

The Influence of the Usage of Indonesian Language Text-Book Based on Active Learning Students Against Ability in Writing

Academic Paper

Arranged by:

Aninditya Sri Nugraheni, Sarwiji Suwandi, Andayani, Muhammad Rohmadi

ABSTRACT

Indonesian language proficiency for students is reflected through good thinking, administration said, grammar, and a code of conduct in Indonesian language in academic or academic context. In fact, among the teachers, lecturer, and students, culture was still far from expectations. In addition, the key to the development of science is the research and writings. Indonesian Language textbook based Active Learning aims to facilitate students in academic writing. Evaluation of the usage of Indonesian language textbook based on active learning students against ability in writing academic papers of students in three universities (STAIN Salatiga, IAIN Walisongo, UIN Sunan Kalijaga) will be performed with anova statistics tools. This tool assumes the data invariant, then to make sure that they do testing form of distribution with kolmogrov. The test results late data distribution value students get STAIN Salatiga koefisien k-s = 0.0837 with probability (p) of 0.200. The acquisition of $p > 0.05$ indicates the data invariant. The test results on the value end of the student UIN Sunan Kalijaga and IAIN Walisongo also get $p > 0.05$, indicates the invariant. Kolmogorov probability value of the test results of more than 0.05, indicating all invariant values. Respondents research comes from a variety of different 3 PTAIN. Heterogenitasnya is expected to still be tolerated so that it can be viewed as a unity of the population, while also fulfilling much of its homogeneity assumption in order for the test results anova is not biased. Variansi the test results get F_{hitung} with $p > 0.05$ on final value and all aspects of its use. The acquisition of $p > 0.05$ marked the third variansi of the College belonging in homogeneous. Means test is performed to evaluate the anova results, to get the final value $F_{hitung} = 150,025$ with probability (p) = 0,00. The acquisition of $p < 0.05$ indicates a significant difference between the means, the end of writing student papers STAIN Salatiga, IAIN Walisongo, and UIN Sunan Kalijaga meaningful or it can be said significant.

Keywords: textbook, academic writing, Indonesian Courses, Active Learning, lecturer, students.

A. PREFACE

Academic writing skills is an ability that not inevitable anymore in the age of globalization and modernity as it is today. The purpose of this activity is to solve and analyze of issues based on the framework of academic writing method. Writing academic papers is essentially a part of the academic activities in a comprehensive manner. The implications of this activity is the emergence of the actuality of science and new technologies are always sought after and pursued through research activities, exploration of thought, as well as an appreciation of the various parties. Especially in that it is the Government who always facilitated the research activities. It is important to remember the basic value is not only valid for scientists alone but also everyone who has concern for finding academic truth.

The importance of academic writing skills among academics, also agreed by Supriadi. According to Supriadi (2007: 109) rapid development of flow of information now is demanding academic community in College to have the writing skills to support learning as well as in order to enrich and invigorate the national culture. During this time among the intellectuals, the idea more often delivered orally through seminars, interactive discussion, debate, and the like, but often don't come with written materials or other materials.

Scientific writing is part of activities that cannot be separated from the language proficiency which is reflected through the how to think, how to speak, how to write and conduct speaking in Indonesia in the context of scientific or academic. Therefore, the language of Indonesia went into personal development Course Group students will be educated people who plunge into the life of a nation and a country scene as leaders in their respective environments. Students are expected to be able to spread their thoughts and knowledge. The opportunity to practice the writing will take a proportion of 70% than in the oral presentation. So, the practice of using the language of Indonesia in the world of academic papers get attention is very high in personal development lectures (Muhammad Rohmadi and Slamet Subianto, 2009: 1).

Students who are less proficient in writing academic papers due to the absence of domination of the range of academic language. Basically they have been able to put forward an opinion or ideas for argumentative in a range of spoken language, yet they are still not up to the mastery of language diversity. As a result, in writing academic papers are still many students experienced constraints, for example, wrote that were presented as well as convey spoken language. Students are accustomed to using connecting words, for example: and, or, but, after that, later, when it started in a sentence. In fact the students had been able to devise a discourse, but if you take in the discourse was still a lot of errors in the preparation of a sentence.

