INTEGRATIVE WRITING MODEL (IWM), PSYCHOWRITING, MYERS-BRIGGS TYPE INDICATORS (MBTI), AND WRITING

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Abstract
All this time, writing lesson is widely viewed from various perspectives, both fragmentary and/or integrative (monodisciplinary studies), interdisciplinary studies, and multidisciplinary studies. This article describes about the relation of psychology and writing (in interdisciplinary framework). Through pairing psychology and writing in a framework of writing strategy, it is expected to optimize the writing ability in academic and non-academic contexts. Therefore, in this article, there are three exposed points, namely (1) introduction, (2) creative writing, integrative writing model, (3) personality typology, Myers-Briggs Type Indicators (MBTI).

Keywords: integrative writing model (iwm), psychowriting-merys-briggs type indicators (mbti);

PRELIMINARY
The literacy issue now becomes a trend and appears in various science disciplines, especially language disciplines. It is characterized by some data, e.g Unesco raises Unesco Institute for Statistics (UIS) and International Literacy Institute; America forms Common Core State Standards (CCSS) (Wilcox et al, 2015: 64); Program for International Assessment (PISA), International Association for the Evaluation of Educational Achievement (IEA), Program for International Reading and Literacy Study (PIRLS) (Ali, et al., 2011: 4).

Indonesia as a developing country also has contribution to PISA, IEA, and participated in the Millennium Development Goals (MDGs) held by the UN in 2000. However, the literature that is focused on the authorship field has not shown satisfy results. It appears in the following description. First, Indonesia is a country that participating in PISA. Based on the PISA research result (2000-2009), Indonesia is in 31st rank out of 50 countries participating in PISA (www.oecd.org), which proves that Indonesia needs to optimize the literacy field, especially in writing. It is reinforced by Hasim (2014), Ahmadi (2015a) that writing in Indonesia has not been maximal compared to other countries, e.g Malaysia and Singapore. The fact shows that writing is not an easy thing to do (Dobson, 2014; Morley, 2007: King, 2010). Therefore, many people seem 'reluctant' to write.

Second, based on survey of scimago journal and country rank (SJR) (2014), it is found that there are 16 international journal in Indonesia indexed in Scopus. In 2015 there are 22 international journal indexed in Scopus (http://www.kopertis12.or.id). If it is compared to Malaysia and Singapore, they have 50 international journals indexed in Scopus in 2014.

Third, research on writing (both theoretical and practical) is not yet optimal in Indonesia. Based on Dikti observation (forlap.dikti, 2016) there are 4,404 universities in Indonesia, 4,889 education fields and about 200 of Indonesian Language and Literature Study programs. However, tendency of the research results about Indonesian Language and Literature Study Program (and Regional) is more on general learning, the focus on writing research is less than 10% (similibatmas announcement, 2016).

Fourth, in college context, students do not really like writing materials because it is boring. The boredom is caused by factors of (1) internal, students who are less interested in writing (2) external, lecturers who are not optimal in providing novelty and innovatue materials, and (3) conduciveless environment. In addition, many students are pessimistic to
write, referring to the views of Swander, Lealhy, & Cantrell (2007: 15) that "writing cannot be taught." Writing can only be developed. While writing as a science (ontological, epistemological and axiological) certainly can be taught to someone.

Fifth, the primary and secondary schools contexts, based on a survey conducted by Nurjannah (2007: 88) writing level of Indonesian students is in apprehensive position. Further, Suparno, et al. (2007: 15) tell that one of the factors causing the weakness of writing ability of students is the Indonesian teacher who does not really like writing lesson and never / rarely write. In fact, based on research which is conducted by Yulianto (2008: 4) writing as a form of language skills seems to be ruled out by the teacher. Thus, it can be concluded how the writing competence of the students can be developed if the teachers do not like and never write. Therefore, it is not wrong if Taufiq Ismail writes a poem entitled Malu Aku Jadi Orang Indonesia (2000) as a cynicism expression of being Indonesian because human resource in Indonesia is still relatively lower than other countries.

In relation to writing learning, Rahman (2007: 2) argues that writing learning, both at school and at college are complex and sometimes difficult to be taught to students. That is because writing not only requires grammatical, racial, but also conceptual competence and other considerations. Therefore, it is rational if writing learning has been applied using a good strategy, but the facts on the ground show that writing learning is "less satisfying".

