

# Reading Text Signals Strategy in Literature Appreciation Learning Through Indonesian Short Stories

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## ABSTRACT

This experimental study focuses on the use of learning strategies in the linguistic literacy dimension in the literature appreciation course through Indonesian short stories. This study was conducted as an effort to improve the competence of literary appreciation and literary literacy of the students of one of the universities in Bandung Indonesia. The students' low appreciation for literature as well as the low competence of literary literacy are the motivation of which this study is based on. In this case, literary learning through Indonesian short stories is used as a means to improve the students' competence of literary appreciation and literary literacy. This study uses the Randomized Pre-and Post-test Control Group Design (RPPCGD), which is done by giving a preliminary test and a final test to an experimental group (RTSS) and a control group (Inquiry). The effect of the tests is calculated by comparing the results of the initial and final tests of both the experimental and control groups in which different learning strategies are used. This study involves 88 students from one of the universities in Bandung Indonesia. The result is presented in the form of a description of the analysis of paired samples test and paired samples correlations of each test group. This study provides information on the comparison of the effectiveness of learning strategies used in each test group. Furthermore, this research can be used as a reference in the use of literary learning strategies, especially in Indonesian literature appreciation.

**Keywords:** *Indonesian literature appreciation, learning strategy, linguistic literacy dimension, RTS strategy*

## 1. INTRODUCTION

The phenomenon of decreasing moral values in society is a reflection of the weak existing education system. Besides having the function of educating and training skills, education must also provide good moral guidance. The delivery of moral values in education can be done through various fields of learning, one of which is literature. Aside from entertainment, literature also contains educational content in the form of moral messages. Literature has various genres, one of which is short stories. In short stories, there are many meanings and goals that the author intends to convey to the readers, including personal, socio-cultural, political, legal, historical depictions, and so on. The content of short stories in general contains elements of moral values and didacticism. This is in line with the opinion of Rampan (2009), who stated that short stories are the

most written form of fiction and are most favoured by readers. Besides literary short stories (quality story), there are also entertainment short stories (commercial story/craft story). Furthermore, Rampan (2009) stated that the content of short stories generally contains moral messages because literary short stories have a moral responsibility towards society, the state, and God.

Literacy skills education and the delivery of moral messages through literature and short stories are the responsibility of all parties, the government as legislators and practitioners as well as researchers as implementers. The challenges faced in the efforts of cultivating moral values and literacy skills education in today's Indonesian society is the low level of appreciation of public literature, especially in the educational community. Through literacy, the quality of Indonesian society will improve. This is in line with the

Law of the Republic of Indonesia Number 3 of 2017 concerning Bookkeeping System Article I paragraph 4, which states that literacy is the ability to interpret information critically so that everyone can access science and technology as an effort to improve the quality of life. In addition, Alwasilah (2012) argued that teaching literacy essentially makes humans to be educated and intelligent, as well as to be able to read and write and show appreciation for literature.

Indonesian short stories contain didacticism values. Halimah et al. (2019) suggested that several Indonesian short stories contain didacticism values in the form of moral characters, such as the short story *Kalau Pandai Ia Berkata*. The short story conveys the values of politeness, empathy, critical thinking, good self-control, courage, responsibility, hard work, simple life, generosity, and so on. Indonesian short story appreciation learning can train students' critical thinking in finding alternative solutions to solve problems of various natures such as social, cultural, political, and economic.

Regarding the low literacy culture of students, Sari and Setyawan (2017) suggested that the obstacles of students' literacy culture in reading and writing come from within the students themselves and from the outside or the surrounding environment. Obstacles that come from within are generally due to laziness, lack of motivation, lack of focus, tiredness and boredom, no ideas in writing, difficulty in composing words and sentences, and confusion. Meanwhile, those originating from the surrounding environment include a lack of references in the library and foreign language references. Apart from this, another problem that causes a lack of literary appreciation among students is the boring way that lecturers teach. This was supported by Setyaningsih, (2014) who argued that students still have difficulty appreciating short stories. This is because students' knowledge about short story appreciation is still limited. Alwasilah (2012) stated that, so far, education in Indonesia has been relatively successful in producing educated people, but they lack appreciation of literature in general.