Research Sarwiji Suwandi and Joko Nurkamto (Sarwiji Suwandi, 2002: 6) about the use of language of Indonesia in Surakarta in student thesis suggests that students are still making a lot of mistakes in the use of language in Indonesia for the purpose of writing (writing Science). Aspects of the error include: the spelling, diction, sentence (cohesion-coherence, consistency, and keekonomisan), as well as organizing paragraphs. Errors that are generally classified as errors in error intrabahasa, that is mainly due to ignorance of the rules and restrictions will be student application of the rule is not perfect.

Productivity lecturer in writing can be said to have not been maximum. Where as, on the other hand textbook has an important role in the development of education. Textbook is not simply a set of instruction material, but also as a source of ideas and activities in teaching and learning. In order to attract students to learn the language of Indonesia, then needed an innovative textbook, in addition it should also pay attention to alignment by integrating learning strategies are up to date. During this time there are some approaches that are commonly used in the world of education, for example Beyond Centers and Circle Time, Quantum Learning, Cooperative Learning, Independent Learning, Contextual Teaching and Learning, Integrated Approach, Atractive Approach and Learning Styles. Basically all of these approaches have the same goal which is to maximize the activity of students (to maximize students participation partnerships).

In this research, researchers using Active Learning approach for addressing a problem that has been presented above. Active Learning is the type of learning that is able to represent the entire learning approach in General, all of these learning approaches comes down to a single goal, namely to make students more active in the process of teaching and learning, for example Quantum Learning. Quantum Learning is the creation of a conventional learning into an innovative learning by applying various forms of interaction as well as the creation of a festive atmosphere to evoke interest in studying students (Andayani, 2008: 424).

The method of Active Learning any subject matter that is new should be attributed to a variety of knowledge and experience that existed previously. New learning materials provided actively with the knowledge that already exists. So that students can learn actively, professors need to create appropriate strategies so that students have a high motivation to learn (Mulyasa, 2004: 241). From the explanation above can be drawn some differences between Active Learning and conventional learning approach, namely: Conventional Learning, centered on the professors, emphasis on receiving knowledge, less fun, less empowering the senses and a potential protégé, using methods that are much less monotonous, the media used, it does not need to be adjusted with the knowledge that already exists. In contrast to conventional learning,

The comparison above can serve as a material consideration and reasons for applying Active Learning approaches within PTAIN in Indonesian learning. The purpose of this research is to produce learning materials in the form of textbook Indonesian Courses based Active Learning on the Indonesian Courses by observing the difference in the ability of students, support the individual learning or standalone, can facilitate the learning of students, as well as meet the qualifications as a good learning material and meets the principles of learning development.

This research is the development of research that aims to produce a product: (1) the syllabus; (2) Indonesian Language textbook based Active Learning; and (3) evaluation. The development of such products beginning with needs analysis activities. These activities were carried out to obtain information concerning the Courses learning Indonesian Language program, as well as interviews with the managers of educational programs in PTAIN Central Java province and Yogyakarta.

Based on the background of the problem which has been described as a comprehensive and integrative medicine, then the problem can be formulated in this research are as follows: (1) how can the needs of students and teachers with regard to the need to improve the quality of learning Indonesian Language in PTAIN (associated with the material to be developed)?; (2) how will the results of the development of a draft model/ prototype model be a model textbook-based Active Learning Indonesian Language?; (3) how is the effectiveness of the use of the Indonesian Language Course textbook-based Active Learning; and (4) how is the process of dissemination products textbook Indonesiaberbasis Language Courses Active Learning? Overall this research aims to find a textbook that is appropriate for the applied to the Indonesian Language Courses in PTAIN at Central Java province and Yogyakarta, according to the lecturer, students, authors of the textbook, and

stakeholders.

B. BASED LITERATURE

As a comparison to strengthen this research direction, here presented the results of research that is considered relevant to the issues to be reviewed, that is as follows. Masashi Sugiyama (2006: 2) in the Journal of Machine Learning Research with the title of Active Learning in Approximately Linear Regression Based on Conditionals Expectation of Generalization Error. In this research, used a method of active learning that ALICE (Active Learning using the Importance-weighted least-squares learning Conditionals based on Expectation of the generalization error). The difference from the other methods is the researchers can predict the likelihood of errors in General so it will need to be given advice, while existing methods there are still a lot of mistakes in general because of this difference, instructional design adapted to the actual error is. Theoretically, the criteria proposed in active learning is a means for learning problems can estimate more accurately in accordance with the circumstances that exist.

