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LEARNING CREATIVE WRITING MODEL BASED ON NEUROLINGUISTIC PROGRAMMING

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Abstract

The objectives of the study are to determine: (1) condition on learning creative writing at high school students in Makassar, (2) requirement of learning model in creative writing, (3) program planning and design model in ideal creative writing, (4) feasibility of model study based on creative writing in neurolinguistic programming, and (5) the effectiveness of the learning model based on creative writing in neurolinguisticprogramming.The method of this research uses research development of Learning Model. The research data are obtained by observation, interviews, questionnaires, expert assessment, and test results. The feasibility of the model is done through expert assessment, testing one-to-one, small group trial, a large group trial, and trial on its effectiveness.The results of data analysis show that (1) the objective condition has various problems in learning to write short stories, (2) analysis of objectives has varous needs, deficiencies, and desire of students and teachers in developing creative writing based on learning model in neurolinguistic programming, (3) learning model covers focus, syntax, social system, the principle of reaction, means of support, and the impact of learning, (4) eligibility models by experts produces valid result, a trial one-to-one has practical result, a small group trial, and large group trial obtain enforceability of the model in good criteria, and (5) model-based learning creative writing in neurolinguistic programming is proved to be effective in improving skill of high school students to write short stories in Makassar.

Keywords: Creative Writing, Neurolinguistic Programming, Research Development

One of the skills that must be mastered by students in learning Indonesian at school is the short story creative writing skills. Achieving competence writing is very complex, so it needs to be considered. Specially writing short stories, the level of difficulty is more than writing other literary works. The nature and characteristics of short story content and meaning value require proper teaching of writing skill. The complexity of writing skills also occurs when information processing involves both students' hemispheres. To stimulate effective brain work, appropriate teaching and training is needed. In order to optimize and effort the achievement of learning competence based on the curriculum, it is necessary to develop a learning model of creative writing of cerpen

based on the work of brain.

Linguistic programming needs to be done by teachers in managing writing learning, so that neurology process in putting down writing idea goes smoothly. Richard Bandler and John Grinder (1981: 14-15) say that neurolinguistic programming is done by using a specific word pattern to describe something, in order to occur a mental process that affects behavior in achieving goals. Based on the concept, neurolinguistic programming in this research is directed to achieve the goal of creative learning of short story. Management of information by teachers is done by optimizing the brain's potential (strengthening the circuitsneuron) of students through nerve stimulation that coordinates the role of memory associated with the human sense apparatus, especially the visual memory and imagination, and auditory sensory sense the senses of the receiver of motion (kinesthetic) stimuli, gustatory, olfactory, emotional or emotional.

Neurolinguistic programming can reveal the reality of psychological conditions that enable teachers to direct the pouring of creative ideas that students have. The development of this learning model to provide an alternative to learning to write a fun and improve the creativity of students in pouring ideas and ideas. Thus, problems that occur in learning writing can be resolved.

Based on that, the purpose of this research is to develop creative learning model of creative writing based on neurolinguistic programming in SMA in Makassar. The development of learning model as the main objective in question, in this research is proposed special purpose to know: (1) objective condition of creative writing study at SMA in Makassar; (2) creative learning-based learning model of neurolinguistic programming required by students at SMA in Makassar; (3) the approach and design of creative learning model based on neurolinguistic programming ideal for high school students in Makassar; (4) the feasibility of creative learning-based learning model of neurolinguistic programming at SMA in Makassar; and (5) the effectiveness of creative writing-based learning model of neurolinguistic programming that can improve students' writing skill at SMA in Makassar.

The concept of model development

Model development is a linear process that begins with the determination of needs through the assessment of the previous development program. It further develops responses to needs based on a review of the procedures and conditions that support them. These are tried and evaluated to determine the results or to know the effectiveness of the designs that have been produced (adaptation of Tjeerd Plomp & Nienke Nieveen, 2010: 48).

The development process as intended, is described as follows.

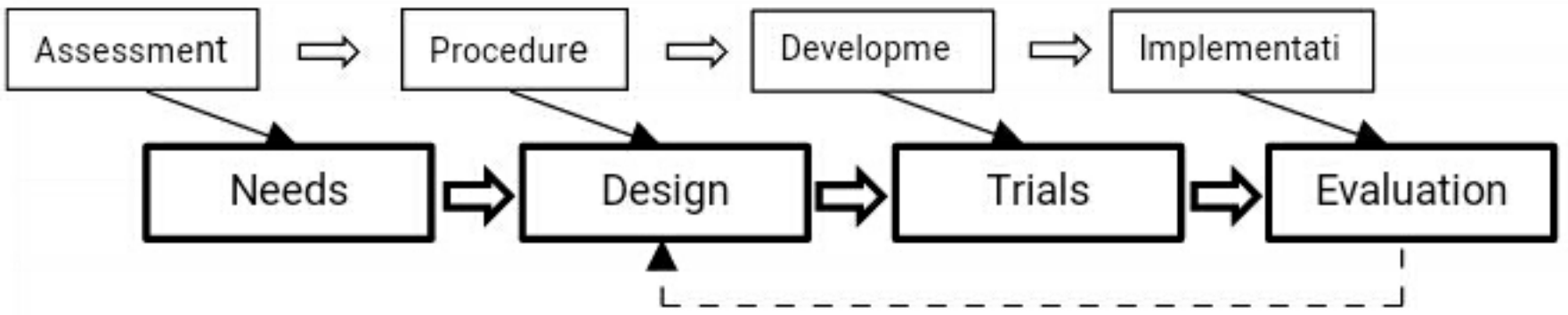

Figure 1. Model Development Process

The development of the learning model is defined as making a pattern or designing a learning process that can be applied to a learning environment appropriate to learning goals (Adaptation of Richard L. Arends, 2004: 261). The model of teaching that is used as a pattern, namely Joyce, Weils, and Calhoun (2009: 116-117) and noticed the shortcomings, advantages, and relevance of existing development models.

The conceptual framework of the development of learning model in this research is: (1) objective condition analysis, and (2) Needs analysis produce description of student characteristics and learning context, (3) Formulate goals / indicators, (4) Determine the material and sequence (5)) Develop model of teaching (a) model orientation, (b) sequence of activities (syntax), (c) social system, (d) principle of reaction, (e) support system (7) Selecting instructional media (8) Developing assessment instruments, (9) Implementation of (a) joint monitoring ((a) co-ordination, and (f) instructional and nurturant effect, b) test results, and (10) Revise learning.

