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Scheme Implementation as an Effort to Build Originality in Writing

ABSTRACT: Both on the objective and subjective writing, charts/schemes can be used as a means for the (potential) authors to deliver originality. Loading sources and a list of questions on the data chart useful to preserve the objectivity in scientific writing. Materials contained in the scheme need to be processed and lexicalized through varied language. With its potential, if a person continues to practice, he/she will gain the skills, such as writing. Humans can create meanings in the new contexts and situations that can bring something new that commonly called originality. This study was motivated by the importance of originality in writing. Originality is the crown of the creative process; and as a creative product, writing requires creative process. How to build originality in objective and subjective nature of writing? Both of scientific work as an objective writing and writing essays as subjective writing require specific strategies to maintain its originality. The strategies are implemented in different way, because of the natural difference of those writings. The finding of the strategies are based on the results of experimental study carried out on students of Indonesian Language and Literature Department, Faculty of Education and Teacher Training UNSUR (University of Suryakencana) in Cianjur, West Java, Indonesia in different time. This study is expected to provide reference to the author, the writing training instructors, teachers, and lecturers, who develop writing skills.

KEY WORDS: Academic writing, essay, originality, objective and subjective writing, schemes, create meanings, creative process, creative product, and develop writing skills.

INTRODUCTION

Ideally, everyone can write by their own purposes. With the proliferation of gadgets, almost everyone consider writing as an important activity, although only for SMS (Short Messaging Service) purpose. This activity is so close to daily life, but it's not applied for academic purposes. According to Sudiati & Nurhidayah (2008), who conducted a study of scientific writing skills improvement on UII (Universitas Islam Indonesia or Indonesia

Islamic University) High School students in Yogyakarta, by using process skills approach. In the introduction, this study explains that writing skills are the most difficult and disliked by the most of pupils and students.

Moreover, even among educators, writing activities, especially scientific writing, is still an issue. On the other hand, as stated in the Minister of RB (*Reformasi Birokrasi* or Bureaucracy Reform) Regulation Number 16 Year 2009, career proficiency for teacher

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determined by scientific publications. The regulation states that to get a promotion, the III/a level until IV/e level should take continuous professional development activities that include: self-development, scientific publications, and/or innovative works (Kemendikbud RI, 2013).

Lecturers are also required scientific publications, as stated in PERMENPAN RI (*Peraturan Menteri Pendayagunaan Aparatur Negara Republik Indonesia* or Minister Regulation of State Apparatus Empowerment of the Republic of Indonesia) Number 46 Year 2013, Article 26, with regard to get increase in Functional Lecturer and credit figures.

“Teacher of the heart education quality” phrase implies that teachers and lecturers will continuously prosecute to improve their professionalism. Generating a scientific publications need sufficient skills in preparing scientific papers. The processes towards scientific skills are different with natural skills. In general, skills require programmes that have a clear direction, well-ordered, and well-organized. The quality of the direction and the order of programmes will be seen in training or learning.

One of the efforts of the Ministry of National Education is realized through the Curriculum of 2013. Even though the Curriculum of 2013 has not been smoothly implemented, the essences which can be taken from this effort are the concept that uses the texts as the basis of learning and scientific approach. It's implementation require adequate teachers or lecturers literacy.¹

By considering the texts as the study basis, it indicates the commitment to improve the Indonesian literacy skills, which still not encouraging nowadays. In the reading literacy area, the skill of 15 year age students in our nation is still very low. See, for example, the results of Education Assessment

Center or PUSPENDIK (*Pusat Penilaian Pendidikan*) studies through PIRLS (Progress in International Reading Literacy Study), TIMSS (Trends in International Mathematics and Science Study), and PISA (Programme International Student Assessment) in 2000 and 2003.

Jack Parmin (2014) describes the concept of literacy in PISA include the format of reading materials, the type of reading tasks or the aspect of reading, and the situation of when the reading used. Text formats are distinguished to continuous and uncontinuous text. Reading tasks is divided into finding information, interpreting text, and reflecting and evaluating text. The situation is a text categorization based on the purpose of written text. Furthermore, Jack Parmin (2014) explains that for Indonesia, one of the benefit of PISA, is as an input in the policy formulation to enhance the quality of education.

Efforts to improve the ability of scientific writing has been done, both High School and College levels. Siti Maryam (1995) work on improving scientific writing through the chart (schema) of data and endocentris phrases. In addition, Siti Maryam (2007) carried out a study regarding the development of language creativity in essay writing. Those studies related to Sylvan Barnet (1985), who asked as follows:

Is the writing true (do you have a point that you state accurately), and is the writing good (do your words and your organization clearly and effectively convey your meaning)? (Barnet, 1985:76).