The opinion of Isabelle Cherney, D. (2008: 2) associated with Active Learning in the Journal Active Learning in Higher Education under the title The Effects of Active Learning on Students Memories For Course Content. The purpose of this research is to study how students memory and level of understanding regarding student active learning that they have ever been. At all levels of classes, it is most often the most frequent concepts introduced are active learning exercises, followed by a video and lecture materials. Depending on the level and content of the program, various types of classroom presentation that generated increased understanding of the material.

C. THEORIES

Understanding writing according to Pennebaker (2002:252) is a human creativity is done naturally. One of the values that can be given of the activities of writing is to help a person integrate and organize complex life. In addition, writing can also be interpreted as an activity to express ideas in writing (Wiyanto, 2004:2).

Further McCrimmon in St. Y. Slamet (2008: 141) expressing the sense of writing as an activity explores the thoughts and feelings of a subject, choose the things that will be written, decide how to write it so that readers can understand it easily and clearly. Next from the same source, according to St. Y. Slamet (2007:45) the use of the term writing and composing are the two things being equal understanding by some experts, but differs by some other experts, in line with this, the writing as writing results corresponded with garlands as fabricated results. Writing proficiency is used indirectly in communicating with others.

Writing is not an easy thing and it can all so, but through a process of emergence of a desire to elaborate on something, then make it happen with the language, describe what it wants to say. It can be started from a perencanaan, drawing up the framework, and develop it in his writing. This stage is called pratulis or drafting. Next, the revision and editing phase that leads to the final result. Without the final results yangdiinginkan will bring the author on a sea of incessant revision (Peter Elbow, in Brown, 2002: 321-322).

Further explanation of the materials. Materials or teaching-material consisting of two words namely teaching or teaching and materials or ingredients. Learning materials are materials that are arranged systematically, which is used by lecturers and students in the learning process (Pannen and Franky, 2001: 6). Materials have a structure and a systematic sequence, in the materials described are the instructional goals will be achieved, can motivate students to learn, anticipating difficulty learning to students in the form of the provision of guidance for the students. In addition, the materials also contains exercises and evaluation about material that is described. The term textbook according to Wibowo (2012: 18) is a manuscript written by the lecturers in order to support its subject matter (a must read) courses that he teaches.

The urgency of the textbook can be used as a handle for the subject for teachers and students. In the State on a daily basis, the textbook is one of the main sources in the implementation of teaching and learning activities. As for the flow of the formulation of the title, subtitle and sub-subtitles in the textbook. Position of the textbook is so important to direct and determine the knowledge, skills and abilities as well as the attitude that should be owned by the learners.

According to Kirschner, Sweller, and Clark (2006: 2) is the translation of the word learning instruction, which is widely used in the world of education in the United States. This term is much influenced by the holistic flow of cognitive psychology, which puts students as a source of events. In addition, the term is also influenced by the development of technology that it is assumed can make learners learn everything through a variety of media, such as printed materials, television programs, pictures, audio, and so on, so that all that encourages the occurrence of changes in teacher's role in managing the process of teaching and learning, from the educator as a learning resource to educators as facilitators in teaching and learning. Mel Silberman (2004: 5) say that active

learning is activities which help learners to examine the feelings, values, and their behavior. Mel Silberman described as active learning, learners do much activities. They use their brains to learn the ideas, solve problems, and apply what they learn.

D. RESEARCH METHODS

This research uses experimental methods, namely a draft study that was used to test the efficacy of a product produced (Nana Syaodih Sukmadinata, 2007: 167). Experimental procedure used is the concept of Gall, Gall, & Borg (in Cohen, 2000: 216), as follows: (a) perform the measurements of variable (the dependent variable), which in this case is to measure the validity of an instrument concerning the ability of students in writing a scientific includes six components, namely: format papers, literary creativity, ideas, topics that are addressed, the data and information sources, and analysis, synthesis, and conclusions; (b) determine the participants spouse group based on score and measuring results obtained from the first step; (c) treating two classes into two research groups, namely half of the control group and experimental group; (d) designing and giving treatment of the subject, namely the control group gain teaching using textbooks.