The conceptual design form of the development model in question is described as follows:

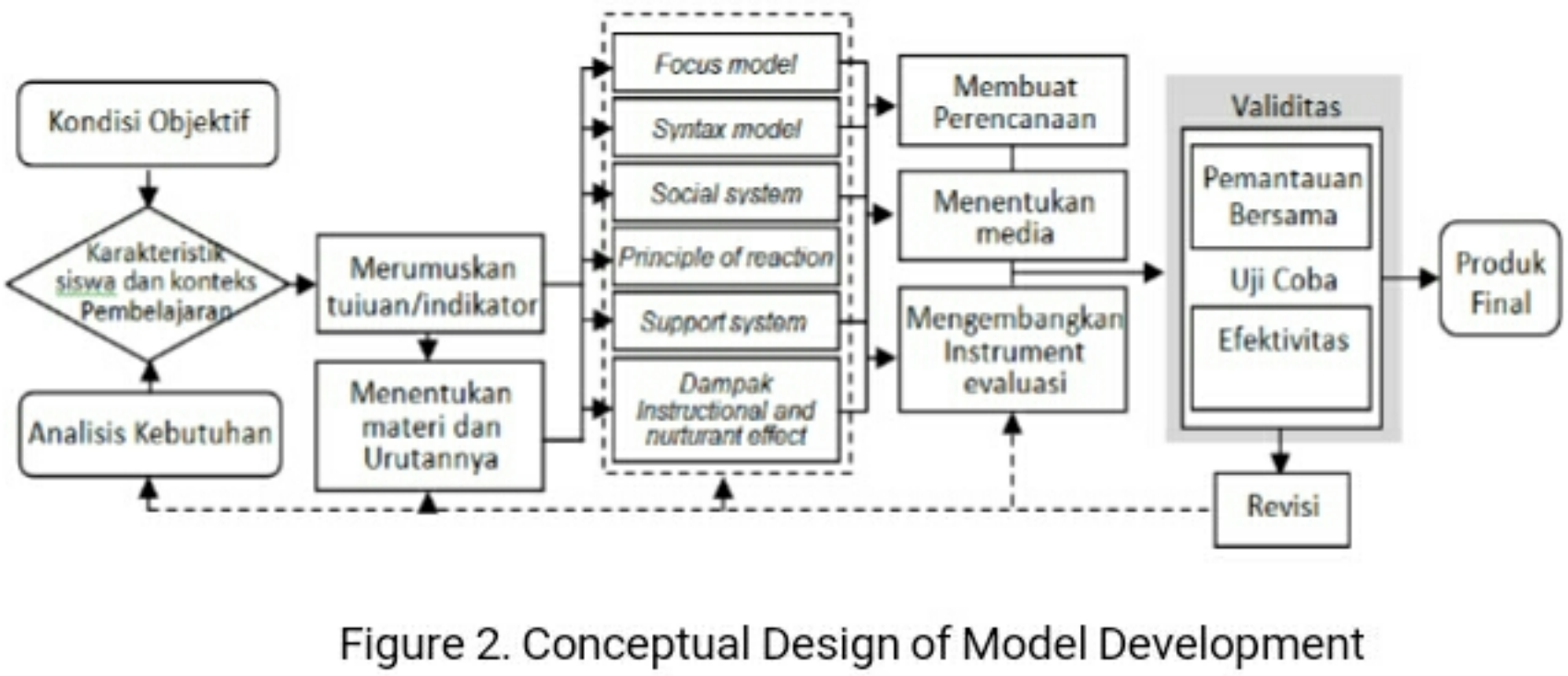

Figure 2. Conceptual Design of Model Development

The Concept of Creative Writing Learning

Learning is a complex cognitive process in changing the stimulating nature of the environment into several stages of information processing to gain new capabilities (Gagne and Briggs in Gredler, 1991: 187). This opinion emphasizes the internal process of

a person in response to stimulation. Furthermore, creative writing is a writing activity to express thoughts and feelings in imaginative, spontaneous, and original forms (Gerard, 1996). Writing in the form of imagination such as poetry, prose (short stories and novels) and, drama is categorized in creative writing. Thus, creative writing learning is the process of stimulating the environment into several stages of information processing to express thoughts and feelings spontaneously, in producing the original imaginative writing.

The first step should be done is the analysis of objective conditions to see the problems and things that affect the learning of creative writing short stories in the field. The next step, namely the need analysis to obtain a picture of student characteristics and learning context. Anne Hanson (2009: 22-33) says that the first step a teacher should undertake before planning a writing lesson is to identify what is considered most accurate in describing the student's self through the instrument. In order to perform needs analysis, this study adopted the opinion of I.S.P Nation and John Macalister (2010: 24) that categorized the need based on the three target components, namely necessities, shorts, and wants.

Determination of learning objectives in this study refers to the fourth step Dick, Carey, and Carey (2009: 6) convey the learning objectives that need to be achieved. Based on SK and KD learning to write short stories, students are not only required to understand and appreciate, but also menghasilan and menyajur short story works. (BNSP, 2006: 109-122). The goal, in accordance with the opinion of Troyka (1987: 4) which says that, the purpose of writing activities to produce literary works. In addition, Reingking et al. (1999: 4-5) suggests that the purpose of writing in general is to inform, express, and entertain. Informative goals related to activities describe an event or experience, describe concepts, and develop new ideas. The expressive purpose is related to the observation of people, objects, and places.

The determination of the material and its sequence is adapted to the objective conditions and needs analysis to produce the objectives. Creative learning material in the form of fictional prose that must be taught in high school is short story (BNSP, 2006: 109-122). Clarifying this, Lee (2005: 3) views a literary work can be classified short stories, if the separation gives a single impression on the characters, situation, time, event, and content. Thus, the short story is a type of literary work of prose fiction that gives a single impression on a siestaasi, actors, roles, stages, and series of stories. To describe the material, teachers need trigger topics that allow students to generate ideas, find forms to fit ideas in writing short stories. It further saidthat, the selection of the material needs to be adapted to the progress of the students (Ann Raimes, 2002: 306-314).

Support systems for creative writing materials can be video, software, and printed materials. Material selection criteria, according to Raimes (in Richards, 2002: 306-314) need to pay attention to topics, types of writing, opportunities, instruction in method of generating ideas, instruction on principles of writing organization, opportunities for collaboration among students, materials revising activities, , and editing. In addition, the material selector, must adapt to student progress.

