

APPLYING ENGAGING RESPONSE STRATEGY TO PROMOTE
LITERARY APPRECIATION

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Abstract

This paper reviews about the students' response in literary appreciation of literature class. The problem of this study was "Is the engaging response strategy able to promote literary appreciation of the fifth semester students of English Education Study Program of Faculty of Teachers Training and Education University of PGRI Palembang?" The objective of this study was to know or to identify the ability of the fifth semester students of English Education Study Program of Faculty of Teachers Training and Education University of PGRI Palembang in applying engaging response strategy to promote literary appreciation and, to identify the development of students' literary appreciation. The method used in this study was pre-experimental. From the calculation of t-test, it was found out that the value of t-obtained was 4.2. It is higher than t table (1.687). It means that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. From the calculation, it was found out that there was a significant difference between the students who were taught by using engaging response strategy.

Keywords: the engaging response strategy, literary appreciation.

Introduction

English has taught in several skills based on the curriculum in the education field that are listening, speaking, reading and writing. English literature is one of interesting parts fm its language, its concern about, poetry, drama, and prose. As mention in Syllabus, literature teaching the goals of discovering, analyzing, and interpreting the meaning that literary texts offer as a way to see the world. Students will explore the connections of literature

to society, culture, and personal experiences. English literature learns both on reading and writing. It asks the students to understand and to express the meaning of monolog essay particularly in the forms of narrative, spoof, and hortatory exposition in the accurately, smoothly and can be accepted in the contexts of daily life to achieve the knowledge, with basic competence to understand, to express and to respond the meaning of monolog essay texts by using written language, and the

indicators were to identify the intrinsic and extrinsic values.

Literature nowadays has taken its important role in education. Its implementation can be found in every level of education all over the world. It enriches the readers with broader perspective through wonderful and imaginative ideas of the writers. Literature is one of the media by which one is able to freely express his/her thought and feeling into written language. It was one valuable works of art of which big contributions can never be denied. That is why, there should be a better way in literature teaching to improve students' appreciation to literary works. Therefore Applying Engaging Response Strategy is proposed as an alternative. This strategy is understanding how this particular methods work requires understanding the context. Using pre-experimental method to study the students in literature teaching format classrooms, the writer intended to learn from the students how literature has been taught with using engaging response in order to improve the condition of literature appreciation in literature classes.

For this study was "Is the engaging response strategy able to promote literary appreciation of the fifth semester students of English Education Study Program of Faculty of Teachers Training and Education University of PGRI Palembang?" The objective of this study was to know or to identify the ability of the fifth semester students of English Education Study Program of Faculty of Teachers Training and Education University of PGRI Palembang in Applying Engaging Response Strategy to Promote Literary Appreciation and to identify the development of students' literary appreciation.

Literature Review

Literature and its teaching

Literature teaching has been an interesting object of research for many researcher. Ardiasnyah et al (2020) Related to teaching, we should first remember the task of education in general. Zhen (2012) explained that the teaching of literature in EFL context is characterized by an emphasis on facilitating the improvement of English skills rather than literary appreciation and knowledge of culture.

Morrow and Gambrell (2000: 572) said that literature-based programs were characterized as using children's literature as the basis for instruction as the basis for instruction, with a focus on meaningful reading and writing experiences and self-selected extension activities related to the literature.

According to Cullinan the literature-based perspective viewed that the acquisition of literacy occurs in a book-rich contexts purposeful communication or a "literacy-rich environment" (Purves et al., 1990) where meaning was socially constructed. A literature-based reading program has some distinctive features that have been agreed upon (Morrow and Gambrell, 2000). First, literature was used as an important vehicle for language arts instruction. Second, students were provided with opportunity to read their own selected books independently. Third, students were provided with sustained opportunities to read and write. Fourth, social interaction among students was encouraged. Finally, teachers spent some time to read aloud high quality literature to their students regularly.

In classroom, teachers played a central part as they planned an support activities connected to literature that allowed students to develop their literacy (Langger, 1991a/b; Pikulski and Cooper, 1997). A teacher' roles in a literature-based instruction were a decision maker, a mentor, and a coach (Pikulski and Cooper, 1997). As a decision maker, a teacher planned and teaches literature using selected literature books. As a mentor, a teacher served as a model of language in reading and writing for students. While as a coach, a teacher supports students through various activities such as shared reading, literature discussion circles, or response activities in a classroom.

