

THE IMPLEMENTATION OF PRAGMATIC APPROACH IN THE SHORT STORY APPRECIATION LEARNING

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Abstract.

This current study aims at: (1) analyzing the implementation of the pragmatic approach in the design of short story appreciation learning; (2) analyzing the employment of pragmatic approach in the short story appreciation learning; (3) describing the excellence of pragmatic approach in the short story appreciation learning; and (4) describing the drawbacks of a pragmatic approach in the short story learning appreciation. The data of this action-research are in the form of information of the application of the pragmatic approach in terms of planning and execution of short story appreciation learning. Further, the data source is the Indonesia language teacher of the senior high school in Surakarta, the learning process of the short story appreciation learning as well as experts. The data were collected through observation, interview, discussion, and test. Then, the data were analyzed with critical analysis and reflective analysis techniques. The result shows that (1) the lesson plan of the pragmatic approach applies five steps i.e. personal perception, inventory, comprehension, oration, and re-description; (2) a learning based on the pragmatic approach improves students' ability in appreciating short story; (3) the merit of this learning approach are such as giving a freedom in interpreting the short story, giving the opportunity to work together, absorbing value of the short story according to the maturity of the students' thinking, activating the students to learn, stimulating students to talk, fostering confidence, and strengthening character in accordance with the content of the short story; (4) the shortcomings of this approach, among others, it takes a long duration, needs the teachers' accuracy and patience, adequately needs the students' reading competence and needs activeness of the students in discussion.

Keywords: appreciation, learning, pragmatic approach, short story

1. Introduction

Literary learning is considered as unsuccessful. Sarawsati, Hamid, Masri, and Ansori (2009) found that the result of the literary learning in senior high school is low (15.09% are mid, 58.49% are less, and 26.42 are asthenic). The slump of the literary learning quality was also

affirmed by Ismail (2008: 155) who stated that the literary learning in the senior high school applies 0 books. Sufanti (2008: 86) also found that most of the Indonesian language teachers understood that the weight of the literary learning was only 10%-20% of all Indonesian language materials, the literary learning is theoretical, the learning was only based on the books, and the learning is teacher-centered.

The ineffectiveness of the literary learning is depicted from the legibility of the literary works, the impact of the literary works to the students, and the literary works' creative process to the students. Therefore, there should be an innovation of the literary learning that gives more opportunity to the students as a reader to interact with and absorbs the merit of the literary works.

The pragmatic approach in the literary learning is an adaptation of Abram's critical theory model (1971: 6) that stated that based on its orientation, the critic of the literature belongs to four types: mimetic, pragmatic, expressive, and objective. The pragmatic critic is the literary critic that aims at attaining a certain effect to the readers. Pradopo (2002: 24) stated that the critical pragmatic research method is the esthetic-reception method; that is literary research which emphasizes the role of the readers as a mourner of literature. Hence, the pragmatic approach in literary learning is an approach that provides students an opportunity as the reader of the literary works to fascinate their values.

Asri (2010: 149) stated that the pattern of the learning employing pragmatic approach consists of five stages: personal perception, inventory for concretization, clarification, and comprehension, oration, and re-description. The personal perception stage is a stage for reading the literary works personally. Further, it is followed by analyzing the literary elements. The clarification and comprehension stage is the action of analyzing the correlation of the inter-element, with the reality of the society, etc. The oration stage belongs to an activity to discuss and present the result of the analysis. Finally, the last stage consists of re-describing the analysis.

By implementing those stages, the short story appreciation affords an opportunity to the students to read the literary works comprehensively. Alami (2016: 29) stated that a short story is a window of culture which magnifies the readers the picturized world by its language, and implicates them to the character, theme, flow, and so on. Besides, a literary work can be claimed as an effective medium to communicate humans' spirituality, emotion, and intellect. Kulekci and Kumlu (2015: 76) stated that in western Turkey, literature can grow critical thinking.

Literary learning can be utilized as a foster to a character building. Agung (2011: 392) stated that integrating the character building to the school subject is necessary. School subject is expected to be a tool and prospect to the students to amplify any noble characteristics such as religion, honesty, integration, tolerance, discipline, independent, hard-working, creativity, patriot, and humble. Short stories may contain many character buildings.

A study conducted by Sulisworo and Suryani (2014: 58) showed that the learning strategy affects the learning achievement. Thus, the implementation of the pragmatic approach is expected to improve the short story learning quality.

2. Method

The data of this current action-research are information about the implementation of the pragmatic approach towards the lesson plan and the execution of the short story appreciation learning. The data sources are the Indonesian language teachers, the teaching-learning process of short story appreciation learning, as well as experts. The stages of the research are such as designing, action, observation, and reflection. The research design was accomplished through a discussion with nine Indonesian language teachers from nine senior high schools in Surakarta. The action was completed in SMAN 4 Surakarta, SMAN 7 Surakarta, SMA Al Islam I Surakarta, and SMA Pangudi Luhur Santo Yosep Surakarta. The observation then was applied by directly observing the learning process thoroughly. The reflection was done by perceiving all aspects of learning such as the implementation of the approach, students activity, teachers activity, appreciation test, and the test result of the short story appreciation. The data were collected through interview, observation, discussion, questionnaire, and test. The data were analyzed by critical analysis and reflective analysis.