Based on those facts, it can be assumed that literacy issues especially writing in Indonesia are still not optimal. In this case, the writing focus is more on the primary, secondary, and college education levels. It is admitted or not, writing competence is needed in the globalization era so that students are able to compete in global arena. For that reason, in this study psychowriting is offered in writing learning at primary, secondary, and college education levels. There are two important reasons of psychowriting in primary, secondary, and college education levels.

First, so far, the tendency to write leads more to non-psychological fields. In fact, the psychology field is the most urgent field in authorship. A person can write optimally or not depends on psychological context. In this case, psychologic is an internal factor in authorship. Things related to non-psychological are the external factors in authorship.

Second, through psychowriting, it is expected to provide breakthrough in the authorship at primary, secondary, and college education levels which have tendency to engage in non-psychological fields. Thus, it can optimize writing learning at primary, secondary, and college education levels. In further contexts, the decision maker can use psychowriting as a prototype in literary authorship.

Third, so far, it is still very rare. In fact, the psychowriting study in Indonesia has never existed. Therefore, this study is a prototype in writing learning. Thus, novelty in this paper offers more creative and innovative sides in writing learning.

**LITERATURE REVIEW**

**Creative Writing**

Creative writing is a writing that emphasizes practice, aesthetics, individual experience, and creativity (Ramey, 2007: 43). Rain (2007: 58) shares creative writing in two genres, fiction and science fiction; Earnshaw (2007) divides creative writing into prose, poetry, other script writings (web, therapy, community, translation, essay).

Creative writing is developing rapidly in the univeristy of America, Australia, and England (May, 2007: 33; Danson, 2005: 2). As Ramey (2007: 43) suggests, America brings up creative writing around 1880. Creative writing, e.g the writings by Carter (2000); Smith (2000); Morley (2007); King (2010); Harper (2014); Graham & Harris (2014). As in Indonesia, creative writing begins to appear around 80s with a mark of the emergence of writing on creative writing, e.g Eneste (1982 [revised 2009a; 2009b; 2009c]). In further developments, creative writing begins to emerge, e.g Marahimin (1994); Munysi (2012); Laksana (2013); Nugraha (2013); Ahmadi (2015).
In Indonesia, creative writing is more taught through literary writing, such as short story, poetry, and drama. The writing of script, web, travel writing, therapy are still not much taught in college. This is due to the obstacles that teachers do not necessarily master the material and also the university that does not provide slots for the rare material.

**Integrative Writing Model (IWM)**

Integrative Writing Model (IWM) in this study adapts the thought of Thompson, et al. (2010) on Integrative Listening Models (ILM). If Thompson et.al use five steps, namely (1) prepare listening, (2) apply listening process, (3) assess listening performance, (4) establish goals, and (5) listening attitude, in Integrative Writing Model (IWM) using four interactive stages, namely (1) prewriting (MBTI psycho-test, interview, FGD [student and lecturer]), (2) writing process, (3) post-writing process (assessment [self-assessment, peer-assessment, professional-Assessment, and lecture-assessment]), and (3) reflections.

Through the four stages in the IWM, creative writing is expected to be more optimal. At the reflection stage, the assessment results are verified and concluded with a peer-review strategy to have intersubjective. Then, a review is applied if the results are still not maximum.

**Psychowriting**

Psychowriting is an intersection between psychology and writing. Therefore, Indonesian language is paired with writing psychology. In this context, psychowriting theme refers more to writing paradigm that has psychology perspective. As a discipline that is about psyche, psychology is not separated from thought and idea. Thought and idea is what cannot be separated from language.

Writing is not a science like Mathematics, Physics, or Chemistry. Of course, in this context, it is related to the core of all fields. Mathematics, Physics, and Chemistry, as we know that they relate to calculations and numbers. However, in writing, we will be involved in the mental process. Mental process to produce a writing, from thoughts into a script. The mental process that cannot be separated from psychology because writing cannot be separated from psychology that is closely related to psyche (soul). Psychology contributes knowledge to the language (writing), and language (writing) contributes knowledge to psychology.

Psychowriting delves deeper into a person’s ability to write based on his psychology. Therefore, in this context, what is more targeted and strengthened in learning is the personality realm. A person can write well or not is more likely caused by his psychology rather than the other things.