Creative writing model

Development of syntax or sequence of learning to produce a model, noting the writing stages put forward by some experts such as David Nunan (1991: 90), namely: pre-writing stage, writing phase, and improvement phase. Tompkins (1987: 1-5) namely pramenulis activities, making drafts, fix, edit, and publish. Sorenson (2000: 6-12, 97-99) the process of writing is accomplished through the preparation of writing, writing, revising, and re-reading the text. Seow (in Richards, 2002: 315-320) directs the process of writing as a class activity as well as incorporating four stages: planning, drafting, revising and editing,.

Stages of writing put forward the experts above less attention to aspects of creativity, such as stimulation for the emergence of ideas and management of student ideas in writing. Unlike the creative writing model by Donovan R Walling (1987: 9-11) which divides the three stages of writing in general, namely the stimulus phase, process, product in a cycle. The conceptual model in question is described as follows:

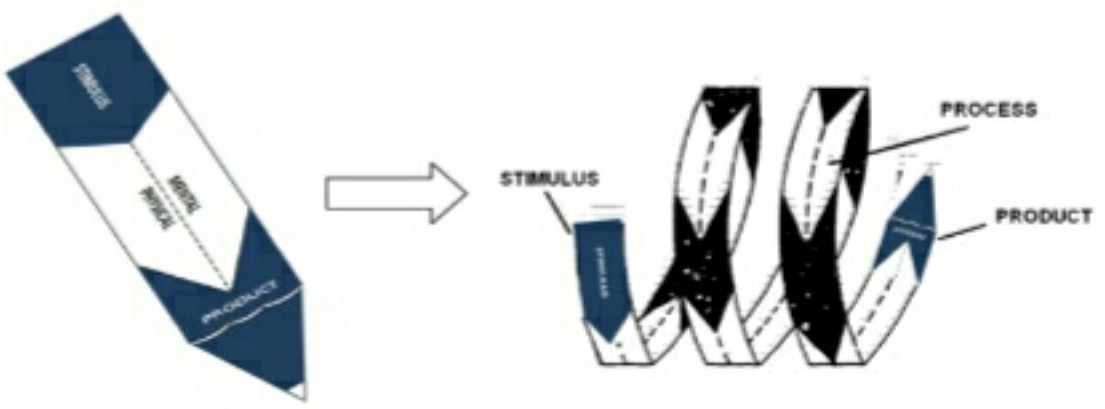

Figure 3. Adaptation of Conceptual Model of Donovan R Walling Writing

Judging from the creative stages of Graham Wallas (in ConnySemiawan, 2008: 66-67), creativity appears in a four-stage process, namely (1) preparation, (2) incubation, (3) illumination, (4) verification. The four creative stages mentioned, can be integrated in creative writing learning to refine existing models. Stage of preparation, students are oriented on the topic you want to write. At the incubation stage, ideas or ideas that have emerged are contemplated. Based on the idea poured students in the stage of inspiration. Pouring ideas is done in the draft development stage. The next stage needs to be shared with other students to provide input, before being revised and edited. The next stage is to rewrite based on the revision that has been done for the purpose of publication.

The combination of writing and creativity stages, giving birth to new formulas as syntax in creative writing learning (1) preparation, (2) incubation (deposition), (3) illumination (expression), (4) draft development, (5) responding 6) revisions (7) editing, and (8) publishing. For its application in learning, Eric Jensen (2005: 144-149) divides into 3 phases of activity time: 10% initial phase, 80% core activity phase, and final phase for 10% learning time.

The Concept of Neurolinguistic Programming

Neurolinguistics is one of the areas of interdisciplinary study in the science of linguistics, psychology, and neuro science. Neurolinguistics is an interdisciplinary study of neuroscience with language (Ahlsem, 2006: 3). Thus neurolinguistics is the study of neurons in the human brain with language. Neurolinguistic programming according to Steve Andreas (1996: 27) is a powerful and practical approach to personal transformation, the ability to use language (certain words and phrases mirroring one's mental world) and mental software. It means neurolinguistic programming as a practical approach or how to direct the best human action, in transforming oneself and others by doing mind-guidance through communication. According to Phillips Hayers and Jenny Rogers (2007: 31-32) programming is defined as sequencing actions. That, can be interpreted as a mechanism to train yourself an individual in thinking, driving patterns of thinking, feelings, and actions of a person. Thus, neurolinguistic programming can be defined as planning actions with the intention of training self as well as others in thinking, driving patterns of thinking, feeling, and action.

Associated with the development of models in creative writing learning, this approach as a basis in each component. As with the social system of situations or moods and norms, this development needs to pay attention to emotional balance, because if the student is threatened (stress), Norepinephrine affects the immigration and decision-making, and motivation (Johnson 1993: 90-97). It can be used for students who are less motivated to write. Similarly, if students feel safe, then the production of serotonin and dopamine increases. These chemicals improve mood, memory, and learning and motivation. Likewise stress interferes with the hippocampus process for memory consolidation. It is necessary to create a safe, positive, and caring environment (Anne Hanson, 2009: 8-10). That is, excessive stress is not good, but in moderation can spur students to learn. Thus, the role of teachers harmonizing students' emotions is needed in learning writing.

According to the application of the principle of writing activity requires the activity of both brain hemispheres, namely the right brain (emotional) and left brain (logic) can be maximized. The role of the right brain must take precedence, because the right brain is where new ideas, passions, and emotions (Roberta Jean Bryant, 2002). Through conditioning techniques to harmonize the brain work of students in writing needs to be done. When steps to awaken the right brain energy are passed, then the student can have difficulty in writing.

Step programming neurolingusitik students in writing short stories by orienting students dialogue in mind. The technique used in medical science is called biofeedback. This step can condition the students to feel again the object that has occurred in themselves and the solution. To do so, teachers need to use suggestive language by changing phrases that are able to mensugest students to creative writing and imagination (Joe Vitale, 2007: 206).

Steps trigger Alfa and Teta waves to produce endorphins that work to improve creativity (Collin Martindale, 1975). Reinforcing it, Bhattathiry, M.P., (2013) the natural way

that can be done to trigger brain waves, that is by doing meditation. The purpose of that, to enable students to enter the long-term memory, given the experience that can be used as a story idea. In support of these steps, Gabriele Rico (2004: 27-28) says that clustering can be used to discover how to uncover and sort out the association of ideas that spring up in a person's brain. Wagner, (2002: 79) adds that, petaklaster is actualized before the development of the draft.

The principle of learning reactions in this development focuses on students. Given said that, teachers should be models and mentors, collaborators, facilitators, trainers, and guide talent scouts (Barbara K. Given, 2002: 58). Accordingly, Anne Hanson (2009: 31-32) also sees teachers need to behave and act as modeling, flexibility, evaluators, as partners, and pay attention to novelty. Furthermore, Hanson (2009: 4) teachers need to make the connection between learning objectives and the real life of the students, as well as to orient students to cognitive collaboration.

