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## Quality of Student Literature Critical Essay Writing In the Mimetic Perspective

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**Abstract:** This study aims to determine the skills and quality of writing literary criticism essays of Study Program students of Indonesian Language and Literature education based on a mimetic approach. The method used is a qualitative method. The techniques used in this study are: (1) literature review, (2) observation, (3) documentation techniques, and (4) analytical techniques. The research data was obtained based on the student's writing sheet about the literary criticism essay of the novel "MemangJodoh" by MarahRusli. Analysis sheet based on the assessment scale of literary criticism essay quality with checklist as an instrument. This research instrument was arranged based on (1) content (ideas expressed), (2) content organization, (3) grammar, (4) style: choice of structure and wealth of words, (5) spelling, (6) linking work with reality, (7) linking works with writers, (8) linking works with readers, (9) involving scientific disciplines. Furthermore, student writing is read and assessed based on the predetermined rubric. The results of the study showed that overall the ability and quality of writing in the students' literary essay critics were found to be of medium standard with a mean of 2.06.

**Keywords:** quality writing critics of student essays, mimetic approaches, criticism and literary essays

### 1. Introduction

Writing skills are one of the language skills that must be mastered especially for students to describe students' thoughts or ideas in expressing the ideas to be conveyed. One subject that emphasizes writing skills in Indonesian language and literary education study programs is the subject of writing critics and literary essays. This course is one of the subjects that trains students to be skilled at writing critics and essays especially writing Indonesian literary critics and essays. The topics of discussion included (1) writing expressive criticism and essays, (2) writing critics and objective literary essays, (3) writing criticisms and literary essays in a mimetic manner, and (4) writing criticisms and literary essays receptively / pragmatically. This refers to Abrams' (1981) opinion based on its orientation towards literary work, literary criticism is divided into: mimetic criticism, pragmatic criticism, expressive criticism, and objective criticism.

In its implementation, writing critics and essays is a new course introduced in the even semester of the 2016/2017 school year in accordance with the new curriculum (2014) in the Indonesian Language and Literature Pendidikan study program. The writing quality of student literary essay criticism is one of the levels of success in learning. Writing essay criticism is a writing activity that is not familiar among students. this activity is usually carried out by writers or literary critics in assessing a literature. Writing results are usually published in newspapers. For students, in

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addition to the needs of courses, students only proactively participate in competitions at the university, local, and national levels in writing essays while the experience of publishing the results of criticism in the form of literary essays has not been followed. Essay writing activities, in addition to emphasizing the elements of mind, reasoning, and factual data, also pay attention to aspects of language use so as to produce good writing (Maryam, 2007). This is a challenge for students to improve the quality of literary essay criticism so that it can be published to the mass media not only limited to the subject.

The term literary criticism has been known since 500 BC. The term criticism comes from the word *krinein* (Greek) which means: to judge, compare, or to weigh. *Krinein*'s word becomes the base of the word *kreterion* which means: basic, weighing, or judging. Furthermore, this word developed into criticism which means the judge of literary works (Hardjana, 2013). In connection with that, Endraswara (2013) explains in criticizing a literary work, critics define understanding, classify, describe or divide a literary work into its constituent elements or norms, accompanied by interpretations, and in the end explain the criticized work of sastra, how its advantages and how its defects or deficiencies are with reasons and comments that can be accounted for. People who do judgment and judgment are called *krites* which means judges (Isnendes, 2013). Literary criticism is closely related to the essay, because Jassin (in Rostikawati 2015) states that criticism is one type of essay. An essay is a prose-shaped essay that addresses problems in passing from the personal point of view of the author. The development of literary criticism is in line with the literary essay if it views the opinion of Jassin who does not distinguish between essays and criticism. However, there are things that differ slightly between essays and critics, namely that literary criticism emphasizes more in terms of evaluation.

According to Kuncoro (2009) "Essay is a short prose composition that expresses the author's opinion about a particular subject". In essay writing, the author must pay attention to 3 important parts, namely (1) an introduction that contains background information that identifies the introduction and discussion of the subject, (2) an essay body that informs about the subject, and (3) a conclusion by reiterating the main idea, summary body essay, or add observations about the subject (Kuncoro, 2009). In the essay there is a desire and attitude towards the issue being discussed. Essays can be divided into (Kuncoro, 2009), (1) descriptive Essays, Descriptive essays usually aim at creating an impression of a person, place, or thing. This essay form includes real details to bring the reader to the visualization of a subject. Supporting details are presented in a specific order (left to right, top to bottom, close to far, clockwise, etc.). This movement pattern reflects the sequence of details felt through sensing, (2) expository essays, this essay explains the subject to the reader. Usually equipped with an explanation of the process, comparing two things, identifying causal relationships, explaining by example, dividing and classifying, or defining. The order of explanation varies greatly, depending on the type of expository essay created. Process essays will present chronological order (based on time); essays that compare will explain with examples; Comparative essays or classifications will use the order of importance (most important to the unimportant, or vice versa); Cause and effect essays may identify a cause and predict the consequences, or vice versa, starting with the consequences and looking for the causes, (3) narrative essays, Describing an idea by speaking. The events that are told are usually presented in the order of time. Persuasive essays help change the behavior of the reader or motivate the reader to participate in an action / action. This essay can express an emotion or look emotional. Supporting details are usually presented in the order of importance, and (4) documentative essays, providing information based on a research.