STARTING FROM READING

DITJEN DIKTI (*Direktorat Jenderal Pendidikan Tinggi* or Directorate-General of Higher Education) in Indonesia explained that the quality of higher education outcomes are expressed by their competitiveness to get the recognition at the international knowledge. These qualities, one of which characterized by the ability to penetrate publications to international journals, the ability of the graduates to compete in the global arena, and the ability to win international academic awards such as the Nobel Prize, and others (Kemendikbud RI, 2013).

¹See, for example, “Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Republik Indonesia Nomor 46 Tahun 2013 tentang Perubahan atas Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 17 Tahun 2013 tentang Jabatan Fungsional Dosen dan Angka Kreditnya”. Available online also at: <http://www.kopertis4.or.id/download.php?download=peraturan> [accessed in Cianjur, Indonesia: 1 January 2015].

Table 1:
Mandatory Literature Books Read at the High School in 13 Countries

No	School	Textbooks	Name of School/City	Year
1.	High School in South Thailand	5 titles	Narathiwat	1986-1991
2.	High School in Malaysia	6 titles	Kuala Kangsar	1976-1980
3.	High School in Singapura	6 titles	Stamford College	1982-1983
4.	High School in Brunei Darussalam	7 titles	High School in Melayu 1	1966-1969
5.	High School in Sovyet Union	12 titles	Uva	1980s
6.	High School in Canada	13 titles	Canterbury	1992-1994
7.	High School in Japan	15 titles	Urawa	1969-1972
8.	High School in Internasional, Swiss	15 titles	Jenewa	1991-1994
9.	High School in West Germany	22 titles	Wanne-Eickel	1966-1975
10.	High School in France	30 titles	Pontoise	1967-1970
11.	High School in Netherlands	30 Title	Middleburg	1970-1973
12.	High School in United States of America	32 titles	Forest Hills	1987-1989
13.	AMS (<i>Algement of Middlebare School</i>) in Netherlands-Indie or Indonesia past) – A	25 titles	Yogyakarta	1939-1942
14.	AMS (<i>Algement of Middlebare School</i>) in Netherlands-Indie Indonesia past) – B	15 titles	Malang	1929-1932
15.	High School in Indonesia now	0 title	Anywhere	1943-2008

The graduates are expected not only mastering the knowledge, technology or art in a particular field, but also mastering additional skills, such as the ability to communicate effectively, logical thinking ability, learning ability, and others. These additional capabilities are called “soft-skills”. One of the effort to build and develop communication skills and logical thinking is with developing literacy skills.

Until now, the weakness in literacy is still not resolved comprehensively. This is reflected in the findings of the study of Siti Maryam (2013) on the literature literacy of the students at the Department of Indonesian Language and Literature Education FKIP UNSUR (Faculty of Education and Teacher Training, Suryakencana University) in Cianjur, West Java, Indonesia. In general, the literacy of students, especially for reading literature, is still worrying. Most students do not know the books and literature, especially classic literature as their mandatory reading (Maryam, 2013).

Yet according to A. Chaedar Alwasilah (2014), strengthening the culture of literacy can be done through loving the literature. According to the study, the teachers who don't like the literature would find difficulty to teach writing, especially in having an idea or inspiration to teach writing (Alwasilah, 2014). The message are noteworthy.

Moreover, it is confirmed by the results of the research of literature by Taufik Ismail (2014) about the mandatory reading of literature books on High School students in 13 countries, the position of Indonesia is still left behind. Clearly, the data can be seen in the table 1.

The table 1 is worrying. Obviously, these data should be the basis for a commitment that literacy is something that is absolute, not negotiable. Regarding that writing can through space and time, and a valuable legacy for future generations.

This issue needs to be followed up and looked for alternative solutions to solve the problem. Hopefully, these efforts can improve human resources, especially educators (teachers and lecturers). Educators proficiency have broad impact. In every semester, educators have the responsibility to foster tens or even hundreds of students. A literacy-proficiented educators will have career boost, and the students will be nurtured well. As revealed by Ahmad Slamet Harjasujana & A.R. Syamsuddin (1989) that the teachers will always be demanded the professionalism, not the tools or methods.