Creative Writing Assessment

Assessment of the achievement of creative writing competence, referring to the categories of generating, planning, and producing (Anderson, 2001: 31). The assessment of the short story writing process in this study also needs to be adapted to Guilford's creativity elements (1986: 27), namely: (1) fluency is the ability to produce many ideas or ideas in writing, (2) Flexibility is the ability to (3) Originality is the ability to generate original ideas as a result of one's own thinking, and (4) elaboration is the ability to describe something in more detail, (5) formulation redefinition is the ability to review or retrieve a problem in a way and perspective different from what is commonly used. In contrast, Sternberg (2006: 88-90) argues that creativity is the result of combining six components: knowledge, intellectual ability, motivation, thinking style, personality, and environment. So, to assess the creativity of students in the process of writing to note the interest and enthusiasm as a reflection of the motivation it has and individual differences.

The elements of Jenny Newman's creative writing product assessment are: Impressionistic (impression of emotion), coherence, clarity of purpose and storyline, linventif (creative), observation, use of dialogue and idiom, grammar, spelling, punctuation, effective syntax, perfect editing, and decent publication. Score 70 percent (privileged), score 60-69 percent (pass), score 50-59 percent (pass), score 40-49 percent (pass), score below 40 percent , 2007: 28-36). Wagner (2002: 94-95) adds the assessment of short story writing as a work of fiction to the use of language interpretative. This is an effective metaphorical and figurative language to invite readers to use their imagination. Furthermore, Wagner says to enrich the writing needs sensory details, with these details inviting readers to actively participate in the writing. Claimed by it, Brenda (2005: 6) also says that writing can be turned on through detail by connecting the intuition that students have. Thus, the use of language and sensory details should be assessed in the student's work.

The assessment criteria referred to above need to be summarized in the

assessment rubric. Anne Hanson (2009: 99-100) the use of rubric allows students to self-assess the work produced and the work of other students. In addition, applying portfolio assessments makes it easier for teachers and parents to monitor students' writing skills and encourage students to reflect on progress and link their memories.

METHODS

This research uses mixed methods approach with research method of learning model development. The research steps included (1) preliminary study, (2) model development, (3) piloting that included validation, evaluation, and revision of the model, and (4) model effectiveness. Activities undertaken in preliminary research, ie study of objective conditions with literature review and field studies. Data collection was done through documentation study, observation guide, interview, questionnaire, test result. Needs analysis to see the needs of learning writing short stories derived from students, teachers, and neurologists. Development stage in draft 1 is done expert validity. The next step, which is a one-to-one test using the model's practicality questionnaire. In limited and extensive trials using guidelines for observation of execution, interviews, attitude questionnaires, and tests. The last stage of the model effectiveness test through experimental design pre testtest control group design to assess the effectiveness or not the resulting model.

RESEARCH AND DISCUSSION

Learning Objective Conditions

Result of objective condition of creative writing learning at SMA in Makassar not yet maximal. The causes, namely: (1) The translation of the curriculum in the learning documents such as planning lesson, less based on the purpose and concept of creative writing short story writing; (2) The aspect of resources in learning to write short story (teacher, students, and facilities and infrastructure) enables model development; (3) The learning process of writing short stories that are conducted in the classroom is not maximal yet; (4) The activities of students in learning to write short story on the aspects of attention, cooperation, trust, and productivity are in the low and medium category, and (5) Skills of class XI students, especially on apek creativity, low. Results of student responses to learning short story writing, such as usefulness, direction clarity, and attractiveness of learning is considered low.

Based on the results of interviews teachers and students obtained that, learning needs to be maximized. Steps that need to be done, that is facilitate the development of ideas based on the wishes of students, express personal experience, train students to pour ideas in writing, combine elements of short stories, and compose each sentence into the short story through examples. In addition, teachers need to foster motivation and courage, provide understanding, and create a positive mindset in students that the skills of writing short stories can be learned.

Needs Analysis Pemb. Write

The learning of the short story creative writing is needed, that is to have clear goals,

can create positive thoughts, motivate, increase creative expression, and trigger memory potential. Focus needs to be directed to the achievement of short story writing skills, especially the elements of creativity and the mandate in the form of life values. Need to present the story effectively and creatively, and integration of life skills and character.

Need a writing step that facilitates the creative pouring of student ideas. Such steps are like mind conditioning through suggestions, enriching ideas and ideas through stories and visualizations, brainstorming, triggering topic-related memory via biofeedback, mapping ideas through mind-map techniques and clustering.

The need for multi-directional interaction patterns, collaborative patterns of relationships, and flexibility in developing ideas. Teachers need to respond to social-emotional qualities compared to student cognitive performance. The students desire to write in a more relaxed and fun way, fun, controlled, with clear rules, consistent and democratic.

It needs a student-centered reactions principle, giving non-binding tasks, accommodating different characteristics and working principles of students' natural brain. Students need to express personal experience in learning to write short stories. Need to orient students to publicize in groups, and integrate publishing with awarding.

Learning support systems should be directed to the material based on student experience. It is necessary to divide the time between the theory and practice of writing. The students desire on the topic and genre of holiday experiences and adventure stories. Need to apply the team style model style settings. Required instruments to know the initial skills, characteristics of students, interests, and attitudes. A portfolio is required, a rubric that allows students to rate their own work and peers.

The required instructional impacts are process and outcome. The expected impact of accompaniment, which is to train students to actualize themselves through short story writing, to make short stories as a means of developing understanding and language skills, to increase students' creativity in connecting teaching content with real-life context, and to acquire skills in collaborating and developing social attitudes.

Model Pemb. Ideal Creative Writing

The final model structure after expert review, one-on-one trials, small group trials, and large group trials resulted in an ideal model for creative writing learning at SMA in Makassar as follows.

