Journal of Arts & Humanities

Reader's Response and Learning Writing Psychological Perspective

Anas Ahmadi[1], Darni[2], Murdiyanto[3], Nuria Reny Hariyati[4]

ABSTRACT

This study aims to describe the reader's response to learning writing psychological perspective. This research is based on experience in the field which shows that the readers' response to writing related to psychology is not so much. Therefore, in this researcher, the response of the reader was explored in depth in relation to writing. The research method used is qualitative. The research subjects were 20 participants. Data collection techniques using interviewing and sequencing. The results and discussion of the study showed that for the assessment stage, participants were more dominant in academic writing than popular writing. For the readers' response to psychology-based writing strategies, they are very responsive 90%, 10% less responsive.

1.   Introduction

The study of writing is mostly done in various strategies in the hope that writing skills can increase. Studies conducted by Ahmadi, Darni, & Murdiyanto (2019), Ahmadi & Yulianto (2017), Ahmadi et al (2019) show that writing is very important in language skills. Writing learning is a material that is very urgent in terms of language skills. The stronger the writing ability, it shows the strength of his language skills. At present, the trend of studies on writing is indeed more studied by researchers than in other areas of language skills, such as listening, reading, and speaking. The study of writing can be viewed from all perspectives, including (1) from the perspective of the writer as someone who expresses ideas; (2) through writing strategies that are raised in writing learning; and (3) the reader's response to the writing strategy or related to the author's context in giving birth to writing. To

1 Universitas Negeri Surabaya, Indonesia. Email: anasahmadi@unesa.ac.id
2 Universitas Negeri Surabaya, Indonesia. Email: anasahmadi@unesa.ac.id
3 Universitas Negeri Surabaya, Indonesia. Email: anasahmadi@unesa.ac.id
4 Akademi Farmasi Surabaya Indonesia. Email: anasahmadi@unesa.ac.id

understand the effectiveness of a learning strategy in writing, a researcher must get feedback from the reader. Through readers, a researcher can understand that the writing strategy offered is getting a positive response or not from the reader. The study of writing that relates to this reader falls into the category of reader responses in writing (Ahmadi, 2015). Through this reader response, the quality of writing strategies can be obtained.

The study of readers' responses to the authors has been done by Larson (2010), Dollerup & Hansen (1991), DiYanni (2017), Schraw & Bruning (1996). The research shows that the reader response is related to the modern era which is more digital oriented. At present it is reading text, both for children and for teenagers and people tend to refer to digital text rather than print. This is indeed an impact of digitalization technology which indeed leads more to the digital world. In fact, children are currently being led to digital reading. If initially reading with printed text then changing to digital reading will give rise to a reader response, both positive, negative, agreeing, and disagreeing.

The current response of the reader does need to get higher attention than other language skills. There are three fundamental reasons in relation to the rationalization of the study of the reading response is very important. First, through the reader's response, it can be seen how much interest a reader has in relation to reading the text he reads. Secondly, through the response of the reader, a researcher can understand how far the reader responds to the text that is made into the research by the researcher. Third, through the study of readers 'responses, it is hoped that new strategies will emerge that will later be able to increase and increase the readers' response to a text, whether it is manual or digital. Through the response of the reader, a researcher can understand, recognize, and fix the writing strategy he made so that later it can become a better writing strategy based on input from the participants.

Related to the readers' response, this study aims to explore the response of readers in relation to creative writing of a psychological perspective. Writing a psychological perspective is writing that is more directed at the psychology of the writer. During this time, the response of the reader has not been revealed in relation to the psychological context. In fact, it is very necessary to do so that parallels can be found between writing, response of the reader, and psychology. The study of writing by Johnson (2018), Godda (2018), Forgeard, Kaufman, & Kaufman (2013), Billig (2011) shows the relationship between writing and psychology. Both, writing and psychology are indeed inseparable because writing and psychology are activities that propose to the mind. In addition, the response of the reader is also related to the ability to think spiritually (Hariyati & Ahmadi, 2019) so that the response is as expected by the researcher. Through a critical reader response, it will produce good input for further writing learning strategies.

