functions to learn the atmosphere of learning and interesting functions.

### 1. The learning and learning of the language of the Indonesian language, and inspiring, and the productive.

Language is role in the central, intelligence, and emotional development of the learners. Language is also supporting success in studying all fields of study. Language learning is expected to help learners know himself, culture and other culture, suggests his ideas and feelings, and participate in society using the language. Therefore, Indonesian language learning is directed to improve the ability of learners to communicate in Indonesian well and correct, both oral and written and fostering appreciation to the results of Indonesian literature (Muamar in Efendi, 2008: 316).

In relation to that literary learning should be able to create a mp in learning at which the space of the students with the Movers of the Master's classmates. In learning in the classroom teachers act as facilitator, motivator, and inspirator who encourages students dig digitally self-potential. The student's motion is in the process of learning in the learning process in the learning process is in the learning process is in the learning process to be learning. The dialogue between teachers and learners is created so well there are no burdies and learners. Learning is as soon as designed to enable the learners, it is uncomprehensible and capable of migrant material because the learning model is an implanted learning is Discovery Learning

or Inquiry. Various techniques that can be used in language and literary learning is effective and efficient so that resulting in meaningful learning described as follows.

a. Technique of interview

This technique is used for Indonesian language learning in terms of sharpening speaking skills and writing skills. This technique is appropriate to understand the interview material as listed in the basic competence and indicators are properly in learning. The strategy of applying this technique is the student is asked to be paired in pairs to friends. They do a question about a certain material. This activity is done alternately. With this model then the material about direct interviews is practiced and easily understood by learners. To train the courage of students then he can be assigned to interview the resource persons out of school. If necessary interviewing important figures in society. Related to that, there are some positive values owned by the student, namely, courage, cultivate the confidence, developing social competence, developing social competence, and building confidence.

b. Role Playing Techniques

The application of role playing techniques can be done by analyzing drama scripts. Learning is designed in groups. Then each group is welcome to share their respective roles on the basis of the contents of the text. After that, they study the content or material with sincerity in preparation for the cast. Then practice in front of the class. This learning model will involve all students actively so that learning comes alive. There is a shared learning process in groups, namely togetherness, responsibility and confidence.

This technique actually provides a positive experience for students. They were asked to organize a meaningful activity so they were able to provide provisions to be good directors and players by conditioning the group members to play optimally. The activity can be ended with the determination of the best cast, the best stage stylist even though the limited offerings available at the school.

c. Treating Troubleshooting

This technique can be used for the material of the argument writing. Practice in learning learners are given video recording of the environmental environment. Then they are asked to write down how the exploitation of natural environmental is. They will be arguing how the impact of exploitation of natural reasons for humans. They will argue as accuracy of the observation that has been done. The problem of troubled problem can be used also in the learning of literary analysis of the caref. Learners are asked to complete the matter to identify the intrinsic element of the game: the themes, figures, the gloves, figures, the character, the figures, the character, the gloves, the figures, the character, the figures, the character, the inner, the inner, the inner, characteristics, the inner, characteristics, the gems of the intrinsic questions were striking as the whole issue of the problem of troubleshooting students to solve the problems faced carefully, responsible, self-confident, such a learning model such as this study, will result in learning the study

by lecture method. So the teacher function initiates learning to be the active school to act the problem faced optimally. This technique should also be supported by the teaching of the teacher to be the associates of the teacher to be firmly felt proud to work out.

d. The technique of game

Game techniques can be done in learning Indonesian. Teachers are expected to make games that can be accessed by all students. The game is designed to think critically and creatively. The game is based on text so students are asked to read quickly to understand the text. In this connection, students are required to listen quickly, concentrate and be careful. Next this activity is carried out alternately and other groups give scores obtained by group members.

Game techniques actually dig up important information. There are demands that must be made by students in practicing this game. Think fast, thorough, and compact when group-based. The learning atmosphere is fun but still relies on basic competencies and indicators to be achieved in learning

e. Observation techniques outside the classroom

In learning how teachers can make deep impressions for students. When learning to write poetry students are asked to leave the class to observe all events and events that are outside the class. Looking for inspiration outside the classroom. Then he was asked to record everything they thought was interesting. The school environment acts as a learning resource for students. Finally, they will get to know the school environment well.

On the other hand, if the teacher teaches review writing material. Participants are invited to the library to choose and interesting books. In this case, students learn in real terms. They must read the book according to their choice. Thus, they will gain a real learning experience while educating for independent and responsible learning. Learning design is designed by students as students' subjects. The role of the teacher as the facilitator will assist when they encounter difficulties. Basically, students practice themselves on ongoing learning.

Some of the learning techniques that can be carried out by the teacher by modifying according to the conditions of the school. Which technique is considered the most suitable depends on the role of the teacher in the learning process. In essence the teacher acts as an inspirational facilitator. Learners can create a learning atmosphere that makes fun and refers to indicators set by the teacher. Students become learning centers that are able to develop a pleasant learning atmosphere.