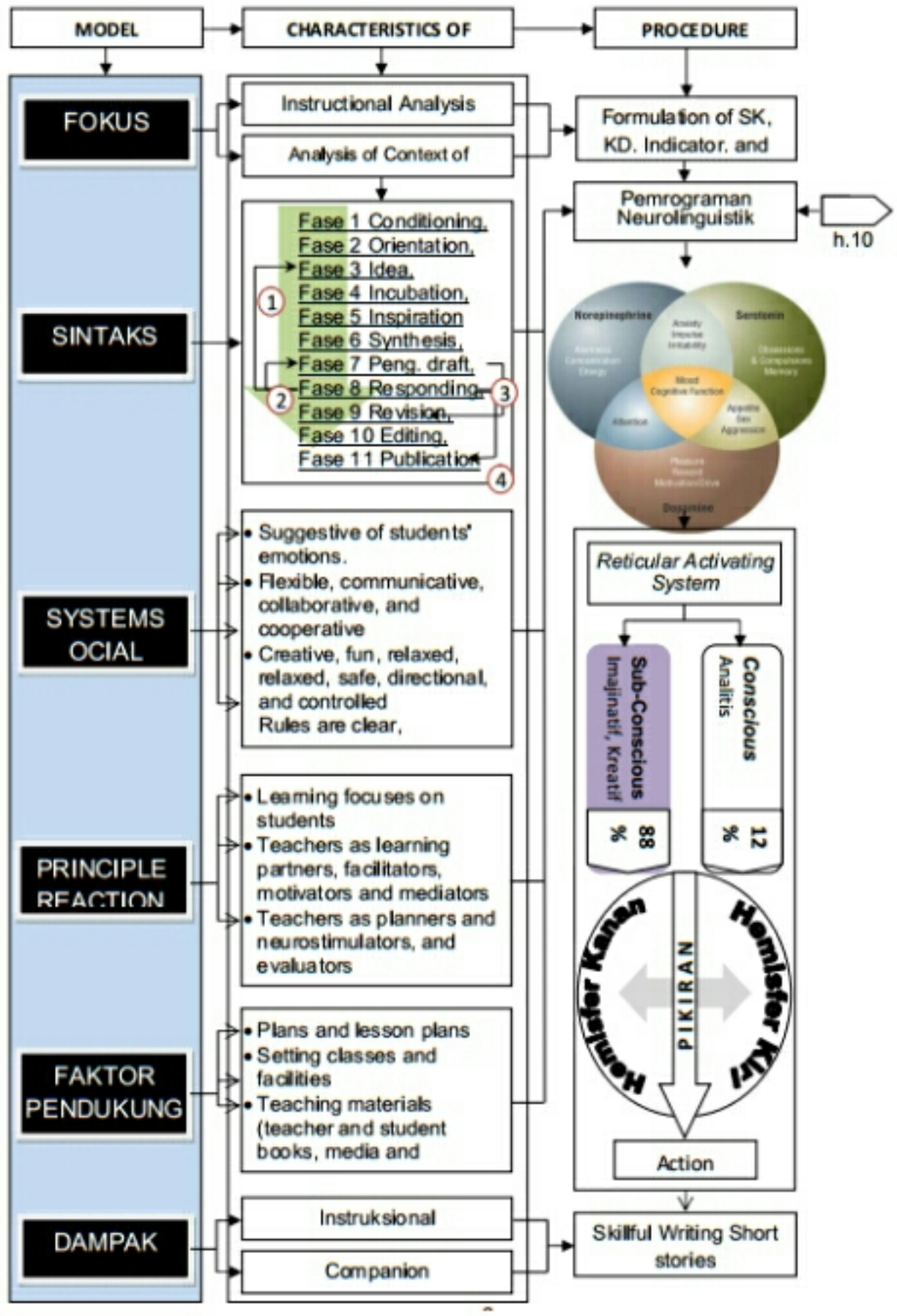

Figure 4. Final Model Based on Field Test Results

Chart of the process of inventing the idea of creative writing short story writing based on neurolinguistic programming as follows:

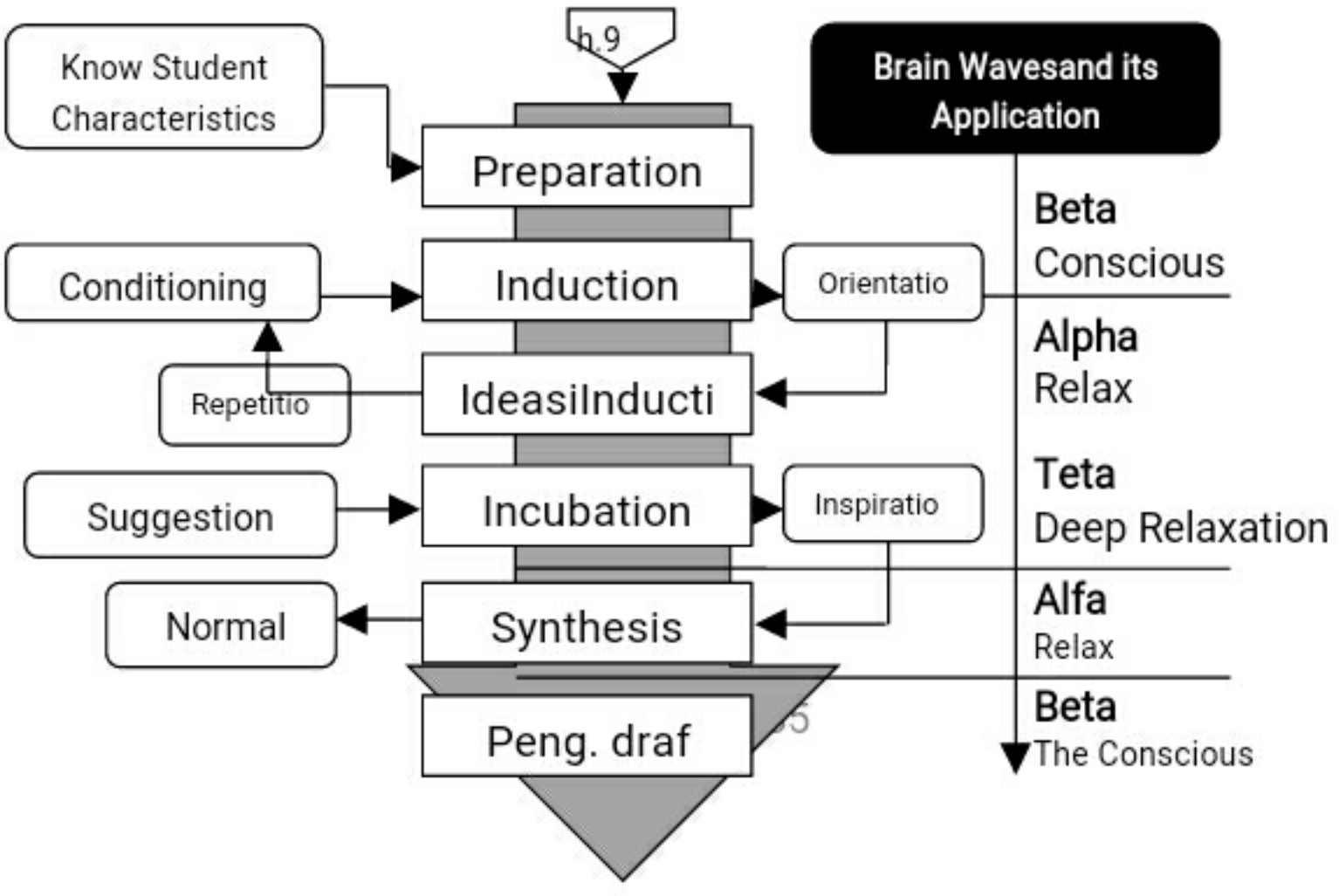

Figure 5. The Implementation Chart of Syntax Components

Based on the picture above, visible conditioning brainwaves to be done teacher. To do this model requires knowledge of brain waves.