Table 1. Draft of Non-equivalent before-after design model

Quasi-experimental Designs	Perlakuan	Keterangan
Non-equivalent control-group (before) design	O1 X1 O2	O1 = pretest; O2 = posttest;
Non-equivalent experimental-group (after) design	O1 X2 O2	X1 = treatment with old textbook X2 = treatment with new textbook

F. RESEARCH RESULT

1. Needs Analysis Students

The term is also often referred to as needs analysis interpretation needs (need assessment). The concept of needs analysis by Cohen et al. (2000: 390-391) was as follows: needs analysis is a research that is intentionally designed to offer decision making which was then informed, not merely speculative in nature (Needs analysis is a research designed to render decision-making informed rather than conjectural and speculative). Needs analysis can be used for the purposes as follows: (a) identify the various teaching needs; (b) identifying needs and gaps in the provision of programme supplies (c) identify weaknesses student achievement or equipment; (d) providing information services needs (in-service needs); (e) determine the deficiencies that exist to overcome; and (f) identifying areas of expenditure (expenditure) and the development of education.

a. The results of the distribution of question form Perception at UIN Sunan Kalijaga

In addition to conducting the interview directly researchers also spread the question form perception to students majoring in Islamic studies, Faculty of Tarbiyah and Pedagogy, UIN Sunan Kalijaga, Yogyakarta. Question form which researchers spread totaled 48 question form (corresponding to the number of students), which contains a 35 point questions. As for the acquisition of the distribution of question form, is as follows:

Based on that data, diterdapat 67% of the students who have the perception that the Indonesian Language Courses highly need to be taught at UIN Sunan Kalijaga. The reason of the student who argues that the very Language Courses need to be taught in College due to hone students ' ability in speaking in Indonesia, in particular on deepening material academic writing. Expected in the presence of Indonesian Language Courses at UIN Sunan Kalijaga this will help students to have a sufficient ability in English language (given the student is part of the academic community). Next up as much as 25% of students stated that the Indonesian Language Courses need to be taught at the UIN Sunan Kalijaga, although there have been previous Indonesian Language Subjects (in elementary, junior high, and high school) but the language skills of students who have already obtained, can be honed and developed again in college. Next as much as 8% of students of the Indonesian Language Courses that menyata does not need to be taught again at the UIN Sunan Kalijaga, arguing for the Indonesian Language Courses can be integrated into other Courses.

Then still independent with student perception that the ability of students in writing scientific papers need to be improved there are 83% of students berpersepsi very necessary and there are 15% students who deem it necessary. Furthermore there are 2% of students who consider unnecessary, in other words students are very

aware that their ability in writing is still not up to and they realize the necessity of Indonesian Language Courses, in particular on the material to write scientific papers is optimized to fix spelling errors, diction, punctuation, sentence and paragraph alignment is already widespread in the UIN Sunan Kalijaga.

Lastly, for the distribution of question form perception to be embedded with the implementation strategy Active Learning in learning Indonesian Language Course material. As for the acquisition of the distribution of the perception question form is as follows: (1) there are 77% of students considered that the implementation of the strategy of Active Learning in learning Indonesian Language Course materials, felt very necessary; (2) there are 22% of students considered that the implementation of learning strategies in learning Indonesian Language Course material needs to be done; (3) there is 1% of students who feel no need to be in Active Learning strategies are manifested in the form of learning materials in Indonesian Language Courses, with consideration for learning material will be increasingly complex and in its implementation it would be very time-consuming and associated costs.

b. The results of the distribution of question form Perception in IAIN Walisongo

Students have much hope against the Indonesian Language Courses. The implementation of the Language Courses Indonesia expected by students, among other things: (1) the student more given the task of writing, be it writing poetry, short stories (short stories), and other succinct works to hone writing skills of students; (2) a student jumped into the field (such as searching for scientific papers in the library), then correcting the papers are writing is in compliance with rule Grammar is good and what is not, but this activity should always be guided and in the supervision of lecturers pengampu Indonesian Language Courses, because if a student find the Aramaic that Indonesia has not been understood can ask professors, different if students ask other students because both did not know in fact will cause a debate that does not clear its end; (3) Teachers should use methods and approaches that are fun to make language materials.