“Many roads lead to the Rome” idiom can be applied to address the literacy problem. For a nation that literati, many ways can

be empowered. In late August 2014, the author visited the RPTI (*Rumah Puisi Taufik Ismail* or Taufik Ismail House of Poetry) in Padang Panjang, West Sumatera, Indonesia. All around the yard and the room looked banner discussion neatly. Some banners can be perpetuated by the author as shown in figure 1. By citing Carl Sagan, in 1994, the banner said, “*The Terrific Gift of an Adult Family Man/Women is Reading Children’s Stories to his/her Descendants*”.

Besides these, there are many banners that contained the information that challenges for literacy learning activities in Indonesia. For example, USA (United States of America) High School students have a duty to read 44 pages per week; 1,584 pages per year; and 6,336 pages for 4 years. For writing activities, Malaysia High School students have the task of writing a 14 page-per-week type; type 504 pages per year; and 2,016 pages for 4 years.

Other information, in Russia or Soviet Union, the High School level grammar is not taught anymore, grammar checked in the essay. In language and literature class assignments only two: (1) *Reading, Reading, Reading*; and (2) *Writing, Writing, Writing*.

Some other words that fill the banner will be able to trigger and stimulate literacy activities, including:

The greatest book is the book that has its first word with command “read” (Taufik Ismail).

Reading good book is like having conversations with the great people of the past centuries (Rene Descartes, 1617).

The vowels rule the world (John Selden).

The pen is stronger than the sword (Edward George Bulwer-Lytton, 1839)

The words could shake the authority. The words is proven more powerful than ten army divisions (Vaclac Havel, 1989).

There is no home furniture as beautiful as book (Sydney Smith, 1855).

If I have a little money, I will buy books. If it still remains, then buy foods and clothes (Vincent Starret).

Book think for me (Charles Lamb).



Figure 1:
Banner of Poetry in Taufik Ismail House of Poetry
(Source: Author Documentation)

Book is the most silence friend, and always there, easiest advisors to meet and is very wise, also an outstanding patient teacher (Charles W. Eliot, 1896).

Book inhale air and exhale perfume (Eugene Field).

The books have to be the axe to break the frozen sea inside us (Oliver Wendell Holmes).

The book is not that we read actually, but the book which reads us (W.H. Auden).

The book is a window. Our soul see the world outside through this window. House without books is like a windowless room (Henry Ward Beecher).

An author spend the most of his/her time to read books. The author might read a half of library to write a single book (Samuel Johnson, 1775).

The terrific gift of an adult family man/women is reading children’s stories to his/her descendants (Carl Sagan, 1994).

A Person who hold the power do not have time to read a book. A person who do not read books is not proper to hold the power (Voltaire).

If we wait for the right time to write, then it would never appeared (James Russell Lowell, 1883).

Tips of imagination couldn’t be taught, writing skills can (Andrew Motlop).

Looking at the years in the sentences above, it showed that the recognition of the importance of literacy activities has been existing since a few centuries ago. Similarly, the holy book of the *Al-Qur’an* contains verses

which ruled for literacy, *Iqra* or to read. Proficient literacy is the capital to stay exist and compete in the global world. The expressions of Hasan Alwi *et al.* (1993) and Ratna Sarumpaet (2012) about the human world is a world of discourses, it force humans to read continuously. In other words, first and foremost activity that needs to be done is to read.

Other thing that obtained from RPTI (*Rumah Puisi Taufik Islamil* or Taufik Ismail House of Poetry) are two banners which contains poems, written by W.S. Rendra and Budi Darma, as shown in figure 2.

For clarity so that it can be used as a motivator arrays of poems by Budi Darma is copied below:

.....
 I want to write.
 So I write.
 The events in the story.
 Appeared at the time I wrote
 And altogether
 Not occur intent.
 Because I believe
 That when someone writes,
 He found something.

The last lines of the poem should be noted for writers and aspiring them. Find something closely associated with creativity and originality.

The author tried to convey information from RPTI (*Rumah Puisi Taufik Islamil* or Taufik Ismail House of Poetry) on several occasions, such as the activities of student; socialization credit score calculation for teachers in Cianjur, West Java, Indonesia; training scientific writing, or lectures that are the responsibility of the author.