**Personality Typology**

**Existentialism**

Existentialism as a psychology cannot be separated from the influence of existentialism philosophy. Existentialism philosophy is a fictitious philosophy. Therefore, this philosophy is an action philosophy, not a thought philosophy. Existentialism philosophy defies Rene Descartes’ thought which states cogito ergo sum (I think, I exist). In existentialism view, it
states sum cogito ergo (I exist, I think). As a philosophy, existentialism is regarded as a radical philosophy because it has an extreme understanding of human beings existence on earth.

The great idea which is promoted by existentialism philosophy, namely (1) human thought should start and defend subject and object antithesis. Human as subject is not an thought object. Human as subject cannot be investigated object and practical manipulation as made by rationalists. The existentialists also reject the scientific view of human as a personal point and (b) freedom means human is no longer an object formed under the influence of necessity and social nature. Human forms themselves by their actions and deeds. Human is free to take responsibility for what they have done and do not justify themselves based on the things around them. Therefore, humans are responsible for everything that happens in history (Bagus, 2005: 186). Therefore, this philosophy has a high conception of covetousness.

Existentialism is developed in XX century in France and in Germany (Launie, 2003: 9). Existentialism as a philosophy actually cannot be separated from materialism and idealism reactions (Drijakara, 1979: 57, Leahy 1985: 54). The views of materialism and idealism are too extreme in looking at human. Materialism views the lower angle of human and considers that aspect as a whole. The idealism views the upper angle of human and considers that aspect as the whole of human. Existentialism as a philosophy is indeed quite different from other philosophy. Existentialism has never been an ism or movement. More precisely, there is a family resemblance among existential thinkers in terms of the problems they propose and how they perceive their position in the universe (Smith & Raeper 2000: 76). This is the same with Hassan’s view (1992: 1) which states that people have difficulty defining existentialism with a single formulation because the philosophers are classified themselves as existentialists show the different assumptions of existence itself. The only thing in common between them is the agreement that philosophy should start on the concrete human, that is, human as existence and in connection with this point, they reckon for human, existence precedes the essence.

**Existential Psychology and Writing Strategy**

The essence of existential psychology is that human depends on themselves. Therefore, when a person is successful, his success is because he wants success. If a person is not successful in life and he scolds others, in fact the person is wrong if it is viewed from the existential psychology perspective. Our success, our failure, and our expertise all depend on ourselves, not others. We are subjects not objects.

In that context, existential psychology is like: my failure to write is a failure I have caused myself. Not a failure caused by others. If so, our responsibility sense lies with ourselves, not others. Success and failure are entirely our own responsibility.

A writer with existential philosophy, J.P. Sartre, has a big name because of his existentialism. He does not want to rely much on others in writing. He tries to be a human being. His success in writing is because he wants himself to be successful in writing not because of others.

**Behaviorism**

- If a child lives with criticism, he will learn to punish
- If a child lives with hostility, he will learn to fight
- If a child lives with mockery, he will learn to be ashamed
- If a child lives with shame, he will learn to feel wrong
- If a child lives with tolerance, he will learn to be patient
- If a child lives with encouragement, he will learn self-confidence
- If a child lives with praise, he will learn to appreciate
- If a child lives honestly, he will learn to be fair
- If a child lives with security, he learns to have faith
- If a child lives with approval, he will learn to like himself
- If a child lives with friendship, he will learn to seek love in the world
The poem by Dorothy L. Nolte (Poduska, 2000) reveals the characteristics of behaviorism. If existentialism puts forward the internal factor; selfhood, selfness, and subjectness as things that are able to form success or failure, behaviorism is otherwise. In behaviorism, the factors that play important role in human psyche is environment. The conditioning in external factors is the main factor that determines a person’s psyche.

Behaviorism — pioneered by J.B. Watson — as one of psychology branches trying to carry more concrete things because it is related to the measurement. If something cannot be measured concretely and real, it is difficult to be responsible for. In addition, the validity degree is low. Therefore, the behaviorists put forward measurement and concreteness. Indeed, this is one of the distinguishing features between behaviorism with other psychology fields, e.g. existential, psychoanalysis, and humanistic.

A behaviorist, B.F. Skinner, raises the term of operant conditioning. In this case there are two aspects, namely respondents and operands. The respondent’s behavior is a specific response generated by a known stimulus. The stimulus always precedes the response. Concrete examples, respondents narrowing the pupils to reduce light stimulation, respondents salivating when looking at food. At the next stage, Ivan Pavlov brings up the classical conditioning term using a dog experiment for research. When there is food, the dog salivating (Koswara, 1991: 78). The study model of behaviorism is criticized for equating humans with animals. The terms of operational conditions and response stimulus are contributions from behaviorism. In the response stimulus context, a person will tend to repeat the behavior with reward and not repeat the behavior with punishment.