Based on the results of the distribution of question form perception acquired a percentage of each item into the core point in this study. As for the percentage of the distribution of the question form are: (1) there are 78% of a number of 50 students majoring in Islamic studies, Faculty of Tarbiyah IAIN Walisongo, stating their assumption that the Indonesian Language Courses very necessary to be taught in IAIN Walisongo; (2) there is a 20% students from 50 students who had the perception of Indonesian Language Courses need to be taught in IAIN Walisongo; (3) there are 2% of the students who argued that the Indonesian Language Courses do not need to be studied in IAIN Walisongo, citing Indonesian Language Courses because it is not a Core Courses, but courses are Public Courses or Support solely.

Next question form relating to the perception of the student to know whether scientific writing skills students need to be improved. As for the acquisition of the distribution of the perception of the question form, is as follows: (1) a student 50 Of 81% stated that the scientific writing skills students need sangata enhanced through Indonesian Language Courses; (2) of the 50 student IAIN Walisongo, 27% stated that the scientific writing skills students needs to be improved in the manifestation of Indonesian Language Courses in PTAIN. Most students realize and feel the need of self development in terms of intellect through the scientific writing activities; and (3) of the 50 students were 7% of students do not have to declare the development of students ' ability of scientific writing, with the reasons do not need the development of writing scientific works stand on their own but could be an integrated into every Course.

The next manifestation of Active Learning procedure as an innovation in the preparation of teaching materials. The result shows the percentage distribution of perception question form as follows: (1) Student IAIN Walisongo, as much as 65% of the 50 students had the perception of very Active Learning learning procedure needs to be applied to the learning materials in Indonesian Language Courses; (2) Student IAIN Walisongo, as much as 2% expressed his perception that the procedure of learning Active Learning need to be realized in a single unity with Indonesian Language Courses teaching materials to support the Indonesian Language lecture pelaksanaan in PTAIN; and (3) the student IAIN Walisongo, as much as 8% of the 50 students declared his perception that the procedure of learning Active Learning does not have to manifest in the material's learning Indonesian Language Courses, besides does not yet exist that do have a lot of Indonesian Language lecturer at the Courses also are doing so.

c. The results of the distribution of question form Perception in Salatiga STAIN

If Indonesian Language Courses given at the beginning of the semester. Many components that will help the students to be able to make a great paper. One of them is in the use of language in Indonesia is good and true according to Grammar. Often times in respect of the making of a good freshman paper still trouble. For example, just in the writing of a footnote, note the stomach, effective sentences, said front and prefix, word choice/diction, writing references between one, two or three people and others. This complaint is only a discourse that swayed because only very few servings to Indonesian Language Courses. From the College would like to be able to

make student scientific writing is good but there are still many students who have dared with a variety of reasons, one of them for fear of wrong, can not write scientific, scientific writing too many rules and so on. If a student is exposed to a scientific article or writing activities make an essay, most of them are confused where to start.

One of the solutions to these problems that is Indonesian Language courses is expected to provide insight to the students to learn the language of Indonesia with perfect harmony. From these lectures later students can make a paper or a proposal. No denying also that one of the aspects of the assessment of the duties of Lecturer in one of them is language. With the exception of the language student helped once technically making assignments in college.

Indonesian Language lectures in College should also come with a teaching material as support in the implementation of the lecture, because students often have difficulty in understanding the rule field in the Grammar so that students feel the need of teaching material to get an answer while prior was confirmed with the lecturer concerned. In addition, better step in Indonesian Language Courses diampu by competent lecturer in the field of Indonesian Language for many also found that lectures by Indonesian Language lecturer who is not a graduate of the Indonesian Language. This will reduce the professionalism in teaching Indonesian Language lecturer. Not only that but this lecture could be considered one eye. For it then needed a proper qualification and fit within the appointment of lectures of Indonesian Language Courses.

Learning should not refer to purely theoretical but also students should be taught to make the posts directly. This will encourage them to free expression but poured in the paper. Whatever the outcome will be their starting capital for continued study in the field of writing. The results can get input from the Indonesian Language lecturer.

A description of the percentage of the needs analysis of Indonesian Language Courses in STAIN Salatiga. As for the percentages are: (1) as much as 85% of the students stated that the Courses taught in the Indonesian Language really need to STAIN Salatiga, with reason, as has been said before; (2) as much as 10% of students considered that the Indonesian Language Courses need to be taught in Salatiga STAIN; (3) by as much as 5% of students holds that no need Indonesian Language Courses taught in Salatiga STAIN, by reason of the provision of material can be in school been deemed relatively adequate for scientific writing besides Indonesian Language Courses also does not support fields of science or other disciplines.

