

# Literary Appreciation Forms by PBSI College Students of University Muhammadiyah Tangerang in the Short Stories Collection of Kompas Newspaper

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## Abstract

The purpose of this study is to describe the form of students' literary appreciation for the collection of short stories in the Kompas Newspaper. A qualitative approach with descriptive methods was used in this study. The object of this research is a short story from the Kompas Newspaper. This study subjects were PBSI UMT 7th semester students. The results of the study are 1) interest in short stories, 8.6% of students like but are not interested in reading short stories and 13.4% of students do not like and are not interested in reading short stories. 2) the analysis process, 78% of students are able to determine the right approach in short story appreciation, 12% of students are unable to determine the right approach in short story appreciation. 3) Understanding of literary works, 52% of students find it difficult to understand short stories and as many as 48% of students easily understand the contents of short stories. 4) implementation of the literary approach, 48% of students had no difficulty understanding the approach and 52% of students had difficulty. 5) Difficulty of analysis, 69.5% of students have difficulty in analyzing short stories and 30.5% of students have no difficulty in analyzing short stories. 6) search for literary references, there are 65% of students have difficulty finding references and 35% of students are able to find references.

**Keywords:** literary appreciation, short stories, Kompas newspaper

## 1. Introduction

Literary works created by humans are reflected in human life. Literary works have been taught in schools to provide students with an experience (Sukma and Sihes, 2016:2 Ruhul, Sudaryno, Nazrti, 2020: 3). Literary works contain educational meanings and values that need to be instilled in students. Personality-building values are learned and imitated in the form of educational values (Asteka, Ningsih, Ediyono, 2019:12). The study of literature has been practiced in schools because it teaches an important aspect of life, the value of education (Ismayani, 2013:42). Therefore, students are willing and interested in reading literature because literature can instill educational value without patronizing them. The educational values contained in literary works can be unwittingly and correctly absorbed.

Short stories are a type of literature taught in schools. Short stories convey life experiences that lived, felt, seen and heard by authors and readers (Sushiro and Anisa, 2015: 668). Short stories contain complex stories that students can easily understand and are suitable for teaching in schools and universities (Fatimah, Kuswara and

Sukmana, 2023: The 8th). Short stories are not without teaching value in schools (Khakim, Wardani, Suyanto, 2022: 12).

Literary appreciation is the evaluation of the quality of literary works in terms of aesthetics and enjoyment (Nurdiyanto, Resticka, Marahayu, 2021:2). Literary appreciation activities are conducted to develop emotions, reasoning and imagination as well as sensitivity to groups, cultures and environments (Hidayati, 2014: 123). Appreciating literary works is an activity to become familiar with literary works. This activity aims to recognize, understand, live, enjoy and apply the values contained in literary works in everyday life. Literary appreciation is about introducing, understanding and enjoying the value of literary works (Setyaningsih, Febriani, Zuliyanti, 2018: 141).

The purpose of appreciating literary works is related to: 1) the experiential aspect. In other words, those who understand literary works gain valuable experience about literary works that they can apply to their daily lives (Yuhdi and Amalia, 2018: 17), 2) The knowledge aspect, that is, literature lovers acquire knowledge of literary works to broaden their horizons and hone their character (Dwipayana, 2020:114), 3) The entertainment aspect, that is, literary works as entertainment for literary lovers. Therefore, for this purpose, it is expected to understand literary works and be able to appreciate literary works. If students have mastered skills in appreciating literary works, it will help their language skills and increase cultural knowledge. In addition, it can also develop creativity and taste, and support the formation of character. The benefits offered are at least able to hone the ability to appreciate literature as a whole.

Learning of literary appreciation is needed so that it does not only understand literary theoretically, but also getting deeper into literary experience (Tyasititi, Wardani and Anindiyarini, 2014: 531). The students will get more experience and insight as they are literary enthusiast. Because the appreciation of literary works is carried out by dissecting literary works, students do not only know the meaning of literary works at a glance, but also as a whole from these literary works. Literary appreciation is also expected to provide provisions in developing student character (Indriyani, 2015: 188).

One newspaper that contains short stories is the Kompas newspaper. The Kompas newspaper publishes short stories every Sunday. Kompas short stories contain values that reflect people's lives as conveyed by the author to their readers. The short stories in the Kompas newspaper present various stories concerning many problems in society. The stories in the collection of Kompas short stories are about the conditions of society that occur in everyday life. In addition, the stories presented are not boring, so it is interesting to read these short stories (Hasanah, and Wiharja, 2018:54). Based on this explanation, the purpose of this study was to describe the form of appreciation of 7th semester PBSI FKIP UMT students for literary works.