## 2. Strengthening Character Educators Through Language and Literature Learning.

Language learning cannot be separated from literary learning. However, in reality language learning still gets more portions. This is due to the fact that language becomes the estuary of all scientific practices in the line of human life. In other words, language is a axis that plays an important role as a communication tool for human survival,

In the 2013 curriculum Indonesian language learning is text based. There are several reasons put forward by (Mahsum, 2014) why the text becomes a language of learning Indonesian: first, through the text the ability of students to think can be developed; learning material in the form of text is more relevant to the characteristics of the 2013 curriculum that establishes the achievement of student competencies that cover the realm of knowledge, skills and attitudes. The types of text based on the genre taught in Indonesian language learning include:

- a) Literary narrative genre: retelling, anecdotes, narrations: short stories, novels, fairy tales, myths / legends, adventurous stories, fantasy stories, fables, history, biographies / autobiographies. Non narrative: rhymes, poetry, poetry and gurindam.
- b) Factual genre reports: descriptions, reports, informative reports, scientific reports: theses, theses, research reports; official letters, personal letters, news, review / book reports. Procedural directives: procedures / directives, telling procedures, guidelines / instructions, protocols, recipes.
- c) Transactional response genre: thank you, invitation, interview, negotiation. Expressions: labels, explanations / explanations, speeches, (critical) responses, personal responses, expositions / arguments. discussion, review / review (Mahsum, 2014: 18-23)

Based on the above thoughts, text-based Indonesian learning trains students to express ideas or thoughts, feelings based on a particular situation or context. Therefore, in expressing it, it must be done systematically, empirically, critically, politely, and with character. In this position, the potential of students can be explored well with regard to individuals and groups. There is a learning process that is built on the basis of collaboration, discussion, presentation both independently and in groups (Sugiarti, 2016.).

Nevertheless, literary learning also has a significant contribution in strengthening character education. In addition, enjoying and utilizing literary works to broaden horizons, manners, and improve language knowledge and abilities, and to respect and boast Indonesian literature as a treasure of Indonesian human culture and intellectuals Literature is able to contribute to human intelligence operationally can be described through three dimensions, namely cognitive, psychomotor, and affective. Through cognitive development, human thinking capacity must develop. Through psychomotor development, human life skills must grow. Through affective development, human attitude capacity must be noble. This is in line with the basis of Indonesian education, namely to educate a faithful and pious nation (Suryaman, 2010)

Character building is one of national education purposes. Basically the aim of national education is the goal of national education to form intelligent Indonesian people, but also with personality or character. Thus, in the future there will be a generation of nations that will grow with character that breathes the noble values of the nation and religion. This is mandated in Article 1 of the 2003 National



Education System Constitution. This thinking is in line with Luther King, that; intelligence plus character ... that is the goal of true education (character intelligence ... is the ultimate goal of true education) (Sugiarti, 2012)

Literary works as works of art have recreational properties. He contains a message that is able to bring people to seek essential values regarding the dignity of humanity with personality. Literary works have a spiritual mandate that is wrapped in ethics. Therefore, it is not wrong if someone after reading their literature is able to do self-introspection, improve themselves because the function of literature provides benefits to the reader (Sugiarti, 2012).

Literary work as a work of art resulting from the inner struggle of the author on life problems contains high moral, therefore he can be functioned effectively to shape human character and morals (Sujarwanto, 2001 and Jabrohim 2001: 568). This is in line with Teeuw's thought that birth literature is not only to be enjoyed and lived but also to shape and influence its readers (Teeuw, 2013: 7). Literary works are a means to convey messages about the truth, about what is good and what is bad. Literary works should provide positive benefits for the reader.

Enjoying intensive literature is essentially an effort to reconstruct the attitude and personality of the reader. Literary works are able to stimulate the imagination of the reader in thinking critically about the narrative of the story he presents. Novel Negeri 5 Menara by A. Fuadi is one example of a literary work that displays the behavior of a character with a distinctive character, namely human closeness to God, fellow human beings, and grateful for the beauty created by God In this case, literature is able to give enlightenment to the reader in terms of the attitude and affection it causes. Literature is able to hone intellectual, emotional, social, and spiritual intelligence. Such intelligence will be well honed if what is the unification of the inner aspects of the reader (Sugiarti, 2014). This is very relevant to the processing of language in reading literature will be able to shape the character of the reader to be able to understand and appreciate everything that happens in life.

The thoughts above, revealed that in enjoying literary works students are expected to be sharpened intellectually, aesthetically, socially, and ethically. Thus, various experiences that are united in the heart of the reader will be able to represent positive behavior. In this connection, between thinking and feeling in balance so that the functions and nature of literature dulce et utile can be fulfilled. Strengthening character education will be achieved in various ways, one of which is by studying language and literature comprehensively. In relation to this, language and literature can be used as real drivers of character education in schools.

## CONCLUSION

Creative, inspirational and productive strategies for learning Indonesian language and literature must be carried out by the teacher in the learning process so that students gain knowledge, adequate experience. This process can be carried out to

explore the potential of students and provide democratic spaces in learning. For this reason, learning can be done with various techniques that are relevant to the needs of students.

Strengthening character education through language and literature is able to construct the personality of learners to be more humanistic. Reading literary works will be able to shape the character of the reader to understand and appreciate others. In this case, it can be explored through various character figures expressed in the story narrative.

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