Eligibility of the Generated Model

Feasibility gained from Indonesian language and literature learning experts, educational technology, and neurology specialists by reviewing the content, design, technical aspects of the results obtained are feasible field trials.

Figure 6. Expert Test Results on Validation I and II

Model eligibility on a one-to-one trial was obtained from 3 teachers and 3 students. Aspects that teachers reviewed, namely: content, serving, benefits, and model implementation opportunities. Scores obtained from teachers on all aspects, averaging 94. 67 or excellent category. Based on these values, it can be argued that all model indicators are in the practical category.

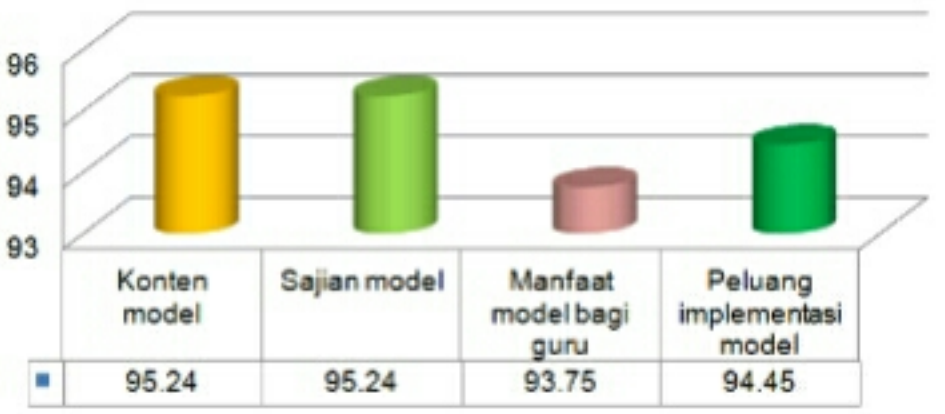

Figure 7. Average Scores of Each Indicator of Practicality

Eligibility gained from students' responses to modeling tools includes learning aspects, content aspects, and display aspects with practical results. The subjects of a one-to-one test of the students are chosen by the principle of representation: (1) students' writing skills (high-ability, moderate, low) (2) information processing (visual, auditory, and

kinesthetic), and (3) high and low). The results of experiments obtained lack of visualization in the design, affect the increase in student learning motivation with visual learning style. Students are motivated to write creatively after the application of the model. In general, the test results show that the developed learning model can maintain and improve learning motivation as well as improve students' visual, auditory, and kinesthetic writing skills.

The feasibility of small group experiment, the students' activity during the application of the model is 82.8% and the teacher activity is 85.71%, is effective in the tarkent scale. Performance is described as follows:

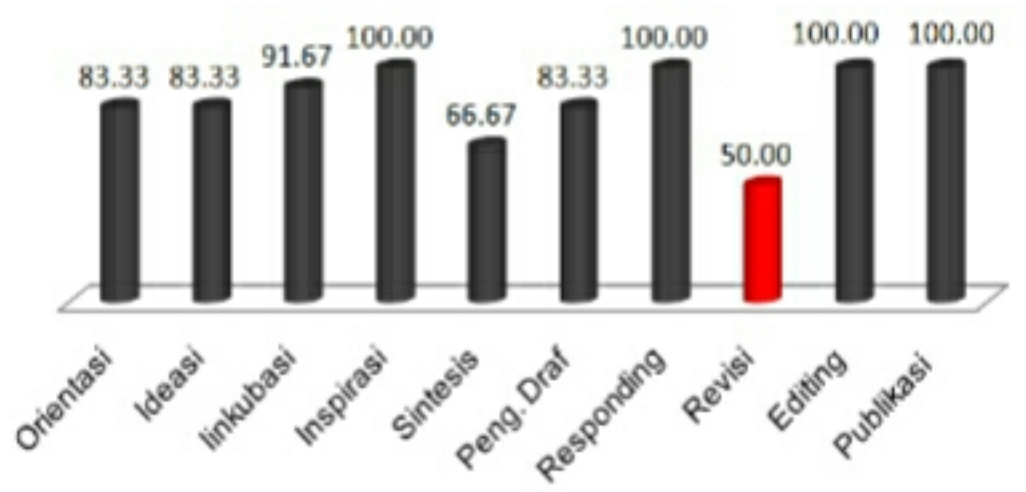

Figure 8. Implementation of Learning

The student's response to the proposed model offered an average score of 84.98 with a very good category. The result of the students' writing skill writing skill gets the average grade score of 75.28 or medium category. Although the application of the model is said to be effective and the response to the model is very good, but the model offered still needs revision to improve students' creative writing skills.

The feasibility of the model obtained from the questionnaire results of student responses on large group trials with a focus on motivation that includes attention, relevance, confidence, and satisfaction. Aspects of attention to learning writing through the model obtained a total score of 989 or 82.42 achieved very high qualifications. Similarly, in terms of relevance of learning with the goals, needs of students, and learning tasks, obtained a total score of 992 or 82.67 with very high category. The acquisition of students' responses to the confidence, confidence, courage, and sufficiency aspects of the learning obtained obtained a total score of 700 or 77.78 with high category. Similarly, on the aspect of satisfaction with the learning model, obtained a total score of 642 or 71. 33 with high category.

Attitudes formed from the application of the model in terms of cognition, affection, and conation. The results obtained on the aspect of cognition, totaling a total score of 1241 or 92.73. These results reflect the knowledge, views, beliefs of students who are very high on the model of learning that has been given. The acquisition of student attitudes on the aspect of affection, obtained a total score of 1129 or 83.63. These results reflect students' sense of well-being toward the execution of models that achieve very high qualifications. Similarly, on the aspect of satisfaction with the learning model,

obtained a total score of 1089 or 90.75. These results reflect the student's tendency to act on this learning model with very high qualifications.