According to Langer (1991a), a role of a teacher was to guide students by giving them scaffolds in their "ways to think" and "ways to discuss." This role was to counterpart students' roles which are to question, explore, and rethink their initial interpretation in an instructional dialogue. The relationship between the teacher and the students created what so called "collerative interaction" where they work together in the discussion of literature. The relationship between teachers and the students was one of collaborative

interaction where the teachers encouraged the students to work through their understanding on their own, but also help them in appropriate ways when this was necessary and reduced the complexity of the task in response to what the students needed to learn (Langer, 1991a: 23).

Therefore literature teaching should be improved. It should not be dominated by reading, since it is more than knowledge transferring. It is means to empower the students to free their imagination, to help them find possibilities in their life, to make them easier in engaging in the literary products. In order to make students are able to see literature as an aesthetic expression, their free responses toward literature is mainly important.

Responding to Literature

Marshall (2000:382) points out that any response to literature will remain largely invisible to those studying it until it is represented by the reader in some verbal or material form. In other words, a reader's response to literature is never directly accessible; it is always mediated by the mode of representation to which the reader has

access (e.g., talking, writing, and drawing).

Beside of the above data sources, literature teacher needed appropriate strategy and method of teaching aids. Beach and Marshall (1990:25) offered seven response strategies namely:

1. Engaging which relates students' emotional reaction with literary work read.
2. Describing in which students describe the literary work at the time they reproduce information emerged it.
3. Conceiving in which students understand of the characters, setting, and languages by using their background knowledge of social behavior.
4. Explaining in which students have to explain why a character behaves as he or she is.
5. Connecting which deals with students' life experience to the character.
6. Interpreting in which students interpret the literary work by employing the reactions, descriptions, and connections they have made.

7. Judging in which students make judgments about the characters of the text.

Reader response strategy was used in analyzing students' appreciation on literary subject, reader response strategy focused on socio-cultural of the reader which involved their emotion, relationship, motives, and reaction on the literary works.

Furthermore, Miall & Kuiken (1994:12) said that studying literary response offered the opportunity to explore the functions and processes of feeling, and to do so with a richness and complexity and with an ecological validity, that was perhaps unavailable elsewhere.

Concept Engaging

According to Beach and Marshall (1991:31), the concept of engaging is when readers "engage" with a text whenever they articulate their emotional reaction or level of involvement. Readers can express their engagement with articulation with particular elements of the text. In general, response that indicate engagement was stick of interring into or distancing of self from the text.

Moreover, According to Rudy (2008:3) reader try to involved their feeling in reading literary works. The reader engage themselves on the story, imagine, the things that happened and feel what the character's feel. In engaging readers articulate their emotional reaction or level of involvement. Establish by Rudy (2007:4) by analyzing the theory of reader response. Guiding questions for engaging short story were:

1. Can you feel what is felt by the character? What does she/he feel?
2. Will you do the same thing if you were the character? Explain it!
3. Can you imagine what happen? Explain it!

Method of Research

This research used pre-experimental method with one group pre-test and post-test design. A pre-test given before instruction or treatment begins. There were two tests : Q1=pre test and Q2=post test, X is use to symbolize. The sample students involved in this study was taken from one class in which pretest and posttests was designed. The experimental group or special

treatment in this study was referred to gather the data for the answer that it seeks for questions about applying engaging response strategy to promote literary appreciation of the fifth semester students of English Education Study Program of Faculty of Teachers Training and Education University of PGRI Palembang.

Population and Sample

The population of this study was all the students of the fifth semester students of English Education Study Program of Faculty of Teachers Training and Education University of PGRI Palembang with two classes for V. A Class are 21 students and V.B Class are 16 students. And the total students were 37 students of population, from the two classes, the writer used one class as the sample and the class of V.A as the sample with the total students were 21 students.

Findings

Results of Pre-test and Post-test

From table Pre-test and Post-test above, it could be inferred that the students' score in post-test who got the treatment score better than the

students' score pre-test who were not taught using the engaging strategy. In conclusion, the result of the post-test use that the treatment (engaging response) the students get the better score. It proves that engaging response could allow the students to appreciate the story much better than those who did not get treatment at all.

Result of Questionnaire

Based on the questionnaire, it could be interpreted from 21 students (100%) whom admitted that they felt more expressive appreciating the short story by using engaging response. They informed that before they got treatment, they just appreciated the story by analyzing extrinsic and intrinsic values. After their new engaging response, they could express their ideas by arguing and providing the facts to support their ideas. Besides that, relating the experience, culture, religion, other film or book and social life made them understand the story completely. They also admitted that their appreciation became more controlled, detailed and deeper.