**Behaviorism Psychology and Writing Strategy**

If you want to be good at writing, get together and be friends with people who are good at writing. With them, you will be affected to be more qualified to write because the environment is what makes and shapes you become good at writing. Starting from zero to hero who is good at writing.

Pay attention to why the children who participate in the writing community, they are faster at writing because they live in the environment of people who are agile in writing. Each day they are taught and learn about writing. Over time, the frictions make them qualified to write. Therefore, it is true what a proverb says about the water droplets can punch hole on a large stone over time.

The phenomenon of environment influencing on writing achievement seems very strong in writing community. Consider those who are in writing community, writing courses, and writing alliances. They are more optimal in writing because there are teachers / tutors who give knowledge about writing.

**Psychoanalysis**

Psychoanalysis as an -ism of psychology is the oldest among the behavioral, humanistic, or holistic psychology. Psychoanalysis is essentially a psychological -ism that directs the understanding, healing, and prevention of mental illness by the method of free association (Koswara, 1990: 9; Caplin, 2009: 394). Psychoanalysis is a psychology that opposes traditional psychology that has tended to focus on consciousness. In fact, in Freud’s view, psychology is actually more directed to unconsciousness because the structure of human personality is like an iceberg in the middle of ocean. The tip of iceberg that comes to the water surface is the consciousness realm while the other part of ice in the ocean is the unconsciousness realm. Therefore, in psychoanalysis view, human beings are driven more by the unconsciousness realm than the consciousness realm.

In the unconsciousness realm, there is a subconscious that is difficult to reach by the consciousness realm. Therefore, this subconscious occurs sometimes spontaneously or unintentionally when human sleeps. In sleep, the threshold between conscious and subconscious becomes slightly looser. That way, sometimes the sleeping person is delirious
and reveals what the person buries deeply in mind. When the person awakes from sleep, he does not remember at all that he has been delirious and reveals the secrets he has deeply buried.

In the psychoanalysis context, there are emerging and famous figures, namely Sigmund Freud, Carl Gustav Jung, and Erich Fromm. The three of them, although have different views in psychoanalysis but they have same spirit, that is psychoanalysis. If it is examined more deeply, Sigmund Freud leads to pansexism, Carl Gustav Jung leads to mystical psychoanalysis, and Erich Fromm leads to psychoanalysis-philosophy and psychosocial.

**Psychoanalysis and Writing Strategy**

A person who writes actually represents self-projection in his writing. People who are melancholy type, their works tend to be fuzzy, dark, and full of misery (Wellek & Warren, 1990). However, it can also be raised otherwise as a form of distortion. Someone who is gloomy will write about joy because it is another form of his own projection. Pay attention also to the person who writes about sexism, it is a sublimation of the author's self.

An introvert will tell about introversion in writing, either directly or indirectly. On the contrary, an extrovert will tell about extroversion in writing. A neurotic person will write neurotic in his work, e.g. F. Nietzsche, a German writer who writes the novel of *Also Sprach Zarathustra*. As a thinker, F. W. Nietzsche, also known as a litterateur. One of F. W. Nietzsche’s most famous work and controversy is *Also Sprach Zarathustra* (*Word of Zarathustra*) written in 1883. Some people consider the work as a pseudo-book of W. Nietzsche (Russel, 2002: 994; Lealhy, 1985: 20;) because it raises many teachings in relation to the ethics of F. W. Nietzsche’s version. The most famous and controversial phrase raised by Nietzsche is that God is dead (Laune, 2002: 311; Hassan, 1992: 48; Dagun, 1990: 59). The road that F. W. Nietzsche takes as a thinker is not smooth. Around 1879 he is expelled from his profession due to health reason, genetic madness. At that time, his psychic health declines. After that, around 1889, Nietzsche is declared to be mentally ill, that is called schizophrenia (Smith & Raaper, 2004: 127; Haduwijono, 2005: 129). In 1900 he dies of illness. The last work he writes before his death is *Ecce Homo (See Him)* written in 1889 (Sutrisno & Hardiman, 1992: 106-107). The work in which it also brings up schizophrenia.