Next up is still in touch with student perception of the question form STAIN Satatiga. As for the percentage of students ' perception of the question form analysis with student's ability to do terkiat in scientific writing improved, his acquisition of the following: (1) there are 87% of students have argued that scientific writing skills students in Salatiga STAIN very need to be improved; and (2) there is a 3% students assume that scientific writing skills students in PTAIN need to be improved.

Description of question form the next perception is related to the analysis of the importance of the learning procedure percentage of innovative Active Learning integrated into the Indonesian Language Courses teaching material. As for the percentage of the results of the analysis are as follows: (1) a number of 79% of students stated very innovative learning procedure needs to be integrated into the Indonesian Language Courses teaching material; (2) a number of 15% students expressed the need to be an innovative learning procedure is integrated into the Indonesian Language Courses teaching material; and (3) Some 6% expressed no need to further integration.

2. The Effectiveness

Model testing study of Active Learning on the Indonesian Language Courses conducted by giving pretes and postes. Write tests done to assess mastery of scientific writing components that include: (1) Paper Format; (2) the linguistic derivation; (3) the idea of Creativity; (4) the topics put forward; (5) Data and information sources; and (6) analysis, synthesis, and Conclusions. The test result Data is analyzed using analysis of variance (Anova). Anova was used as the basis to test the effectiveness of product research (which in this case is the application of the procedure of learning Active Learning) through the results of the experiment (Sugiyono, 2007: 174). These researchers provide data results postes.

The difference is clearly visible on the students in experimental groups and students in the control group. The Group experiments with students are actions by Active Learning results of scientific writing skills among the comparison value pretes and postes is very clearly visible. Student UIN Sunan Kalijaga, average value for pretes shows 62.1 and postes to 90.7. Whereas in the control group students (which is not subject to the Act the application of Active Learning strategies pembelajaran) i.e. the student IAIN Walisongo and STAIN Salatiga, the results of a comparison of the average value of pretes and postes not be far away. On student IAIN Walisongo pretes value shows the value and show postes 63.3 77.4. While a student at STAIN Salatiga pretes value shows 62.1 and postes indicate 79.3.

3. The Stage of Dissemination

Dissemination is an activity intended to target groups or individuals in order for them to obtain information, arising awareness, accept, and finally make use of such information. Dissemination is an activity intended to target groups or individuals in order for them to obtain information, arising awareness, accept, and finally make use of such information.

The main factors that can support the development of an activity/practice in a particular science is based and make use of research results. Any research that has been done will need to be published and didiseminasikan. Research results will reinforce or override the assumptions that have been there before with more scientific information. The most important benefit that the results of such research can be utilized as the basis for decision making in specific areas of practice/. The final product of this research is in the form of book-based Active Learning Indonesian Language in college.

F. THE CLOSING

Based on the results of the findings that have been described in the discussion of the results of the research the research results of conclusions furthermore expressed as follows: (1) The preliminary study or exploration stage to the development model of Active Learning in learning Indonesian Language lectures especially on scientific writing in PTAIN there are problems of problems unearthed by the analysis of the needs of lecturers and students. Those needs should be met in the Indonesian Language learning courses. Needs of students learning scientific writing is an innovative, easy to understand, and enjoyable, while the needs of lecturers is an overhaul of the Indonesian Language Course syllabus.

Efforts are being made is to overhaul the Indonesian Language Course syllabus as well as implement a strategy Active Learning on learning scientific writing; (2) the development of a prototype model (draft) moodel served as a model of learning to write scientifically-based Active Learning in PTAIN including type of procedural model. Procedural Model developed with the emphasis on the form of learning with Collaborative Writing; (3) keefektivan Test model of learning-based scientific writing Coollaborative writing in simple experiments carried out with PTAIN of 149 students, the effectiveness of the test results can be concluded that the competence of scientific writing students be increased after implementing Active Learning and learning strategies can be a consideration there is a significant difference between the control group and experimental group. This distinction is significant so that it menandakan with the learning Active Learning in learning to write scientifically proven more effective; (4) the currency of the Active Learning model developed in this research as well as dissemination stage, the stage of socialization as end products in the form of the book Indonesian Language-based Active Learning in College.