Therefore, this article presents the results of research that has been carried out regarding the use of a literacy dimension learning strategy in the literature appreciation course through Indonesian short stories. This research was conducted as an effort to find effective learning strategies to improve literary appreciation competences and literary literacy through learning short stories of students of the one of the universities in Bandung, Indonesia.

## **2. LITERATURE REVIEW**

### **2.1. Short Story Appreciation**

Aminuddin (2011, pp. 35-36) emphasized that literary appreciation activities will grow well if the readers' sense of familiarity with the literary texts is truly carried out by readers. This can be done by cultivating a serious attitude and carrying out these appreciation activities as a part of life, as a need that can provide spiritual satisfaction. Saryono (2009, p. 34) described literary appreciation as a process of transferring, enjoying, inspiring, and appreciating literary works. The process is carried out individually and in-the-moment, subjective and existential, spiritual and mindful, solemn and devout, as well as intensive and total. This is done to obtain something of value so that we can grow, develop, and maintain care, sensitivity, perception, love, and involvement in literary works. Abrams and Harpham (2009, p. 331) described the term short story as a short work of prose fiction. He also stated that most of the terms for analysing the component elements, types, and techniques of novel narrative apply to short stories as well. Short stories differ from anecdotes in which that do not describe a single event. Like novels, short stories arrange the actions, thoughts, and dialogue of the characters into artful plot patterns. Stanton (2007, p. 79) stated that short stories are only equipped with limited details. They do not explain the character development of each character, the relationships between the characters, the complex social conditions, or the events that take place over a long period time at length.

Halimah et al. (2020) concluded the opinion of several experts who stated that the short story appreciation is a process (activity) of beautification, enjoyment, inspiration, and appreciation of short stories individually and in-the-moment, subjective and existential, spiritual and moral, solemn and devout, and intensive and total in order to get something from it so that we grow, develop and maintain care, sensitivity, perception, love, and involvement short stories.

### **2.2. Reading Text Signals Strategy**

Reading Text Signals Strategy is one of the learning strategies for linguistic literacy dimension. According to Kucer and Cecilia (2006, pp. 120-121), this learning strategy highlights things that connect various concepts in one text, or between one text and another. The basic concept of the Reading Text Signals Strategy is that a writer uses special types of words to show or link conceptual relationships or other relationships with text or other main ideas. A writer uses designs to predict and build relationships between ideas expressed through the text. The steps of Reading Text Signals Strategy were adapted into literary learning as follows. 1) teachers

show short video clips that have something to do with the theme of the short story; 2) teachers assign students to read a text; 3) teachers assign students to underline or mark words/signs that connect one concept to another between paragraphs in the text. Teachers provide examples of one word/sign that connects or builds a concept between paragraphs in the text; 4) teachers ask the students: what does the word mean? Teachers help the students to understand the meaning of the marked words as well as their function in connecting ideas between sentences in the text; 5) teachers assign the students to record the words in the text that connect the concepts of each paragraph of text; 6) teachers assign each student to present the results of their assignments; 7) teachers provide an evaluation of the tasks presented by students.

### 2.3. Inquiry

Inquiry learning strategy is a strategy that aims to train students' abilities in researching, explaining phenomena, and solving problems scientifically (Uno, 2008). Inquiry learning strategy emphasizes the process of searching and finding, which means that the subject matter is not given directly. The role of students in this strategy is to find the subject matter by themselves, while teachers act as a facilitator and guide for the students to learn. Inquiry learning strategy is a series of learning activities that emphasize critical and analytical thinking processes to independently seek and find the answers to a problem in question. This thinking process is usually done through questions and answers between teachers and students. The steps of inquiry learning strategy that is adapted into literary appreciation learning are as follows. 1) teachers assign the students to read a text; 2) teachers assign the students to search for and find concept ideas contained in the text; 3) teachers and students do a question and answer or discussion; 4) teachers assign the students to note the main concepts or ideas contained in the text; 5) teachers assign each student to present the results of their assignments; 6) teachers provide an evaluation of the tasks presented by students.