In the book of *Also Sprach Zarathustra* or *Ecce Homo*, Nietzsche brings up the following expressions (1) Why I am so smart (Nietzsche, 2004: 29); (2) I am the Lord’s counselor (Nietzsche, 2001: 206); And (3) God is dead (Nietzsche, 2004: 2001: 53). Also consider the writer from Japan, Rynosuke Akutakau who writes *Rhasomon*. One important point, the context of this psychoanalysis is the literary writing context, not scientific work writing. Thus, the reading of steering soul is more easily explored than the author’s reading that leads to scientific work.

**Humanistic**

Humanistic psychology is not a single organization of theory or system, but rather a movement. Maslow himself considers it a third force. Although the figures in this movement have different views, but they are based on the same fundamental conception of man rooted in a modern philosophy, existentialism. Maslow’s humanistic psychology is not a false rejection to works of Freud and Watson and other behaviorists, but rather a useful, meaningful, and applicable aspect of humanity in both psychology fields, and then he proceeds from it. It is very difficult for Maslow to say to others the respect and resentment of these two most comprehensive psychologies. Too easy to declare oneself as Freudian or Antifreudian, Pro scientific psychology or anti scientific psychology and so on. Maslow finds that successful psychologists and psychiatrists are often forced to deulate from popular theories for their success in dealing with neurotic and psychotic patients. Various theories that exist do not solve the humanitarian problem and apparently unable to explain the facts that occur in the field. Maslow strongly objects to Freud’s theory that focusing on the investigation of people with neurotic and psychotic disorders and to the presumption that all
good behaviors are the result of learning rather than the natural things that human beings born with (Hall And Linzey, 1993: 34). Therefore, Abraham Maslow’s thought is considered as a third thought. The first thought is Freud’s thought with psychoanalysis that examines neurosis and psychosis. The second thought is behaviorism that examines people.

Multilevel Needs

Basic Physical Needs

Physical needs are the most urgent set of basic needs of satisfaction because they are directly related to biological maintenance and survival. These basic physical needs include food, drink, oxygen, home, clothing, temperature, and sex. Since these are the most basic needs, they must be fulfilled first before stepping on the next need.

If it is visualized in a pyramid form, the basic physical needs are located at the bottom. Therefore, many people are able to occupy this level because that level is the lowest level. This level for each human has different degree. Hence, human as an individual has a different interpretation of clothing, food, and house.

Sense of Security Needs

As soon as the physical needs are fulfilled, what Maslow describes as the needs for security emerge and also need to be fulfilled. Because the need for sense of security is usually able to be fulfilled by normal and healthy adults, so the best way to understand it is by observing children and adults with neurotic disorders. Children psychologists and teachers have found that children need a predictable world. Children like an enlivened world. Children like consistency and routine to some extent. If these elements are not found then they will become anxious and insecure. Limited freedom is preferred than boundless freedom. According to Maslow, the limited freedom is actually necessary for the sake of children development. Insecure or neurotic adults behave just like insecure children. Such people, Maslow says, behaving in an imminent catastrophe. It means, they will always act as if facing an emergency. It can be said that an adult can behave neurotically as if he is really afraid of being hit. An insecure person who needs regularity has excessive needs and stability and will strive to avoid foreign and unexpected things.

Love and to Have Something Needs

If the physical needs and the need for security are met, then people will need love, affection and belonging something. Furthermore, Maslow says people will crave loving relationships with others in general, especially the need to have place in a group, and they will try hard to achieve this goal. They will hope to gain such a place more than anything else in the world, and even they may forget that when they are hungry the will scoff love as something unreal, unnecessary or unimportant. Love, as it is used by Maslow, should not be confused with sex, because it is only a physical need. He says, usually sexual behavior is determined by many needs, not only sexual needs but also other needs, like the need for love and affection. Maslow likes Rogers’s definition of love, a state which is deeply understood and accepted wholeheartedly by the opposite sex or their partner (Goble, 2000). The definition implies that human wants to be understood by others.