The result of the calculation of classical writing skill in the language with the average grade 81.82 is good enough, 28 students or 92,85% complete, IPA with average grade 80.22 good enough, 31 students or 90,32% complete, and IPS with grade average grade 89.83 very good category, obtained 29 students or 90,55% with complete category. Thus, the learning model of creative writing based on neurolinguistic programming is said to solve the problem of low student creative writing skill.

The results obtained from the Focus Group Discussion with teachers and observers refer to the implementation indicators, obtained information that the learning model is in line with expectations. The resulting model can be used to support the implementation of the 2013 curriculum. It supports such a model characteristic that puts forward the affective domain, without putting aside the other aspects. In addition, this model adopts the principle of natural brain work of students in learning, so it does not expire and can be a reference for teachers in implementing learning.

Effectiveness and efficiency of the resulting model, measured through the achievement of learning goals of writing short stories well. This is proven empirically in large group trials that are conducted in real situations in three different classes of schooling. Students in the learning process are more enthusiastic, motivated, and productive. This model, allows adapted or tailored to the needs in the field by the user. There are technical instructions for students, on the variety of classroom and home environment. In addition, this learning model can be used with the most minimal condition of the facility. Although it is said so, it is necessary to consider the timing of the linguistic memory processing. Judging from the attractiveness of this model, information obtained by teachers feel challenged to apply neurolinguistic programming and techniques combined in this model.

Effectiveness of the Generated Model

The effectiveness of the use of creative writing learning model based on neurolinguistic programming, obtained a significant difference between pre test score of 33.01 and post test of 51.39 in the experimental group. Such differences as a form of improving students' writing skills. Improved writing skills of short story writing after, is higher than before the application of the model. The effectiveness is evaluated from the result of test of difference of two mean by using independent test sample test with gain score obtained by result of post test score of creative writing skill of experiment group and control group with significance equal to 0,00 <0,05, the average creative writing skill of the students through creative learning-based learning model of neurolinguistic programming is better than the students who get the teaching using conventional method. So, in general, learning to write short stories with creative learning-based learning model of neurolinguistic programming can improve students' creative writing skills as well as more effectively than conventional learning.

This model is formulated from a series of gradual development steps. Nevertheless, the researchers acknowledge that this developed model is still far from perfection and still has weaknesses, shortcomings, and limitations that are difficult to avoid.

The difficulties experienced by researchers in doing the development, namely: (1) the availability of neurology related concepts or related studies that are still limited. (2) Limitations of experts who understand neurology in relation to education are more specialized in the development of writing skills. Based on this, researchers in the development only see the working principle of neurology that is observed directly to make interpretation.

Despite the difficulty of understanding the neurological processes in students, the author is happy to do so. This is the inhibiting and supporting factor. Because, based on the concept of brain learning, learning new things is much easier than repeating them.

Constraints as well as the lack of model development in this study also occurs as a result of not observing the interaction of student neurons directly when writing. In contrast to research conducted by Siyuan Liu who observed the interaction of neuron rappers in producing creative speech. This model also allows the observation of activated and inhibited neurons through language programming. In addition, this model also emphasizes conditioning in an effort to change students' brain waves. This allows direct observation through the Frequency Following Resume (FFR) tool as Thomas Budzinsky did in music therapy. Assessment of creativity writing short stories only viewed from the process and products produced by students. Based on this, the results of this study open the opportunity for further research to see the interaction of neurons during programming language through MRI (Magnetic Resonance Imaging) and observe Frequency Following Resume (FFR) through the scanner.

Techniques done through suggestions by closer the topic and the genre of stories based on the reality that occurs in students need to be done carefully. The results of the experiment, by conditioning the students entering the subconscious mind (long-term memory) impact on students' writing skills. The thing that happens is that the student pervades the problems that have been experienced in him, even culminating in crying if the conditioned event is sad for him. Based on that, in applying this model the teacher must carefully apply the suggestion that is not deep and must pay attention to the characteristics of students.

The shortcomings in this development process are also present in the assessment. Assessment based on the characteristics of students should be done with reference to the concept of brain-based learning. The concept is like (1) male writing skill is different from woman, (2) every student has uniqueness in the way of thinking. Related to that, this development has not noticed the differences in student characteristics as a whole. In the development of this model only pay attention to the characteristics (1) high and low motivation, (2) high, medium, and low skills, and (3) visual, auditory, kinesthetic style.

Characteristics of students are only used as data to develop social principles, reactions, supporters, while the assessment of individual differences in the results of student writing tests are not done.

The advantages of this model is in the implementation. The application of this model does not require large external resources, such as complex teaching materials, complete facilities, professional teacher's ability in short story literature. This model optimizes the students' self potential to write. Teachers only need to explore the wealth of memory that students have through biofeedback activities. Memory richness in the form of experience ever done into a short story.

From a series of stages of application of this model, obtained satisfactory results. The results are: (1) Students are enthusiastic in following the lesson; (2) Students are happy with the short story writing lesson; (3) Formed awareness of learning inherent in students, even without the encouragement of excessive teachers. Enthusiasm, excitement, and internally generated learning drives in students. Based on this, the advantages of this model can help students develop a positive attitude towards learning Indonesian in general and write a special story short story specifically.

The application of the students' social brain principles through this model, creates an emotional passion for learning to write that is embedded in the minds of students. The emotional drive of students in the form of interest in developing their writing skills is an impact that students can derive from applying this model. Teachers only need to be planners, facilitators, mediators, evaluators in carrying out learning. Teachers no longer need to instruct students at all times to learn and practice writing. Because, with an awareness embedded in students, spur him to write.

The advantages of this model, can also be evidenced from student learning outcomes. The results obtained in the experimental class are more improved than the control class. Based on this, students' writing skills through application of this model is more improved than conventional modeling. The increase of these results is obtained from pre test and post test data through effectiveness test by performing experiments on two different classes.

This model is believed to be outdated. This is because the development is done to integrate KTSP 2006 which is still being implemented now and the 2013 curriculum which is still in the stage of study and trial. Accordingly, this learning model can support the implementation of the 2013 curriculum. There are several characteristics of the adopted 2013 curriculum, such as core competencies, a more focused focus on character learning. In addition, this model is complemented by teacher and student books, and the assessment takes into account the apektif domain that is also the focus of curriculum development 2013.