## 3. METHODS

The method used in this study is a true experimental design. This study used the Randomized Pre- and Post-test Control Group Design (RPPCGD), which is a randomized control group design by giving a pre-test and a final test to the recipients. The effect was calculated by the difference between the pre-test and post-test in the experimental and control groups.

The chart can be described as follows.

Treatment Group	R	O	X	O
Control Group	R	O	C	O

(Fraenkel & Norman E. W., 2012)

The research procedure was carried out by giving a preliminary test and a final test to the experimental group (RTSS) and the control group (Inquiry).

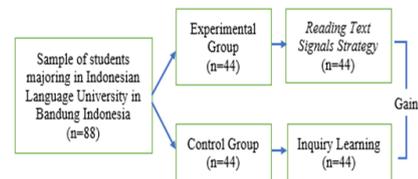


Figure 1 Experimental Procedure.

The effect was calculated by comparing the results of the initial and final tests of both the experimental and control groups in which different learning strategies were used. This study involved 88 students from one of the universities in Bandung, Indonesia. The results are presented in the form of a description of the paired sample test analysis and the paired sample correlation of each test group. This study provides information on the comparison of the effectiveness of each learning strategy used in each test group. Furthermore, this research can be used as a reference in the use of literary learning strategies, especially in the appreciation of Indonesian literature.

#### (1) Experimental Procedure

The experimental group in Figure 1 consisted of 44 people who analysed 1 short story which was also analysed by the control group. Then the N Gain value of each similar group between the experimental group and the control group is compared to obtain the research conclusion. The N Gain value was obtained from the difference between the pre-test and post-test scores of both groups.

#### (2) Population and Research Sample

The population is the whole unit (person, group, institution, area, etc.) that become the object of research. The population of this study was 88 student participants from one of the universities in Bandung, Indonesia, in the Indonesian prose fiction appreciation course.

#### (3) Samples

The research sample was 44 people of the experimental group and 44 people of the control group who appreciated Andri Wongso's short story *Kisah Jam*. The choice of the short story used in this study is based on the content, which is good as well as containing the values of didacticism and life motivation.

#### (4) Data Collection Technique

In this study, the researcher used several data collection techniques, namely tests and literature studies. The test technique was used to determine the learning outcomes which include the initial and final tests conducted on the experimental and control groups. A literature study was used as the basis for the underlying theory.

**Table 1.** Normality test (One-Sample Kolmogorov-Smirnov Test)

		Experiment Class (RTSS)	Control Class (Inquiry)
N		44	44
Normal Parameters <sup>a, b</sup>	Mean	28.48	26.02
	Std. Deviation	4.949	4.367
Most Extreme Differences	Absolute	.087	.099
	Positive	.084	.075
	Negative	-.087	-.099
Kolmogorov-Smirnov Z		.578	.667
Asymp. Sig. (2-tailed)		.892	.765
a. The distribution is Normal b. Calculated from data			

The study was conducted to observe the quality of the short story appreciation course using the Reading Text Signals Strategy. The type of observation used in this study was participatory observation, the observer played two roles at once, namely as an observer and as an accompanying lecturer.

**4. FINDINGS AND DISCUSSION**

**4.1. Normality Test**

The normality test in this study used the Kolmogorov-Smirnov Test. The results of the data normality test are available in Table 1.

As shown in Table 1, the results of the normality test of the students' short story analysis competence in the experimental group (RTSS) show the sig value of  $0.892 > \alpha (0.05)$  which means that  $H_0$  is accepted. Therefore, the data is normally distributed. The control group (Inquiry) shows the sig value of  $0.765 > \alpha (0.05)$ , which means that  $H_0$  is accepted. Therefore, the data is normally distributed.