Based on previous research, it's still rare to associate writing with responses to readers. Therefore, this study wants to reveal the extent of learning in writing based on reader responses. In this context, the reader's response is related to the psychological context. The benefits of this study are expected to be a reference material by similar researchers related to the response of readers in relation to psychology-based writing.

The study of reader responses actually enters the literary context (Lobo, 2013, Davis & Womack, 2002). In the literary context, the response of the reader is related to the type of reader - referring to Wolfgang Iser's view. However, in the context of this study, the reader's response is related to how the reader's response is related to the writing strategy. So, it is completely unrelated to the literary context.

2. Research method

This study uses qualitative methods because the overall results of the study are presented using description techniques. The research subjects were 20 people who worked as lecturers. The technique of collecting data is done through interview strategies, discussions, and questionnaires. The interview used is a type of unstructured interview. Through this unstructured interview, it is expected that participants and researchers will have more closeness and more roots in the interview. The discussion raised in this study is a balanced discussion between researchers and participants so participants can feel the same flow in relation to discussion and they are not they as the object of research. However, as a person and person who are discussing something. There is no term for researchers and clients.

The research data analysis technique follows the qualitative research method, which is the identification of research data that has relevance to the response of the reader, classification of data that has relevance to the reader's response, and power exposure that has gone through the stages of triangulation. At the identification stage, the researcher identifies things that are related to the readers' responses in their relevance to writing based on psychology. Researchers enter data obtained from interviews, discussions, and questionnaires. The data is identified to the point of saturation and recurrence. If it reaches the saturation and repetition points, the identification of the research is stopped and the researcher switches to the research classification. At the stage of classification of research, researchers classify data based on the results of identification. At this stage, researchers are careful in classifying data that is relevant to research. The next stage, the presentation of data carried out simultaneously from the beginning to the end of the study.

3. Result and discussion

This research activity is divided into two main stages. First, before giving material about writing and psychology, the researcher gave an interview and discussion session. This session is a session to capture and to understand the readers' understanding in relation to writing. The interview and discussion sessions were conducted in a separate room, one researcher gave an interview session with 5-10 participants. Thus, participants can freely explain their activities related to writing. The time given in interview sessions and discussions is around 10-20 minutes per participant. It is expected that through the 10-20 minutes time it will be able to capture the writing activities that have been carried out by the participants. In the interview there are signs that guide the researcher so that the researcher does not interview things that are out of the desired topic. The guide is made flexible and open, allowing for more humanistic interviews with participants.

In this screening, researchers try their best to explore the depth of exposure of participants related to the field of writing. Likewise with the participants, it is expected that this interview will be able to explore them in the field of writing. It is hoped that through this excavation (1) the writing ability of participants; (2) participants' interest in writing; (3) prescribing participants in writing; and (4) the results of the practice of writing participants. From the results of interviews and discussions, the following networks were obtained.

First, based on interviews and discussions, out of 20 participants, 50% had written articles in international journals. The participants were enthusiastic in writing articles in international journals because they did have demands in writing the article. Therefore, they (participants) try to optimize the writing contained in international journals. The hope is, if they write in international journals, this will raise the graph in terms of writing and that will also affect the electability of the campus they occupy.

Second, based on interviews and discussions, out of 20 participants, 100% percent had written and published books. The book is related to the results of research (collective books) and also books written individually. In writing the book, it is usually adapted to the type of book, some write textbooks, reference books, story books, and manuals. The books are also used in learning in the hope of strengthening the effectiveness of learning.

Third, based on interviews and discussions, out of 20 participants, 10% had written articles in national media. The article relates to popular articles. So far, popular articles have not been very popular with participants, arguing that (1) writing popular articles is more difficult than writing scientific articles because writing popular articles in the mass media has many competitors; (2) not all participants really understand the ins and outs of writing popular articles; and (3) motivation in writing popular articles is still not strong because the demands on campus are also lacking in relation to writing popular articles. Actually, the campus has also made demands in relation to writing in the mass media, but the most important thing is academic writing. That is what causes participants to be more comfortable and more happy in writing articles related to international journals than with popular articles.