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Basically, an essay is divided into five paragraphs. In the first paragraph, the author introduces the topic to be presented, the following is his thesis. This thesis must be stated in a short and clear sentence, as far as possible in the first sentence. Next the reader is introduced to the next three paragraphs that develop the thesis in several sub-topics. These three paragraphs are called the body of an essay that has the same structure. The supporting thesis sentence and its arguments are written as an analysis by looking at the relevance and relation with each sub-topic. The fifth paragraph is a conclusion paragraph. Re-write the theses and sub-topics discussed in the second to fifth paragraph as a synthesis to convince the reader. The steps in essay writing begin with determining the topic, making an outline or outline of ideas, writing your thesis in a short and clear sentence, writing the body of the thesis, writing a conclusion, and giving the final touch. This step is the same when writing essay criticism.

Rosikawati (2015) explained that literary essays began to be popular in the 1930s after the publication of the *PujanggaBaru* magazine. But it turned out that after being explored, the emergence of a literary essay had existed before the magazine was published, namely in 1925. KweTekHoay's writing in *Sin Bin* magazine, the daily magazine he led published an essay on *SairSitiAkbari* by Lie Kim Hok. He compared it to *Syair Abdul Muluk* written in *Jong Sumatra* magazine in 1920. Semi (1990) says that literary essay is an article which is the author's exploration report on works or some literary works that emphasize more on the sensation and admiration aspects of the reviewers about the results of his reading or the results of his exploration. "Literary essay is certainly related to literature which is generally in the form of articles or papers" (Semi, 1990).

## **2. Methodology**

Research was carried out in the 2016 Indonesian Language and Literature Education Study Program in Critical and Essay Writing Courses. The sample used in this study is 36 written results of students of the 2016 Indonesian Language and Literature Education study program regarding criticism and essays. The method used is qualitative. The techniques used in this study are: (1) literature review, (2) observation, (3) documentation techniques, (4) analytical techniques. Analysis sheet (personal ability type of criticism sheet according to its contents and type of criticism according to his writing; criticism quality rating scale) and checklist sheet used as an instrument. This research instrument was arranged based on (1) content (ideas expressed), (2) content organization, (3) grammar, (4) style: choice of structure and wealth of words, (5) spelling, (6) linking work with reality, (7) linking works with writers, (8) linking works with readers, (9) involving scientific disciplines. Research data were obtained based on student writing sheets on criticism and essays. Furthermore, the results of the student's writing are read and assessed based on the predetermined rubric.

## **3. Result and Discussion**

### **3.1. Result**

The writing skills of students' literary essay criticisms of the Indonesian Language and Literature Education study program are reviewed based on 9 aspects of observation. The 9 aspects of observation include content, organization of content, grammar, style, spelling, linking

work with reality, connecting work with the author, connecting works with readers, and involving scientific disciplines. Overall the presentation of the ability to write literary essay criticism is in the medium category. The presentation of capabilities referred to as follows.

**Tabel 1. Percentage of Literary Essay Criticism Writing Skills**

No	Observation Aspect	low (%)	medium (%)	high (%)	amount (%)
1	Content	16,7	52,8	30,6	100
2	Organization of content	25,0	61,1	13,9	100
3	Grammer	2,8	77,8	19,4	100
4	Style	5,6	75,0	19,4	100
5	Spelling	25,0	66,7	8,3	100
6	Connect literature with reality	13,9	22,2	63,9	100
7	Connect literary with the author	13,9	30,6	55,6	100
8	Connect literary with the reader	30,6	61,1	8,3	100
9	Involve disciplines	38,9	50,0	11,1	100

Referring to the percentage of the ability to write criticism of students' literary essays, the aspect of connecting works with reality gets the highest score with a score of 63.9%. in this aspect proves that the mimetic perspective understood by students is quite high in pouring criticism on the novel "MemangJodoh" MarahRusli.