**4.2. Homogeneity Test**

The homogeneity test can be done by comparing the largest variant to the smallest variant. The homogeneity test in this study used the Levene's test and a significant level of  $\alpha = 0.05$ .  $H_0$  is accepted if  $\alpha \leq 0.05$ . If the

homogeneity test is fulfilled, it can then proceed with the analysis of the variance test (ANOVA).

**Table 2.** Test of homogeneity of variances

Gain\_Pre-test\_Post-test

Levene Statistic	df1	df2	Sig.
.320	1	86	.573

As shown in Table 2, the results of the homogeneity test show the sig value of  $0.573 > \alpha (0.05)$  which means that the sample comes from a homogeneous population. Because the homogeneity test is fulfilled, the analysis of variance test (ANOVA) can be carried out.

**4.3. The Comparison of the Improvement of Indonesian Short Story Appreciation Competence Between the experimental Group (RTSS) and the Control Group (inquiry)**

**4.3.1. Short story appreciation competence of the experimental group and the control group**

A paired samples correlation comparative analysis test was conducted to describe the short story appreciation competence of both groups. The statistic test used was the Paired Samples t-test. The  $H_0$  is unacceptable if the p-value is  $\leq 0.05$  (1 tailed test). According to Siregar (2013, p. 248), "paired samples correlation comparative analysis tests are used to determine whether there is a difference in the average value between the paired data groups, which means that one sample gets different treatment from the time dimension".

The results of paired samples correlation comparative analysis test are as shown in Table 3.

The Paired Samples t-Test shows that the correlation value between the experimental group's (RTSS) Pre-Test and Post-Test score is positive with a value of 0.761. Referring to the guidelines of correlation coefficient interpretation scale, interval  $0.00-0.199 =$  Very Low;  $0.20-0.399 =$  Low;  $0.40-0.599 =$  average;  $0.60-0.799 =$  Strong;  $0.80-1.00 =$  Very Strong. (Sugiyono, 2011). The correlation value of 0.761 is categorized as Strong. Therefore, in the experimental group, there is an improvement in the student's competence in Indonesian short stories appreciation before and after using the Reading Text Signals Strategy with a strong or high improvement incompetence.

In the control group (inquiry), the correlation value is 0.298 which is categorized as Low. Therefore, it can be said that there is an improvement in the student's competence in Indonesian short stories appreciation before and after using the inquiry strategy with low improvement.

**Table 3.** Paired Samples Correlation Test

		N	Correlation	Sig.
Pair 1	Pre_Test_X & Post_Test_X	44	.761	.004
Pair 2	Pre_Test_C & Post_Test_C	44	.298	.061

**Table 4.** Paired Samples t-Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	upper			
Pair 1	Pre_Test_X - Post_Test_X				-28.477	4.949			
Pair 2	Pre_Test_C - Post_Test_C	-26.023	4.417	.666	-27.366	-24.680	-39.079	43	.000

Table 4 shows the difference in students' competence in Indonesian short stories appreciation before and after using the Reading Text Signals Strategy and inquiry strategy.

It can be seen that the experimental group (RTSS), obtained  $t = -38.172$ ,  $df = 43$ , with p-value (2-tailed) much smaller than 0.05. The control group (inquiry) obtained  $t = -19.079$   $df = 43$ , with p-value (2-tailed) much smaller than 0.05. From the results of the Paired Samples t-Test, the p-value (2-tailed) of both the experimental and control group is 0,000. This means that the p-value (2-tailed) is less than 0.05. Therefore, it can be said that the hypothesis is accepted, which means that there are differences in students' competence in Indonesian short stories appreciation before and after using the Reading Text Signals Strategy and Inquiry Strategy.

**4.3.2. The Comparison of Short Story Appreciation Competence of the Experimental Group and the Control Group**

Table 5 shows the data processing of the students' competence of both groups in Indonesian short stories appreciation to find out the level of learning effectiveness between the experimental group and the control group.

The number of students in each group is 44 people. The difference in the average improvement of the experimental group in Indonesian short stories appreciation is 28.48. Meanwhile, the difference in the average improvement of the control group in Indonesian short stories appreciation is 26.02. From this explanation, the experimental group has a better improvement in competence than the control group.