Fourth, based on interviews and discussions, out of 20 participants, 100% had already written a research report. Thus, the participants have all gone through research, whether funded by the government or independently funded. Writing for research reports is an obligation for a lecturer. Therefore, lecturers are competing in writing for research so that their accessibility as a lecturer can be

well maintained. The research report is an academic writing that the participant must possess as an academic responsibility in providing learning. Therefore, Godda (2018) revealed "If we teach writing, we should write." It's amazing because teaching writing is a difficult thing. An overview of the track record of writing on participants exposed to the following fig.1.
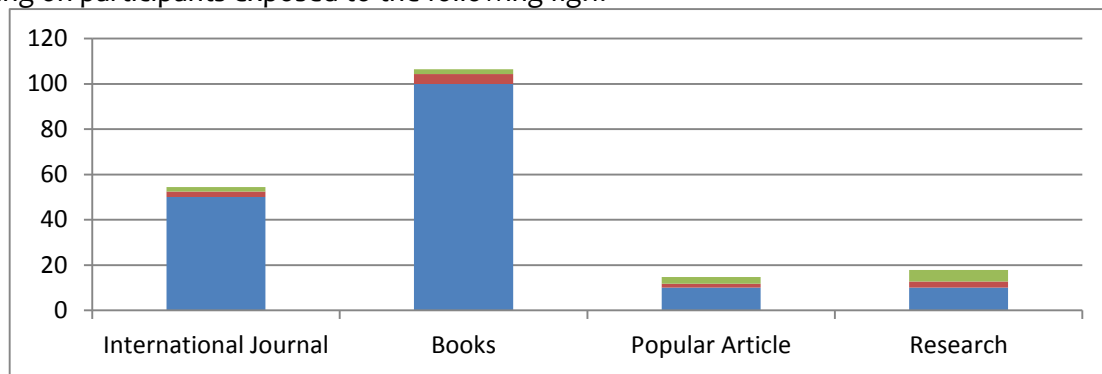

Figure 1. Writing Track Record

Based on fiq 1 data shows that the highest level of writing is occupied by writing books, writing international journals, writing research reports, and finally the popular writing. This indicates that the tendency of participants to write more in the field of international journal articles than by writing popular categories in the mass media. Through fiq 1, it appears that those who get top priority are international journal articles which are preferred and preferred by participants.

The second stage, the core stage, in this study is the provision of questionnaires and also the provision of writing materials based on psychology. At this stage, researchers provide material about writing based on psychology by providing printed material related to psychology-based writing. The length of time in giving material is around 30 minutes. After giving the material, it was only after that the question and answer session and the questionnaire were opened. The question and answer is related to writing a psychological perspective, participants' complaints related to problems in writing.

Based on the results of the questionnaire given to participants, the following data were obtained. First, for the category of psychology perspective writing, out of 20 participants answered 100% had never done so. That is, they have never used the writing strategy using a psychological perspective. In the view of participants, writing and psychology do have closeness. However, they have never used a psychological perspective. This is very reasonable because it can be because it is motivated by the context of understanding psychology. A writer who uses a strategy to write a psychological perspective is because they have also and indeed learned about psychology.

Second, from 20 participants, about 90% were enthusiastic that after understanding, knowing, and reading about writing a psychology-based perspective, they could optimize writing learning which had not been optimal. Through psychology-based writing, a beginner writer can easily write because he must first recognize himself first, then after that he does the writing stage. Thus, everything related to problems and problems in writing can be handled because he already knows the problem that is reviewed from a psychological perspective. Of course, it's even better, when someone writes does require a mentor so that it is easier to write.