The resulting model is a component of Semester Learning Activity Program Plan (RPKPS) in Indonesian language subjects in class XI. Components in question is the

language skills on the aspect of writing. This model can also be implemented to support the curriculum oriented Indonesia National Qualification Framework (KKNI) which is being promoted at the elementary to secondary level. It is based on the impact components of this model having a direct emphasis on achievement with KKNI.

The similarity of the achievements that this model brings with KKNI, namely the ability gained through the internalization of knowledge, attitudes, skills, competencies, and the accumulation of work experience in learning. Similarly, the product model generated, also emphasizes the achievement of writing skills, especially creative writing.

This model strengthens the teaching of literature. Particularly in short story study, it needs to be integrated with literary activity in writing. This learning can cultivate experiences of appreciation, enjoyment, and student appreciation of literary works.

The resulting model has an indirect impact on social attitudes, cooperative ability and high awareness of the community and environment (in this case the school environment). Students are directed to cooperate in sharing story ideas and corrects each other against the resulting script. Related to the assessment of the work of the students in writing lessons using accumulated work experience in the collection of works with the assessment of fortofolio.

The strength of this study in terms of development methodology, conducted a very tight control in the selection of research objects. Selection of the object of research through the technique of samplingmulti stage starting from the description phase of objective conditions, needs analysis, test at development stage, until the effectiveness test. Controls performed to obtain data based on development needs, in the hope that results can be applied in all objects. In addition to that, avoiding subjectivity, the researchers involved three practitioners who reviewed and assessed the work of students by first performing inter strater reliability analysis.

Another strength of the development of this model is seen from the involvement of several elements that assist at each stage. It means: (1) At the observation stage objective conditions involve 3 experts to validate the instrument, 3 practitioners as observers, and document reviewers; (2) At the stage of the analyst needs also pay attention to 3 sources of information, ie students as the target model, the teacher as the user, and neurologists as the party who understand the nervous system work; (3) In the validity testing stage involves three experts, ie linguists for language learning content, educational technology experts for development content, and neurologists for nerve work content in relation to learning; and (4) On a practicality test involving students, teachers, and hypnotaching practitioners. In large group trials involving two teachers in each of the three classes at different schools.

The weakness of this learning model in terms of implementation that requires training first. The conditioning of students' conditioning to write through suggestive methods, takes a long time for beginner teachers. It can even fail in the process, if the teacher does not perform with the correct procedure.

CONCLUSION

Based on the results of research and discussion, the researchers concluded:

1. Objective condition analysis results obtained a number of problems in learning to write short stories.

2. The result of learning needs analysis of short story writing in SMA in Makassar, requires the development of learning model.

3. The resulting learning model includes (a) the focus of the model, so that the students are skilled in processing the results of their own experiences and others and present them in the form of short stories effectively and creatively, and integrating learning with life skills and character principles; (b) model syntax including conditioning, orientation, ideation, incubation, inspiration (illumination), synthesis, draft development, responding, revision, editing, and publication, (c) socially suggestive, flexible, communicative, collaborative and cooperative systems, creative, , consistent and democratic, supported by pleasant, calm, relaxed, relaxed, directed, and controlled conditions, (d) principles of reaction in an interactive, inspiring, fun and freedom of initiative, attention to student characteristics, critical, neurological performance of students, (e) means of supporting students in learning, and (f) measurable impacts sec ara directly in the form of results and processes, or indirectly.

4. The result of feasibility evaluation of creative learning model of creative writing based on neurolinguistic programming through expert is in valid category and feasible test. One-on-one testing by looking at student and teacher responses as well as learning outcomes based on student characteristics gained practical results. Small group trial results obtained from modeling with good keriteria. Large group trials are obtained with good and effective level of execution.

5. Creative writing-based learning model of neurolinguistic programming proved effective in improving the skills of short story writing high school students in Makassar.

Based on the conclusion of research result, the implication of this research as follows:

1. Implications for teachers, need to relay the learning documents on the goals and concepts of creative writing learning short story especially class XI SMA in Makassar. Teachers need to pay attention, the usefulness of a learning that is viewed from the perspective of students. The failure of teachers in conveying the goals and benefits, as well as the role of the importance of learning to write short stories to students, impact on the process and learning outcomes.

2. Implications of the short story writing model that has been less concerned with how the brain learns naturally. Through a social system that is more suggestive, pllexible, communicative, collaborative, cooperative, and creative.

3. Implications for the teacher's perspective on students. Teachers should be aware that students have differences from one another. Students differ in motivation, skills, information processing, learning styles, dominance of the brain hemispheres associated with his way of thinking. Therefore, activities, materials, learning time, learning tools, and ways of assessing learning need to vary according to the characteristics of the students. The teacher should be aware of the condition and academic needs of the students by constantly identifying the needs at the beginning of the lesson.

4. Implications for writing short story writing process. Characteristics of this learning lies in the way of creative thinking and the use of memory potential. Based on that, this learning model emphasizes writing steps that facilitate creative pouring of ideas. Such steps are like mind conditioning, incubation, enriching ideas and ideas through metaphors, brainstorming, triggering topic-related memory through biofeedback, and mapping ideas through mind-map or clustering techniques.

5. Pedagogical implications, especially on the role and function of teachers as neurostimulator. The creation of pleasant class conditions and emotional triggers through neurolinguistic programming on students' external sensory inputs, can stimulate the chemicals "neurotransmitters" in the form of seretonim, dopamine, norepinephrine. These chemicals give birth to the spirit, enthusiasm in learning, and maximize the potential memory of students in writing.

6. Implications for changes in learning orientation ie teacher-oriented learning, into student-oriented learning. Teachers need to play a role, as partners, provide guidance, facilitate, motivate, and mediate students in learning to write short stories so as to enable self-growth initiatives within students.

Based on the results obtained in this study, the authors suggest several things as berkut:

1. It is suggested to the teacher, to use creative learning-based learning model of neurolinguistic programming especially on the subject of short story writing. To apply this learning model optimally, teachers need to learn and practice on the techniques adopted in this model first before applying in the classroom.

2. This learning model allows modification to the needs of other creative writing lessons. In addition, the learning model of creative writing of this short story does not close the possibility to be added with strategies and techniques of effective learning for a particular interest. In order for the implementation of this model to run smoothly the allocation of learning time needs to be adjusted to the depth of the material.

3. Further research is needed as the development of this research. It is necessary to observe the

neuronal interaction during neurolinguistic programming while writing the short story creativity through MRI (Magnetic Resonance Imaging) and need to prove the brain wave changes of the Students Following Resume through the scanner while performing the conditioning in writing.

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