Although the result was satisfying, it was surprisingly found from the questionnaire that 21 students,

(100%) of all students, admitted they still found a problem in using engaging strategy in appreciation. They thought there were so many things to describe in their appreciation when they used engaging response. It caused them to appreciate the story in complicated way. From this finding, it could be inferred that even though they appreciated the story much better and got significant increase in their scores, they still found the problem in using connecting engaging response strategy the writer could draw the conclusion that such a problem was faced up because they were supposed to fulfill all questions in engaging which made them describe a lot of things.

Based on the previous discussion, after doing this study through engaging response in literary appreciation, the writer found that the students' achievement was getting better. The highest score in the pre-test is 82, and the lowest score is 55, and average score is 69.38. Meanwhile, the highest score in the post-test is 85, the lowest score is 75, and the average score of post-test is 79.76. This indicates that engaging response made the students' progress in literary appreciation. From the

observation, the students could accept and understand the engaging response. Even though, at the first time, they confused how to use it. At the pre-test, they answered the questions only by their point of view, only use about theme, setting, characterizations and plot. In treatment, the teacher introduction the engaging response to the students entitled *Two best friends*, how to engage the story *Two best friends*, and how to engage the story into their imagination, feeling, and thought, how to engage the story into social life in their own society, how to connect the story with other films that they ever watched before, and how to engage the story with their own experience. The students could explore their left memory. The result, some of students could engage the story, they talked about the similarity and the differences of the story with their experiences and some of students talked about the sins when doing somethings, The other told about how they imagine the story if they become one of character in the story, some students could relate the story into their real life, some of them said that, most of our society never think twice when want to borrow something and not kept it

carefully, some students could explore their left memory while they were a kid. They told that, some of them have the same experience with the main character. Based on the degree of freedom (df) the result of t-obtain is 4.2. It is higher than t- table (1.687). It means that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. From the calculation, the writer could state that there is a significant difference on scores of the students in pre-test and scores of the students in the post-test. This highly proves that engaging response are able to promote students literary appreciation.

Conclusion and Suggestions

Based on the result of data analysis, it can be concluded that the students average score post-test in responding short story using engaging strategy is 79.76 and the average score pre-test was 69.38. It means that the average score made progressed and they are in good level. Obviously, engaging strategy is able to promote students' literary appreciation. It could be proved by analyzing the students' pre-test and post-test scores, t-obtained is higher

than t-table. It could be show that there is a significant difference in literary appreciation of the students who are taught to apply engaging response as compared to that of those who are not. It could be inferred that engaging response allows the students to get a better appreciation towards the literary work. Moreover, based on the degree of freedom (df), the result of t-obtain is 4.2. It is higher than t table (1.687). It means that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. From the calculation, the writer could state that there is a significant difference on the pre-test and the post-test scores of the students. This highly proved that engaging response are able to promote students literary appreciation. The result of the test shows that applying engaging response to promote literary appreciation is better than teaching short story (literary work) in conventional way. In study by using engaging strategy, students could more expressive for appreciating short stories. Furthermore, they could understand the story completely since they related their experience, film, other books, culture, imagination, and social life to the story. Finally, the student's response enhanced and it was found that

the student's response to the literary works were more expressive to their own response according to their own intention.

Suggestions

The use of engaging response gave a good impact students' literary appreciation. Moreover, the students themselves admitted that they could be more expressive in appreciating short story by using this strategy. In this case, the writer would like to suggest the teachers to use engaging response in teaching and learning process because several reasons. Based on the reasons above, the writer offers some suggestions for the development of Teaching English as Foreign Language, the writer, and the readers.

a) TEFL

The teachers or the instructors of English subject should:

1. Be creative and innovative to apply some models in the teaching-learning process to motivate and improve the students' language skill in English subject, especially in appreciating the literary works, the short story.
2. Make a positive movement

by applying Reader Response Strategy when they teach some subjects related to the literary appreciation to their students since it allows them to obtain more valuable understanding on how to appreciate the literary work.

3. Give the students some experiences to appreciate some interesting short stories from the shorter to the longest so that they will be accustomed to facing the complicated short stories and to improving their vocabularies at all once.

b) Colleagues

The Reader Response Strategy would be applied to develop the skill in appreciating literary works and share it with others who want to know more about Reader Response Strategy in use.

c) Readers

1. Get some experiences in appreciating the literary works, especially the short story, by reading the short story from the shorter to the longest in order they get

more understanding to the text they read.

2. Bring and open the dictionary when they have English subject at school or anywhere they are about to study English, especially when they read the literary works to help them finding the difficulties word in the reading process

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