Based on interviews with participants, psychology-based writing is indeed a new categorized thing. However, there are a number of things that are noted in terms of learning, including (1) in psychology-based writing learning, between speakers and participants must have the same perception of psychology. The same perception is very necessary in terms of the writing process. If the speaker and participants have both understood the psychological context, this facilitates learning; (2) books on psychology-based writing learning are currently very few that speak Indonesian. Therefore, it is expected that a speaker must be able to show the optimal side in psychology-based writing learning; and (3) psychology-based writing learning is still not solid. Therefore, it is expected that psychology-based writing learning must be able to optimize its strategy so that it makes it easier for users to practice good writing.

4.   Conclusion

Based on reader responses in relation to psychological based writing, it was found that the research respondents were very enthusiastic about learning to write psychological perspectives. This is indicated by the 90 percent of the results of respondents who chose psychological learning based writing. This shows that in fact writing problems that occur both in schools and in universities can use learning to write psychological perspectives. This learning is very effective because it does not only lead to the authorship, but also to the psychological side. However, there is a note that writing based on psychology still has many gaps and is still not correct in terms of the learning steps. Further research is needed in more depth. Therefore, optimization is still needed in psychology-based writing learning steps. For this reason, there are two suggestions that can be considered in learning to write psychologically based. First, lecturer must also understand the field of psychology learning. Second, lecturer doing writing learning not only rely on learning material, but also must attention to students as unique figures in psychological contexts.

References

Ahmadi, A. Darni, & Murdiyanto. 2019. Creative Writing Motivation in Higher Education. International Journal of Humanities and Cultural Studies (IJHCS), 5 (4): 1-8.

Ahmadi, A. & Yulianto, B. 2017. Descriptive-Analytical Studies of Literacy Movement in Indonesia, 2003-2017. International Journal of Humanities and Cultural Studies (IJHCS), 4 (7): 1-9.

Ahmadi, A. 2015. Psikologi Menulis. Yogyakarta: Ombak.

Ahmadi, A. Sodiq, S., Setiawan, S., Pratiwi, Y., Hariyati, NH. 2019. Learning Writing through Psychowriting Perspective. Advance in Language and Literary Studies, 10 (1): 1-8, http://dx.doi.org/10.7575/aiac.alls.v.10n.1p.4

Billig, M. (2011), Writing social psychology: Fictional things and unpopulated texts. British Journal of Social Psychology, 50: 4-20. doi:10.1111/j.2044-8309.2010.02003.x

Davis. TF & Womack, K. 2002. Formalist Critism and reader Response. London: Palgrave.

Dollerup, C. and Hansen, C. R. (1992), Readers' Response in Reading: an Experimental Study. Orbis Litterarum, 47: 358-383. doi:10.1111/j.1600-0730.1992.tb01176.x

DiYanni, R. (2017). Reading Responsively, Reading Responsibly. In Critical Reading Across the Curriculum (eds R. DiYanni and A. Borst). doi:10.1002/9781119154907.ch1

Forgeard, M. J., Kaufman, S. B. and Kaufman, J. C. (2013). The Psychology of Creative Writing. In A Companion to Creative Writing, G. Harper (Ed.). doi:10.1002/9781118325759.ch21

Gooda, T. (2016), If We Teach Writing, We Should Write. English Educ, 50: 270-279. doi:10.1111/eie.12114

Hariyati, NH. & Ahmadi, A. 2019. Effectiveness Learning of Critical Reading Using Susiso Model. Proceeding 2nd Workshop on Language, Literature and Society for Education 2 (EAI). pp423-428

Johnson, L.P. (2018). Alternative Writing Worlds: The Possibilities of Personal Writing for Adolescent Writers. Journal of Adolescent & Adult Literacy, 62(3), 311– 318. https://doi.org/10.1002/jaal.762

Larson, L. C. (2010), Digital Readers: The Next Chapter in E-Book Reading and Response. The Reading Teacher, 64: 15-22. doi:10.1598/RT.64.1.2

Lobo, AG. 2013. Reader-Response Theory: A Path Towards Wolfgang Iser. Letras, 54, 13-30.

Schraw, G. and Bruning, R. (1996), Readers' Implicit Models of Reading. Reading Research Quarterly, 31: 290-305. doi:10.1598/RRQ.31.3.4