SCHEME AS BUILDERS ORIGINALITY IN SCIENTIFIC WRITING

How to build originality in objective writing as a scientific paper? Guidelines for Scientific Writing in UPI (Indonesia University of Education), in 2014, contains some explanations regarding the originality



Figure 2:
 Poems written by W.S. Rendra and Budi Darma
 (Source: Author Documentation)

of scientific works, in particular Thesis, or Dissertation, as much as possible should show originality side.²

A Thesis, or Dissertation, can be stated original if it meets several criterias as proposed by E.M. Phillips & D.S. Pugh (1994) and also R. Murray (2005), as follows: (1) the author says something that has not been said by others; (2) the author conducted empirical work that has not been done before; (3) the author synthesizes things that have not been previously synthesized; (4) the author make a new interpretation of the idea or the work of others; (5) the author do something has been done in other countries, but has not been done in his/her country; (6) the author take an existing technique to be applied in a new field or area; (7) the author conduct research in various disciplines by using a various methodologies; (8) the author examines a topic that has not been studied by people in his/her field; (9) the author examines the existing knowledge by original way; (10) the author adds knowledge in a way that has not been done before; (11) the author write a new

²See, for example, "Pedoman Penulisan Karya Ilmiah UPI (Universitas Pendidikan Indonesia) Tahun 2014". Available online also at: <http://www.upi.edu/main/file/akademik/Pedoman%20Penulisan%20Karya%20Ilmiah%20UPI%20Tahun%202014.pdf> [accessed in Cianjur, Indonesia: 3 January 2015].

information for the first time; (12) the author give an exposition of other ideas; and (13) the author continue the result of an original work (Phillips & Pugh, 1994:61-62; and Murray, 2005:53).

The thirteen items can be used as a guidance in writing a scientific paper that produces original work. The importance of originality in an article has also published in the book entitled *Panduan Deskripsi Instrumen Penilaian Buku Nonteks Pelajaran or Description Guidance of the Instrument Rating of Nontext Lessons* (Puskurbuk, 2014). The score of originality aspect are 1 and 10. It will get 1 if the originality aspects is violated, whether it is not original work or the results of plagiarism, contains racial, and gender discrimination. In contrast, the 10 score will be given if the material is an original work (not the result of plagiarism), does not violate the SARA (*Suku, Agama, Ras, dan Antargolongan* or Ethnic, Religion, Race, and Interest Group), and does not discriminate against gender.

Furthermore, the guide explains that the material must be original work is not a clone, not plagiarizing the work of others, either partially or wholly. Citations of parts that not the author ideas has to be done by using common citation rules (Puskurbuk, 2014:1-2). The conclusion is if the writing ethics are violated, then the scores obtained one, and book directly declared not qualify.

The score is valid for six kinds of books: (1) the book of knowledge enrichment; (2) books of skills enrichment; (3) books of personality-development enrichment; (4) reference books; (5) educators manual; and (6) guide book for children with special needs. These six types of this book are not all classified as scientific papers. There are some books of personality enrichment which are classified as fictions: short stories, novels, poems, plays, and essays (Tarigan & Tarigan, 1989).

Therefore, the originality factor needs to be built so that the quality and quantity of skilled writer can be increased. Recently, there are a lot of writing textbooks, nonteks lessons, classroom action research reports, papers, articles, and others that were made for assessment of the credit figures, scientific publications, mass media publications, and

assessment in Puskurbuk (*Pusat Kurikulum dan Perbukuan* or Center for Book and Curriculum) are rejected. The rejection was due to non-fulfillment of predetermined criteria, especially stumble problem of authenticity or originality.

Relevant to this discussion, Siti Maryam (1995) developed the scientific writing skills through chart data and phrases endocentris modificative. Data chart adopted from Ahem & Gallo (cited in Maryam, 1995). Utilization of this chart is also based on the theory of schemata. Hasan Alwi *et al.* (1993) explains that the schemata theory is a theory of knowledge, of how knowledge about how knowledge was served, and it provides an easy to understand a knowledge (Alwi *et al.*, 1993:499).

According to this theory, all the knowledge packed in units. Units are called *schemata*. In packs of knowledge, it contained information about how knowledge is used. Thus, a schema is a data structure that represents the generic concepts stored in memory. It means that the schemata represent one's knowledge of all concepts related to objects, situations, events, and sequence of events, as well as action, action sequences, and cultural values. As part of schemata, a chart is viewed as a blueprint that can be used as guidelines in writing (*cf* Alwi *et al.*, 1993; and Samsuri, 1994). All concepts are relevant to the topic can be collected at the same time, so that it can be seen as a common thread binding the meaning of a scientific paper.