## **2. Research Methods**

In this study, a qualitative method was used, namely research that revealed research objects related to the appreciation of literary works in short stories researched by students and the application of character education values for semester 7 PBSI FKIP UMT students. This research method is using descriptive method. The research subjects were the 7th semester students of PBSI FKIP UMT class A2, totaling 24 students. The research data is divided into two, namely primary data and secondary data. Primary data, namely the results of the questionnaire assessment related to forms of literary appreciation. Secondary data, namely theoretical books and research journals. Data collection techniques through questionnaires related to the form of literary appreciation of semester 7 students of PBSI FKIP UMT. Data analysis consists of three stages, namely 1) data reduction is the stage of selecting important and less important data. The researcher reduced data related to the literary appreciation of the 7th semester students of PBSI FKIP UMT, 2) the presentation of the data, namely the researcher presented data in the form of literary appreciation of the 7th semester students of PBSI FKIP UMT, 3) the researcher drew conclusions, namely conclusions related to the literary appreciation of students in the 7th semester of PBSI FKIP UMT.

## **3. Results and Discussion**

Literary works enthusiasts really enjoy various activities such as reading, watching the news, digging for information, or listening to works of art. When understanding literary works, all imagination and senses are utilized so that the understanding power of literary connoisseurs can be maximized. Based on a student questionnaire regarding literary appreciation, in terms of student interest in literary works and student reading interest in literary works, there were 78% of students who really liked literary works and were very interested in reading literary works. Whereas 8.6% of students like literary works but are not interested in reading literary

works and 13.4% of students do not like literary works and are not interested in reading literary works. The 7th semester students of PBSI FKIP UMT are able to utilize imagination and all senses to understand the literary work being studied. Awareness of the importance of interest in reading literary works made the 7th semester students of PBSI FKIP UMT through literary works. In addition, literary works have interesting conflicts to study, for example, the short story Bakar Api by Eka Kurniawan, the short story Nyekar by Hamsad Rangkuti, the short story Kimpul by Sori Siregar, and so on.

Literary works are appreciated using a scientific approach related to literary works. Literary scientific approaches include structuralism approaches, genetic structuralism approaches, semiotic approaches, stylistic approaches, feminist approaches, literary anthropological approaches, literary psychology approaches, literary sociology approaches, intertextual approaches, literary reception approaches, and other approaches. This approach is chosen in accordance with the essence of literary works. The application of the use of a literary approach in appreciating literary works must be in accordance with the salient aspects of literary works. For example, the story entitled Short Message from an Old Friend by Indra Tranggono shows its social side, so the sociology of literature approach is used. Based on a questionnaire regarding the approach used in appreciation of literary works, there were 78% of the 7th semester students of PBSI FKIP UMT able to determine the right approach in appreciation of literary works. Whereas 12% of PBSI FKIP UMT 7th semester students were unable to determine the right approach in appreciation of literary works

This is based on the ability to understand literary works and understand the scientific approach to literary works. Based on a questionnaire regarding understanding literary works as much as 52% of the 7th semester students of PBSI FKIP UMT had difficulty understanding literary works and as many as 48% of the 7th semester students of PBSI FKIP UMT had no difficulty understanding literary works. While the questionnaire regarding the scientific implementation of literary works showed that 48% of the 7th semester students of PBSI FKIP UMT had no difficulty in implementing the approach in literary analysis and 52% of the 7th semester students of PBSI FKIP UMT implemented the approach in literary analysis. Most of the 7th semester students of PBSI FKIP UMT were able to determine the approach to literary works, but were unable to understand the approach to literary works and had difficulty understanding the contents of literary works. Most of the 7th semester students of PBSI FKIP UMT have difficulty interpreting words or sentences that contain implied meanings.

The aspect above has an impact on the difficulties of semester 7 PBSI FKIP UMT students in analyzing literary works. In line with the opinion of the researchers, based on the questionnaire there were 69.5% of the 7th semester students of PBSI FKIP UMT who had difficulty analyzing literary works and 30.5% of the 7th semester students of PBSI FKIP UMT had no difficulty analyzing literary works. So that 57% of the 7th semester students of PBSI FKIP UMT were unable to analyze literary works properly and 43% of the 7th semester students of PBSI FKIP UMT were able to analyze literary works properly.

The difficulty of semester 7 PBSI FKIP UMT students in analyzing literary works is caused by various factors, for example a lack of understanding of literary works, a lack of understanding of the scientific approach to literature, and so on. In addition, references related to the scientific approach to a literary work are difficult to find for 7th semester students of PBSI FKIP UMT so that 65% of 7th semester students of PBSI FKIP UMT have difficulty finding references and 35% of 7th semester students of PBSI FKIP UMT are able to find references.

#### **4. Conclusion**

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