3. Result and Discussion

Based on the problem statement of this present study, the elaboration of the result covers the implementation of the pragmatic approach in designing the lesson, the application of the pragmatic approach in the teaching-learning process, the excellence of pragmatic approach, as well as the drawbacks of the pragmatic approach.

3.1 The implementation of the pragmatic approach in the learning design

The most important thing in the implementation of the pragmatic approach towards the learning design is arranging syllabus and lesson plan. These two components are arranged based the basic competence: “analyzing short story text spoken or written”, and “interpreting the meaning of short story spoken or written”.

This implemented pragmatic approach is based on Asri’s (2010) opinion that the pattern of the learning with the pragmatic approach covers five steps: orientation, concretization, comprehension, oration, re-description. Those five steps become the basis of arranging the short story appreciation learning stages. The outline of the stages is as follows.

1. Students read silently the short story that has been prepared by the teacher (orientation)
2. Students respond to the problem exposed in the short story (orientation)
3. Students in the group analyze the intrinsic element of the short story (concretization)
4. Students in group analyze the relation of the inter-element in the short story (comprehension)
5. Students in the group analyze the meaning of the story related to the character building, culture, etc (comprehension)
6. Students present the result of the discussion so there is a variation of the students' answer (oration)
7. Students re-describe the result of the analysis of the story (re-description).

The syllabus and lesson plan has previously been discussed with the Indonesian language teachers and lecturers of Indonesian language education UMS (Universitas Muhammadiyah Surakarta). Several inputs have been utilized for revision. Furthermore, the syllabus and lesson plan has been validated by two experts who stated that the syllabus and lesson plan have been completed, so they are ready to be implemented. The average score of the syllabus based on those two experts is 95, while the lesson plan is 92.

The first step to implement the approach is the orientation stage, i.e. reading the story thoroughly. Reading, as it has many advantages, according to Saka (2014: 278) proves that reading literary works provide students wide opportunity to improve their language skill and contribute to many things. The most important thing of Rodriguez (2017: 103) shows that students in USTA – Colombia improves significantly in terms of vocabulary and expression through reading and listening to the short story; text functions as improvements of the oral competence. The research does also maintain the students reading consciousness. Rodriguez (2017: 115-116) proves that short story is a language model for students to comprehend the function of language and improve the utilization of language structure, cohesion, and coherence. Moreover, working in a group creates a situation for the students to share their ideas, trains to write and conveying information orally, and shares their perception about the cultural and historical aspects.

3.2 The implementation of pragmatic in the learning

The design of the short story appreciation learning has been applied in five senior high schools: SMAN 4 Surakarta, SMAN 7 Surakarta, SMA Al Islam I Surakarta, and SMA Pangudi Luhur Santo Yosep Surakarta. Based on the observation and test, it can be stated that the pragmatic approach based learning cultivates students capability in appreciation short story. The average score of posttest in those five senior high schools are higher than the pretest, i.e. 80.75 (post-test) and 60.5 (pre-test).

3.3 The excellence of the pragmatic approach

Based on the observation towards the process of the teaching-learning process, interview to the teacher at the end of the learning, and written reflection of the teacher at the end of the teaching-learning process, there are some distinctions of the model, among others:

1. This model enables students to interpret various interpretation in any logical argumentation
2. This model provides students to gather, cooperate, and interact
3. Students are allowed to emphasize meanings to the short story based on their thinking maturity
4. Students are able to convey their reason about their understanding of the short story
5. This learning stimulates the students to be active
6. This learning stimulates the students to carry out their thinking orally
7. This learning fosters the students' confidence

8. This model builds love to each other and neglects hatred
9. This model cultivates mutual respect in terms of culture, religion, and behavior.

3.4 The drawbacks of the pragmatic approach

Based on the result of observation, interview to the teachers, and reflection in the written form, the implementation of the model has its own shortcomings such as:

1. It takes a long duration. In the piloting stage, the implementation which takes 2x meetings (2 lesson hours each) cannot meet its requirement.
2. Not all of the students are interested in the short story appreciation, even this subject is an obligation
3. Not all of the teachers are willing to follow every single stage which has been arranged by the researcher so that the stages of the model are not accomplished
4. In the discussion session, not all of the students are active. Some of the students do any other things such as operating their cellphone, keeping silence, reading other materials, and joking around
5. In the presentation period, frequently, there are no feedbacks from the other groups. Therefore, the motivation to be pro-active is crucial.

This research finds that not all of the students are interested in a short story, although this subject is an obligation for them to learn. This condition is different to what has been found by Safdarin (2013: 239) that in fact, a short story is not only interesting to a certain group but also joyful for every single person. Students in the class, when they are asked about their ideas, most of them believe that short story will positively contribute to their learning as long as they follow the entire story.

4. Conclusion

This study concludes that (1) the lesson plan of the pragmatic approach applies five steps i.e. personal perception, inventory, comprehension, oration, and re-description; (2) a learning based on the pragmatic approach improves students' ability in appreciating short story; (3) the merit of this learning approach are such as giving a freedom in interpreting the short story, giving the opportunity to work together, absorbing value of the short story according to the maturity of the students' thinking, activating the students to learn, stimulating students to talk, fostering confidence, and strengthening character in accordance with the content of the short story; (4) the shortcomings of this approach, among others, it takes a long duration, needs the teachers' accuracy and patience, adequately needs the students' reading competence and needs activeness of the students in discussion.

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