The research proves that the chart (schema) of data can improve scientific writing skills, especially in the aspect of writing the substance. Substance or material collected through chart paper or scheme. The number of charts that were adjusted according to the number of topics or subtopics to be written. Clearly, these data chart form as follows:

Chart created at the time of preparation when going to write. Preparation in the form of collected material (data or information) to be written. For the scientific writing purpose, which should be based on theory, chart data can be used as an instrument so that the author has a material to be processed into paper. It can overcome the difficulties faced by the average novice writer, who expressed difficulty in obtaining materials to be written. This chart is very simple shape, such

Table 2:
Sentence Theory

Questions	What is the sentence definition?	In reference to clauses, how many classification do sentences have?	In reference to category, how many classification do the sentences have?	etc.
Sources				
<i>Sintaksis Ilmu Bahasa Indonesia</i> or <i>Syntax in Indonesian Language</i> by M. Ramlan (1987).	The sentence is a grammatical unit that is limited by the presence of long pauses that accompanied the end tone down or up (Ramlan, 1987:27).			
<i>Pengantar Sintaksis Indonesia</i> or <i>Introduction to Indonesian Syntax</i> by A.A. Fokker (1983).	Sentence is a speech language has the full meaning and limits determined by the decrease in the overall sound (Fokker, 1983:11).			
<i>Tata Kalimat Bahasa Indonesia</i> or <i>Sentence Structure in the Indonesian Language</i> by Samsuri (1985b).	The sentence is structured strand of the words (1985b:54).			
<i>Tata Bahasa Indonesia</i> or <i>Grammar in Indonesian Language</i> by Gorys Keraf (1984).	The sentence is a part of speech that preceded and followed by silence while the intonation indicates that part of the speech was already complete (Keraf, 1984:141).			

as a box, the contents of the inquiry, and referral sources. Form of questions adapted to the shape and purpose of writing (Maryam, 1995).

A scientific work, which is written as explanatory writing, commonly called *exposition*. If the writer want to write about Indonesian sentences in Curriculum 2013's student books, the necessary theory of sentence and the student book. Chart that must be made at least two, namely sentences and student books. See the table 2.

To fill the empty boxes are required adequate books reading. In the table 2, there are only four books used as sources. For the first question, all of them contains data or information that is required. Furthermore, to answer the second question then read the reading of the four books are needed to be continued. Actually, more resources would be better. Why? Because, to build the originality, the author will compare every aspect of overall data. From the comparisons could be found problems that arise from such theories.

Similarly, to the second variable (the books). Do the same steps, create the box, list the number of questions, and find answers by

referring to some theories. See the table 3.

The theories that has successfully cited, compared, analyzed the advantages and disadvantages, discussed, and applied to the phenomena or facts that are being developed in the community. From that comparison might be derive theories or any problems.

Naturally, when people read something (theory, information, opinions, etc.), certainly will have an internalization in him/her. There is a process that occurs, might be acceptance or rejection of the opinion (Krech, Crutchfield & Ballachey, 1962; and Abdurachman, 1988). Moreover, Maman Abdurachman (1988:28) explained that there will be a stability or resistance to the change on the structure of knowledge, also depends on the consistency and internal arrangement.

In relation with the internalization process of reading that usually associated with interpretation, Sugono *et al.* (2008:543) defines *interpretation* as in giving impressions, opinions, or theoretical view of something. A completely, Henry Guntur Tarigan & Djago Tarigan (1989) discuss the interpretation (interpreting) as a part of the process skills.

Table 3:
Text Book

Sources	Questions	What is a student (text) book?	What conditions need to be considered in preparing the student (text) book?	What are the components that must be present in the student (text) book?	etc.
<i>Kamus Besar Bahasa Indonesia or The Big Indonesian Language Dictionary</i> by Sugono <i>et al.</i> (2008).		Sheets of paper bound, containing the text or blank; and textbook is the reference certain subjects in school (Sugono <i>et al.</i> , 2008:218).			
<i>Pedoman Penilaian Buku Pelajaran Bahasa dan Sastra Indonesia Sekolah Dasar or Guidelines for Assessment of Language and Literature Textbook Indonesian Elementary School</i> by Pusbuk (2004).		Textbooks are books that hold on students at a particular level as a medium of learning (instructional), related to the particular study (Pusbuk, 2004:4).			
<i>Quantum Writing</i> by Hernowo (2006).					
<i>Anatomi Buku Sekolah di Indonesia or Anatomy of Textbooks in Indonesia's Schools</i> by Dedi Supriadi (2001).					