**Table 5.** The Comparison of short story appreciation competence of the experimental group and the control group

	N	Minimum	Maximum	Mean	Std. Deviation
Gain_APFI_X	44	19	41	28.48	4.949
Gain_APFI_C	44	15	38	26.02	4.417
Valid N (list wise)	44				

Therefore, it can be surmised that learning with Reading Text Signals Strategy is more effective than Inquiry Strategy in Indonesian short story appreciation learning.

**4.4. The Use of Learning Strategies Using Reading Text Signals Strategy in Short Story Appreciation Learning**

This experimental study focused on the use of learning strategies using Reading Text Signals Strategy in short story appreciation learning. This study was carried out on the students of one of the universities in Bandung, Indonesia. The findings from this experimental study revealed that students who studied with Reading Text Signals Strategy had better analytical skills than students who studied with the Inquiry Strategy. This is based on several considerations that learning with Reading Text Signals Strategy presents a new and different learning atmosphere than usual, promoting a fresh and fun atmosphere for students. Reading Text Signals Strategy is a learning strategy that provides stimulation for students to think critically and analytically in the learning process. Learning strategies that encourage students to think critically and analytically are appropriate for Indonesian short story appreciation learning as explained by Halimah et al.

(2020). Short story appreciation learning with Critical Literacy can improve critical thinking skills and critical awareness in responding to social phenomenon both in short stories or in real life. Aside from that, learning that provides stimulation for students to think critically and analytically is very good for students' character building. This is in accordance with Ariyati's (2017) research, entitled *Character Education through Critical Literacy-Based Learning*, which presented the positive effect of critical literacy learning on students' character building. Critical literacy is not only about text selection but also about critically composing questions to explore information in the text. Character education and moral values can be explored through literacy learning, one of which is Indonesian short stories appreciation learning. Halimah et al. (2018), in an article entitled *Creating Narratives and Revision Circle: Literacy Dimension Learning Strategies Using Didactic Values of M. Kasim's Funny Short Stories*, suggested that moral values contained in Indonesian short stories are good for fostering students' characters and as learning strategies that can be used in literacy learning.

Short stories are reading materials and learning materials that are quite challenging for students. These learning materials must be of high quality in terms of structure and content. Shokrolahi, (2014) argued that using challenging reading materials based on the interests and needs of students is very important, and the use of challenging reading materials such as short stories must be encouraged. In addition, the teaching of reading literary texts through a critical reading approach plays an important role in the development of Iranian intermediate EFL students.

Al Alami (2016) suggested that literary learning, especially quality literature, can improve students' collaboration, communication, creativity, and critical thinking skills. Baker and McEnery (2017) argued that the use of technology and the application of multimedia-based literary learning can encourage students to think critically and analytically, it also makes learning more interactive.

Based on this explanation, Indonesian short stories appreciation learning with Reading Text Signals Strategy is a strategy that utilizes technology in the form of video viewing in the learning process. The use of quality short stories that contain moral values such as the short story *Kisah Jam* as learning material can foster the students' characters. The learning steps of Reading Text Signals Strategy systematically encourage collaboration, communication, creativity, and critical thinking skills of the students.

## 5. CONCLUSION

The data processing shows the following research results. First, Reading Text Signals Strategy is one of

the strategies for the learning of linguistic literacy dimension which is effective enough to be used in Indonesian prose fiction appreciation learning, especially Indonesian short stories appreciation. Second, there is an increase in the student's competence to appreciate Indonesian short stories, both those who learn with Reading Text Signals Strategy and those with Inquiry Strategy. Third, the improvement of students' competence in Indonesian short stories appreciation who learn with Reading Text Signals Strategy is better than students who learn with Inquiry Strategy. Fourth, Indonesian short stories contain good moral values that can be conveyed to students as an effort to build their characters. This can be done by implementing creative learning strategies as well as stimulating critical and analytical thinking of the students.

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