**Tabel 2. Respondent data based on the Level of Literary Essay Critical Writing Ability**

No.	Observation Aspect	Low (N)	Medium (N)	High (N)	amount
1	Content	6	19	11	36
2	Content Organization	9	22	5	36
3	Grammer	1	28	7	36
4	Style	2	27	7	36
5	Spelling	9	24	3	36
6	Connect literary with the reality	5	8	23	36
7	Connect literary with the author	5	11	20	36
8	Connect literary with the reader	11	22	3	36
9	Involve disciplines	14	18	4	36

The percentage in the aspect of connecting works with reality is shown based on the respondents' data as many as 23 students who obtained the "high" value category. Of the total 36 students, 13 other students were in class, 5 were in the low category and 8 were in the medium category.

**Tabel 3.**  
**Average Ability or Quality of Writing Literary Essay Criticism**

No.	Aspek Pengamatan	Mean	SD	Category
1	Content	2,14	0,683	Medium
2	Content Organization	1,89	0,622	Medium
3	Grammer	2,17	0,447	Medium
4	Style	2,14	0,487	Medium
5	Spelling	1,83	0,561	Medium
6	Connect literary with the reality	2,50	0,737	Medium
7	Connect literary with the author	2,42	0,732	Medium
8	Connect literary with the reader	1,78	0,591	Medium
9	Involve disciplines	1,72	0,659	Medium
<i>Mean</i>		2,06	0,271	Medium

The results of the analysis show that the quality of writing the student's literary essay criticism on a mimetic perspective as a whole is in the medium category. This is evidenced by the acquisition of the mean of 2.06. Medium category obtained based on the numbers 1 - 1.67 for the low category, 1.68-2.67 for the medium category, and 2.68 to 3 for the high category.

### 3.2 Discussion

Based on 36 data analyzed, the percentage of students writing literary essay critics on the content aspect is at 52.8% with the medium category, the percentage of organizational content aspects is at 61.1% in the medium category, presentation of grammar aspects is at number 77, 8% with the medium category, the percentage of the style aspect is at a value of 75.0% in the medium category. The spelling aspect percentage is at 66.7% with the medium category, the percentage of aspects connecting the work with reality is 63.9% with a high category, the percentage of aspects connecting the work with the writer is 55.6% in the high category, the percentage of aspects connecting the work with the reader located at 61.1% in the medium category, the percentage of aspects involving scientific discipline is at number 50.0 in the medium category. The results of the percentage of 9 aspects of observation, the highest value is in the percentage of 77.8 in the grammar aspect. the lowest value is 2.8. That is, from a grammatical point of view, students are quite good at expressing their ideas. Besides that, from the aspect of connecting works with reality, it is 63.9% in the high category. This figure shows students well understand the mimetic perspective in the criticism of the literary essay "MemangJodoh" by MarahRusli.

## 4. Conclusion

Overall, the quality of writing student literature essay criticism is in the medium category with a mean of 2.06. The ability to write criticism on the aspect of 16.7% content is low; 52.8% moderate; and 30.6% height. In general this aspect is categorized as moderate with a mean of 2.14 at a standard deviation of 0.683. The ability to write critics on organizational aspects is 25.0% low; 61.1% medium; and 13.9% high. In general this aspect is categorized as medium with a mean of 1.89 at a standard deviation of 0.622. Ability to write criticism on 2.8% low grammar aspects; 77.8% medium; and 19.4% high. In general this aspect is categorized as medium with a mean of 2.17 at a standard deviation of 0.447. The ability to write criticism on the style aspect is

5.6% low; 77.0% medium; and 19.4% high. In general this aspect is categorized as moderate with a mean of 2.14 at a standard deviation of 0.487. The ability to write criticism on spelling aspects is 25.0% low; 66.7% medium; and 8.3% high.

In general this aspect is categorized as medium with a mean of 1.83 for a standard deviation of 0.561. The ability to write criticism on the aspect of connecting works with a reality of 13.9% is low; 22.2% medium; and 63.9% high. In general this aspect is categorized as moderate with a mean of 2.50 at a standard deviation of 0.737. The ability to write criticism on the aspect of connecting works with the author is 13.9% low; 30.6% medium; and 55.6% high. In general this aspect is categorized as medium with a mean of 2.42 at a standard deviation of 0.732. The ability to write criticism on aspects of connecting works with readers is 30.6% low; 61.1% medium; and 8.3% high. In general this aspect is categorized as moderate with a mean of 1.78 at a standard deviation of 0.591. The ability to write criticism on aspects involving discipline is 38.9% low; 50.0% medium; and 11.1% high. In general this aspect is categorized as medium with a mean of 1.72 at a standard deviation of 0.659.

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