Interpreting activities described as follows:

(1) *Interpreting* – searching for or finding a meaning, according to conclusion pattern and grouping of discourses, sentences, and vocabularies; (2) *Searching for the classification bases* – grouping by the rules, can be basic word, word formation, types of sentences, sentence patterns or discourses; (3) *Giving the meaning* – searching for the meaning of words or seek for understanding a discourse, then reiterated, both oral and written; (4) *Stealing relationship situation* – locating or determining/guess the time of occurrence of a discourse/poetry, and linking between one situation to another situation of various discourses; (5) *Finding patterns* – find or guess a pattern in the form of prose story or sentence patterns; (6) *Taking conclusions* – conclusions inductively or deductively; (7) *Generalization* – infer inductively, but broader in scope; and (8) *Analyzing* – based on a discourse based on paragraphs, sentences, words, and word elements (Tarigan & Tarigan, 1989:73).

Description from Henry Guntur Tarigan & Djago Tarigan (1989) can also be confirmed with 5-M on scientific approach, namely: *mengamati* (observe), *menanya* (ask), *mengumpulkan data* (collect data), *menghubungkan data* (associate data), and *mengkomunikasikan* (communicate). Writing activity using the data chart also was done by observing the reading, asking questions, collect data from the source book, associate/

interpret readings, and communicate in writing (cf Samsuri, 1985a; Tarigan & Tarigan, 1989; and Maryam, 1998).

Siti Maryam (1998) also found the problem in the use of the term Indonesian language's phrase, after collecting phrases definitions from twelve following sources:

(1) *Syntax* by M. Ramlan; (2) *Introduction to General Linguistics: Syntax Field* by Jos Daniel Parera; (3) *Indonesian Sentence Structure* by Samsuri; (4) *Dictionary of Linguistics* by Harimurti Kridalaksana; (5) *Indonesian Dictionary* by Pusat Pengembangan dan Pembinaan Bahasa or Language Guidance and Development Center; (6) *Indonesian Fixed Grammar* by Ministry of Education and Culture of the Republic of Indonesia; (7) *Encyclopedia Indonesia* by Hasan Sadili *et al.*; (8) *The Basic Principles of Syntax* by Henry Guntur Tarigan; (9) *Guidelines for Writing Indonesian Structure* by Yus Rusyana & Samsuri eds.; (10) *Indonesian Language for Writing* by Poerwadarminta; (11) *Indonesian Grammar* by Soekono Wirjosoedarmo; and (12) *Introduction to Linguistics and Grammar Indonesian* by Gustaf Sitindoan (cited in Maryam, 1998).

A comparison between the theory and grouped, from the sources above were classified into four groups, those groups are each argue that the phrase: (1) the smallest unit of alloying sentence, alloying can be only one word

sentences; (2) grammatical unit, consisting of two or more words that are nonpredictive; (3) grammatical unit, consisting of two or more words, do not exceed the limit function/occupy a function in the sentence; and (4) grammatical unit consisting of two or more words, ignoring the limit function, sentence and clause could also be called phrase (Maryam, 1998).

With the results, it could be seen that in the theory of language, the phrase was still a problem. The term refers to a phrase is not refer to the same reference. What were the consequences if the difference was applied to analyze the discourse? How to package it, if it would be used as teaching materials at high school or in college? For the purposes of the development of science, what steps should be taken? If used as a lecture or learning materials will be presented in which model of learning?

If on making a chart of data as an article draft, there were twenty boxes that were filled, then if they were cultivated, developed into a good paragraph, would have produced a number of pages of writing. To improve the writing, it can be added with examples or illustrations which are better if they were contextual. Potential areas, where the writing is made, can be used as a writing material. This areas will have a different particularities of the region or other regions. The activity of human resources, natural resources, socio-political dynamics, religious reverence, and so on can be told, described, discussed, as the result, the data or facts that presented are completely original (Abdurachman, 1988).

Previously, Siti Maryam (1991) has compared the term *konfics* and *simulfix* from various sources. Comparison was also found the difference of expert opinions. Some of them stated that *konfics* is a combination of affixes which are attached simultaneously. The others said that the combination of *affixes* were attached sequentially (Maryam, 1991).

Furthermore, the theory referred to and must be written comply to the ethics of scientific writing. Both systematic and the use of language, also procedures of citations should be considered, so would not entangled plagiarism.

In addition, the data chart is also indirectly can be used as a media to organize systematic

scientific literature. When the question was made, basically, the systematics are composed. So, the writing objectivity was protected, because the accuracy of the reference sources can be trusted. Also the fulfillment of the relevance between the book used with the bibliography or references. Indeed, the data chart is not the only media to build their originality, but can be used as an alternative in writing scientific papers.