Sense of Self-Worth Needs

Maslow says that everyone definitely needs respect from others. In this case, self-esteem is usually related to a person competence in running something or doing something individually, in groups, or in a larger society. In addition, position and prestige come into this category as well. Everyone needs appreciation when they have a position, in family like as the head of family, in a group like as senate chairman or head of research, in larger scale of society, then the need arises when a person becomes the president (Goble, 2000). These needs must be met so that a person can move on to the next.
Self-actualization needs

The need for self-actualization is the highest need among other human multilevel needs. This need will arise if the needs at the first, second, third and fourth level can be met well. In essence, self-actualization is being able to show ability to the family, community, and the larger society. Individuals like this usually have realistic, spontaneous, simple, reasonable, problem-focused, independent, appreciative, high social interest, democratic, philosophical humorist, creative, and acculturative. Thus, the multilevel needs in Maslow’s psychology culminate in the self-actualization need. Individuals who can achieve self-actualization are individuals who can fulfill their needs and be able to show their psychological or physical abilities in society (Goble, 2000). People of this type are rare. Therefore, the model made by Maslow is a pyramid model. The upper, the smaller. So does Maslow’s need theory. The upper, the less people can reach it.

Humanistic and Writing Strategy

A person in humanism view, is able to write or not caused by collaborative factors, self and environmental influences. Check out the first case. A person who has writing talent, but is not supported by a conducive environment in writing, he will be difficult to write. He will find it hard to express his writing ability because there is no media to write or the person who directs him in the writing process.

Unlike the second case. A boy with writing talent and his parents support it by buying books for the boy’s reference in writing. The boy joins writing course, and writing competition. Believe it, in humanism perspective, based on the first and second cases, the boy in the second case is more successful in writing. Children who have the talent to write and are supported by conducive environment become more successful in writing.

Myers-Briggs Type Indicator (MBTI)

Myers-Briggs Type Indicator (MBTI) is a psychotest developed by Katharine Cook Briggs and Isabel Myers (mother and daughter). This test is widely used by community, especially the research community who want to link personality with other side, e.g. work field. Main reference of MBTI in this research is Quenk’s writing (2009) and official website of MBTI (http://www.myersbriggs.org). MBTI refers to Jungian psychology to be more understandable and useful for the community.

In MBTI there are general preferences as follow.
1. Focus on the outside world or the inner world, extrovert (E) and introvert (I), information: focus on basic information that someone action or someone prefers to interpret and add meaning?
2. Sensing (S) and intuition (I), Decision: when making decisions, looking at logic and consistency or seeing specific people and circumstances?
3. Thinking (t) or Feeling (F), structure: in dealing with the outside world, choosing not to get new things or someone prefers to stay open to new and preferred information?
4. Judging (J) or Perceiving (P), justifying something or feeling something (http://www.myersbriggs.org). After that, someone understands our own personality by looking at the 16 personality types in the following picture.
In writing, someone cannot be separated from psychology context. Therefore, (Piirto, 2009: 3); Kauffman and Kauffman (2009) link psychology and writing. In Indonesia, research using MBTI is more used in management, e.g. Nouiyanto and Amaliyah (2012) Larimbi, et al. (2013); Mahendra (2009). Based on the research, no one has used MBTI for creative writing.

SYNTAX OF INTEGRATIVE WRITING MODEL (IWM) BASED ON PSYCHOWRITING-MYERS-BRIGGS TYPE INDICATORS (MBTI) IN WRITING LEARNING

Stages (syntax) in writing learning is needed to facilitate instructors / teachers / lecturers in providing lesson. Therefore, in IWM based on psychowriting using the following syntax.

Phase 1: introduction (prewriting)

Students are tested using MBTI psycho-test to understand the personality of each student. In addition, they are given a questionnaire related to the authorship they have experienced so far. Through the questionnaire, ‘problems’ associated with authorship can be found.

Phase 2: core (processing / writing process)

At this stage students / students are tested to write stage 1. Through this stage, students / students explored the competence of writing that they have. Of course, in this case students / students have not received the treatments related to MBTI and psychowriting.

Phase 3: treatment (treatment)

At this stage teachers / lecturers / instructors provide treatments related to MBTI and psychowriting to students. At this stage, students write stage 2. Thus, hopefully, the students’ writing results become better than before they get the treatment.

Phase 4: evaluation

At this stage, students are evaluated. Evaluation strategy is done by self-evaluation, peer evaluation, and professional evaluation. If those three evaluations are done, the students’ writing results are more comprehensive.

CONCLUSION

Psychowriting in this paper is a conceptual offer in boosting academic or non-academic writing skills. Of course, as a new offer in the prototype context, the gaps in this
paper are still common. However, there is a main thing in this paper that can be used as a reference in improving writing skill that is understanding writing through psychology that has 'impression' of being disregarded.

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