Based on the research results and conclusions above, which have been described in the previous section, the following researchers recommend suggestions as follows. First, the advice to Indonesian Language lecturer at the Courses. Indonesian Language lecturer at the Courses are encouraged to continue to make innovations in the Indonesian Language learning at the College. In addition, it is the obligation of Indonesian Language lecturer at the Courses to develop a syllabus, RPP, learning strategies, and innovation-innovation to Indonesian Language Courses can interest students to learn them.

Secondly, the advice to students. In the presence of learning strategies, Active Learning is expected ahead of students can be more active in writing for the lecturers have given tretment with invites students to write happy according to his interest and is directed to provide a research colleague friend. Third, the suggestion is addressed to researchers next. Next researchers are expected to develop empirical research development of Active Learning model for the fields of another Indonesian Language lecture material.

G. BIBLIOGRAPHY

- Andayani. 2008. Pengembangan Model Pembelajaran Apresiasi Sastra Berbasis Quantum Learning di Sekolah Dasar dalam Fenolingu Jurnal Bahasa, Sastra dan Pengajarannya.
- Cohen, Louis., et. al. 2000. Research Methods in Education. Great Britain: TJ International Ltd, Padstow, Cornwall.
- Isabelle D. Cherney. 2008. The Effects of Active Learning on Students' Memories For Course Content. Active Learning in Higher Education, Vol. 9, No. 2, 152-171 (2008). <http://alh.sagepub.com/cgi/content/abstract/9/2/152>. Diunduh 28 Oktober 2010.
- Kirschner, P.A., Sweller, J., and Clark, R.E. 2006. Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. J. Educ. Phyd. 41 (2): 75-86.
- Masashi Sugiyama. 2006. dengan Judul Active Learning in Approximately Linear Regression Based on

- Conditional Expectation of Generalization Error *Journal of Machine Learning Research* 7 (2006) 141–166 Department of Computer Science Tokyo Institute of Technology 2-12-1, O-okayama, Meguro-ku, Tokyo, 152-8552, Japan.
- Mel Silberman. 2004. *Active learning: 101 Strategi Pembelajaran Aktif*, (Terjemahan Sarjuli et al.) Yogyakarta: YAPPENDIS.
- Muhammad Rohmadi dan Slamet Subiyanto. 2009. *Bunga Rampai Model-Model Pembelajaran Bahasa, Sastra, dan Seni*. Surakarta: Yuma Pustaka.
- Mulyana, D. 2004. *Menulis Kendala dan Prospek*. Jakarta: Percikan Iman.
- Nana Syaodih Sukmadinata. 2007. *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- Pannen, P. dan Purwanto. 2001. *Penulisan Bahan Ajar*. Jakarta: PAU-PPAI. Universitas Terbuka.
- Pennebaker, W. James. 2002. *Opening Up: The Healing Power of Expressing Emotions*. Bandung: Mizan.
- Peter Elbow. 2002. *Writing Without Teachers: Merdeka dalam Menulis!*. Jakarta: Indonesia Publishing.
- Sarwiji Suwandi. 2002. *Keterampilan Mahasiswa dalam Menulis Karya Ilmiah: Survei di Universitas Sebelas Maret dan Universitas Negeri Semarang Jawa Tengah (2000)*. Disertasi. Tidak Dipublikasikan
- St. Y. Slamet. 2007. *Dasar-dasar Pembelajaran Bahasa dan Sastra Indonesia di SD*. Surakarta: UNS Press.
- St. Y. Slamet. 2008. *Keterampilan Berbahasa Indonesia*. Surakarta: UNS Press.
- Supriadi, D. 2007. *Kreativitas, Kebudayaan, dan Perkembangan Iptek*. Bandung: CV Alfabeta.
- Wibowo, Wahyu. 2012. *Menulis Buku Ajar Perguruan Tinggi*. Jakarta: Bidik Phronesis Publishing
- Wiyanto, Asul. 2004. *Terampil Menulis Paragraf*. Jakarta: Gramedia

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

CALL FOR PAPERS

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. There's no deadline for submission. **Prospective authors of IISTE journals can find the submission instruction on the following page:** <http://www.iiste.org/Journals/>

The IISTE editorial team promises to review and publish all the qualified submissions in a **fast** manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