SCHEME AS ORIGINALITY BUILDERS IN SUBJECTIVE WRITING

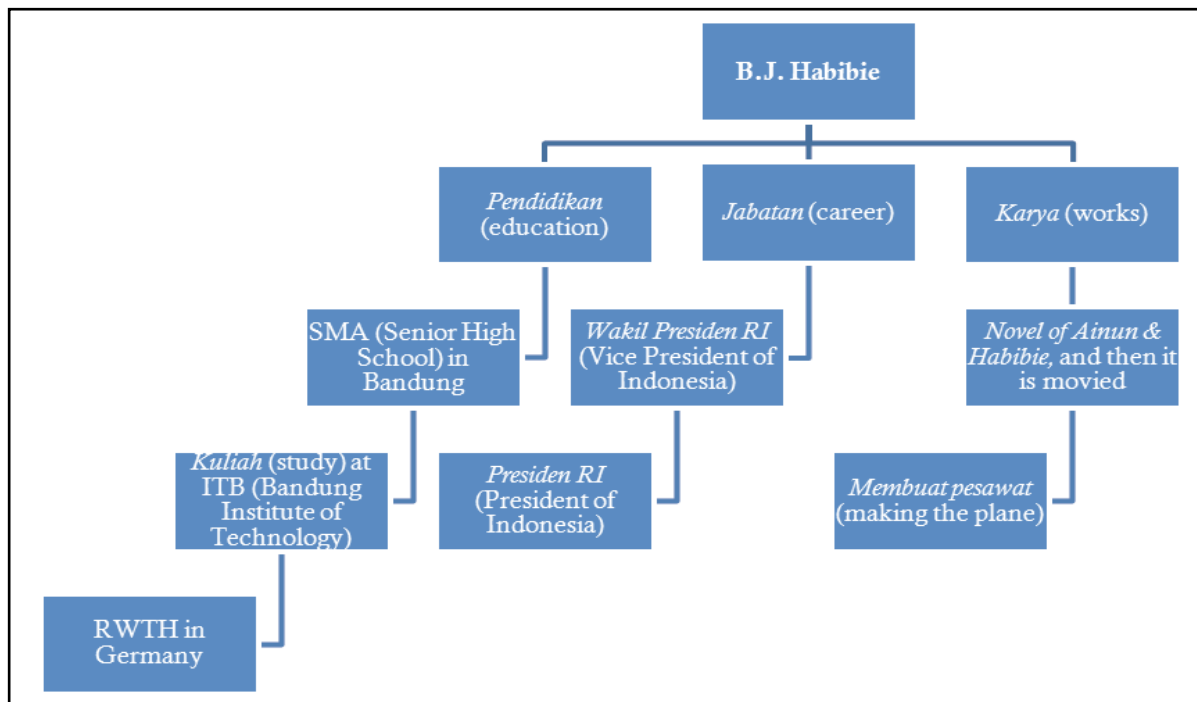
The description above is implicitly stated that originality will be shown, when the writer is mastering the principles of his writing. R.P. O'Shea (2000) describes that the originality usually related to the sense of careful, and critical thought about the topic (careful and critical thinking about the topic). It allows a person to find new ideas, unusual, unique, and or able to make combinations of parts of the resulting new modification (O'Shea, 2000).

Crystallization expressed by the writer of banner in RPTI (*Rumah Puisi Taufik Islamil* or Taufik Ismail House of Poetry) in Padang Panjang, West Sumatera, Indonesia has shown its originality. Series of words arranged the famous writers and poets reflects his/her deep mind. Exploration of the aspects of life very intensively, so that is true that language shows self-identity.

The commitment shown by the writers are subjective. Disclosure of subjectivity in authorship is seen as the birth of the capital originality. Subjective means according to the view or feeling alone (Sugono *et al.*, 2008:1345). Posts subjective nature of which can be found in the form of short stories, novels, poetry, drama, biography, opinions, and essays (non-formal).

Many successful biographer. For beginner, to be able to write one's life journey takes guide (lattice) to explore the data validity of the object. In general, the biography is written to motivate the reader. Factors that considered as good models usually will get attention. Here are presented some examples of student work biography scheme. See the schema 1.

Both in objective and subjective writing, the originality disclosure is important. The authors



Schema 1:
Baharuddin Jusuf Habibie

can choose the alternatives that is given manual Scientific Writing from UPI (Indonesia University of Indonesia) in Bandung, West Java, Indonesia.³

In relation to the disclosure of in subjective writing originality, Siti Maryam (2007) developed a language creativity in essay writing. It is also developed by H.B. Jassin (1980). According to H.B. Jassin, essay is a vehicle to discuss issues of human and living, lived by the subjectivity of the author, in the search for the meaning of life and its incarnation (Jassin, 1980:94).

R. McRobert (1981:34-35) also explained that the strength of the essay depends on the style. Besides that, Ramji Lall (2000) said that we have to pay particular attention to his style which, on account of strong personal element in the essay, will be found of great importance (Lall, 2000:iii).

While in the data chart, the effort is on the substance or material aspects of writing, the essays tend to be pursued on aspects

³See again "Pedoman Penulisan Karya Ilmiah UPI (Universitas Pendidikan Indonesia) Tahun 2014". Available online also at: <http://www.upi.edu/main/file/akademik/Pedoman%20Penulisan%20Karya%20Ilmiah%20UPI%20Tahun%202014.pdf> [accessed in Cianjur, Indonesia: 3 January 2015].

of language and writing style. R.P. O'Shea (2000) discussed stylish and stylish writing of writing. The person's typical writing will look as a stylish writing. The detail of stylish writing, according to R.P. O'Shea (2000), included aspects of: (1) suppression of positive aspects; (2) coherence; (3) the use of variations; (4) the use of parallel buildion; (5) the formal tone or consistent; (6) the use of simple language; (7) accuracy; (8) conciseness; and (9) prudence (O'Shea, 2000:110-114).

Fans of Gunawan Mohamad, Ignas Kleden, H.B. Jassin, Yusuf Mansur, Buya Hamka, Ahmad Tohari, Taufik Ismail, Ajip Rosidi, and others will be able to feel the style of writing, of course there are with each particularity. It can be the variations of sentence structure, diction, metaphor, analogy, style, and others.

The development of creative language, based on the previous studies of the behavior of endosentris modifikative phrases that can hold the idea of the authors, also by applying the concept of "competence in performance" from N. Chomsky (1972). N. Chomsky's theory about language competency, the creative capacity of the speakers with the theoretical performance of the actual use of language, such

as listening, speaking, remembering, thinking, and writing. According to N. Chomsky, humans had a system of language use. This system could be explained as how humans can express thoughts in words (language production) and how humans can understand “the content of the mind” or the meaning of a sentence that expresses (Chomsky, 1972).

Siti Maryam (2007) also found that regarding to the disclosure of originality in writing essays is including through the use of variation paragraph, sentence variation, variations of words, diction, style, and a unit of language that expresses. Writing an essay can be done by using a variation of the paragraph, a mix between paragraphs of exposition, narration, argumentation, persuasion, and description (Maryam, 2007).

In addition, the opening paragraph can be filled with things that are contradictions, proverbs, motto, analogies, anecdotes, questions, problematic situations, hope, quotes, and so on. Good writers will attempt to explore originality in his/her various alternatives. The experience of reading a variety of texts will color the use of language variation option. In addition, the elaboration of aspects of the substance, process, event, experience, data, facts, examples, concepts, and context were also found.

CONCLUSION

The contents of banner at RPTI ((*Rumah Puisi Taufik Ismail* or Taufik Ismail House of Poetry) in Padang Panjang, West Sumatera, Indonesia can be interpreted as a motivator for literacy activities, particularly literacy. Proficiency in reading is the initial capital for the realization of the writing skills. Reading and writing can not be separated, because the great writer will only be born from a great reader, such as Samuel Johnson described above, as cited by Taufik Ismail (2014).

Although the implementation of Curriculum 2013 in most schools in Indonesia were delayed, but scientific approach still can be implemented in any field of study, including learning or writing lectures. Originality can be built through a scientific approach. Writing assisted by a chart or scheme basically use the scientific approach.

Both on the objective and subjective writing,

charts/schemes can be used as a means for the (potential) authors to deliver originality. Loading sources and a list of questions on the data chart useful to preserve the objectivity in scientific writing. Materials contained in the scheme need to be processed and lexicalized through varied language. With its potential, if a person continues to practice, he/she will gain the skills, such as writing. Humans can create meanings in the new contexts and situations that can bring something new that commonly called originality.

The logical implication, language learning, especially writing, must be able to mature a man/woman, and evoke his/her feeling and original thinking. Text, as a cultural product, realized in various types of writing. Attitudes, understanding, and assessment of the reality of the writer object, both objective and subjective, can be recognized through writing.⁴

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⁴**Statement:** Herewith, I have declared that this paper is my original work; so, it is not product of plagiarism and not yet reviewed as well as be published by other scholarly journals.

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