

Improving the Ability to Appreciate Short Stories through a Student-Centered Learning Approach for Class X Students of SMK Negeri 1 Touluaan

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ABSTRACT

The purpose of this study is to improve the ability to appreciate short stories through Student Centered Learning Approaches Class X Students of SMK Negeri 1 Touluaan. This research was conducted at SMK Negeri 1 Touluaan, Academic Year 2019/2020 Academic Year of 48 students. The method used in this research is classroom action research. The first round is 47% in the underprivileged category, the second half 62% is still in the underprivileged category, and 80% of the third round is in the underprivileged category. Students' appreciation for the ability to determine the intrinsic elements of a short story can increase if they exchange ideas and discuss together and present the results of each group's discussion to be responded to by other groups. This will make the Student-Centered Learning (SCL) approach can improve students' ability to appreciate the intrinsic element of the Indonesian short story learning. Particularly, in short story learning, teachers must be able to create a pleasant learning atmosphere by implementing effective learning.

Keywords: Short stories, Student Centered Learning

INTRODUCTION

Indonesian is one of the subjects in schools intended to foster the ability of students to speak Indonesian properly and correctly. The teaching of Indonesian is considered extremely important since the students are required to learn, use and master Indonesian enabling them to correctly use it. Indonesian Language Teaching is integrated with continuous literary teaching from basic institutions to tertiary institutions (Rahmanto, 2008: 54). The purpose of teaching literature in schools is to make students understand and love literature. However, the teaching results of literary appreciation left a little to be desired. The obstacles often used as reasons for the implementation of literature appreciation in schools by teachers are: the lack of books, the relatively limited time. Nevertheless, it is not impossible that an utmost importance factor is the ability of the teachers (Djojuroto, 2000: 46). How is it possible for teachers to motivate students actively read literature while they never read literature? This will complicate them and make students fail to appreciate literature.

In learning literature, especially in the appreciation of short stories, teachers must be able to create a pleasant learning atmosphere by implementing effective teaching and learning strategies (Puji, 2006: 43). The learning outcomes of Grade X students of SMK Negeri 1 Touluaan in Indonesian subjects are also determined by students' success in understanding literary works. This is due to the teaching of literature in vocational

schools does not only stand alone as a subject but also as an integral part of Indonesian subjects. If teachers are less successful in teaching literature, it will affect the value of learning Indonesian (Depdikbud, 2006: 68).

Class X students of SMK Touluaan do not have the optimal ability to appreciate the intrinsic elements of literary works, in particular short stories. They still experience obstacles in appreciating them in addition to the teacher's constraints, that is to say, lack of readiness to teach. Based on the above problems, it is necessary to carry out research entitled "Improving the Ability to Appreciate the Intrinsic Element of Short Story Class X Students of SMK Negeri 1 Touluaan through the Student-Centered Learning (SCL) Approach".

RESEARCH METHOD

This research uses the action method (classroom action research). Subyantoro (2007: 12) said that research on classroom action is research carried out systematically reflecting various actions taken by the teacher who is also a researcher, due to the preparation of plans for evaluating concrete actions in the classroom in the form of learning activities to improve the conditions of learning undertaken. This research was conducted in three cycles. Each cycle consists of (1) planning, (2) action, (3) observation, and (4) reflection. The data source of this research is 48 class X students of SMK Negeri 1 Touluaan.

RESULTS AND DISCUSSION

The results of the study describe every aspect of ability in every aspect studied and it is more clearly explained in the discussion. Test instruments are given in class according to the specified time and work during Indonesian learning hours. After conducting the test, the results are collected, checked, and then processed.

Table 1. Ability to Appreciate the Intrinsic Element of Short Story Class X Students of SMK Negeri 1 Touluaan, First Cycle

Serial students Number	Correct Amount	Incorrect Amount	Percentage
1	4	6	40
2	5	5	50
3	4	6	40
4	6	4	60
5	6	4	60
6	4	6	40
7	6	4	60
8	5	5	50
9	5	5	50
10	4	6	40
11	6	4	60
12	4	6	40
13	4	6	40
14	3	7	30

15	4	6	40
16	3	7	30
17	4	6	40
18	4	6	40
19	6	4	60
20	5	5	50
21	5	5	50
22	4	6	40
23	6	4	60
24	4	6	40
25	6	4	60
26	5	5	50
27	4	6	40
28	4	4	40
29	6	4	60
30	4	6	40
31	5	5	50
32	5	5	50
33	6	4	60
34	6	4	60
35	5	5	50
36	4	6	40
37	6	4	60
38	5	5	50
39	5	5	50
40	4	6	40
41	6	4	60
42	5	5	50
43	5	5	50
44	4	6	40
45	5	5	50
46	4	6	40
47	5	5	50
48	4	6	40
Total	229		

Table 2. Ability to Appreciate the Intrinsic Element of Short Story Class X Students of SMK Negeri 1 Touluan, Second Cycle

Student Serial Number	Correct Amount	Incorect Amount	Percentage
1	6	4	60
2	7	3	70
3	7	3	70
4	5	5	50
5	7	3	70
6	6	4	60
7	7	3	70
8	8	2	80

9	7	3	70
10	6	4	60
11	6	4	60
12	6	4	60
13	5	5	50
14	6	4	60
15	5	5	50
16	6	4	60
17	5	4	60
18	6	3	70
19	6	2	80
20	7	3	70
21	8	4	60
22	7	4	60
23	6	3	70
24	6	4	60
25	7	3	70
26	6	5	50
27	7	5	50
28	5	4	60
29	6	4	60
30	6	4	60
31	6	3	70
32	7	4	60
33	6	5	50
34	5	3	70
35	7	6	40
36	4	6	40
37	6	4	60
38	5	5	50
39	6	4	60
40	7	3	70
41	8	2	80
42	8	2	80
43	7	3	70
44	4	6	40
45	6	4	60
46	7	3	70
47	7	3	70
48	6	4	60
Total	298		

Table 3. Ability to Appreciate the Intrinsic Element of the Short Story of Class X Students SMK Negeri 1 Touluaan, Third Cycle

Student Serial Number	Correct Amount	Incorrect Amount	Percentage
1	8	2	80
2	8	2	80

3	7	3	70
4	6	4	60
5	8	2	80
6	8	2	80
7	9	1	90
8	9	1	90
9	8	2	80
10	8	2	80
11	7	3	70
12	7	3	70
13	6	4	60
14	8	2	80
15	6	4	60
16	8	2	80
17	8	2	80
18	10	0	100
19	8	2	80
20	7	3	70
21	8	2	80
22	7	3	70
23	8	2	80
24	8	2	80
25	7	3	70
26	6	4	60
27	8	2	80
28	8	2	80
29	8	2	80
30	7	3	70
31	8	2	80
32	7	3	70
33	6	4	60
34	8	2	80
35	6	4	60
36	6	4	60
37	6	2	60
38	8	2	80
39	8	2	80
40	7	3	70
41	8	2	80
42	8	2	80
43	8	2	80
44	6	4	60
45	8	2	80
46	9	1	90
47	8	2	80
48	7	3	70
Total	386		

Classroom action research conducted in 3 cycles was carried out with the following steps:

1. Formulating research problems

Based on the results of the first cycle, it can be formulated that the problems faced by students of class X SMK Negeri 1 Touluaan are students remain unable to appreciate the intrinsic short story element.

2. Alternative actions

The material prepared in the second cycle was taken from the short story "Trams Full of Deficiencies" by H. B Jasin. This short story was used by researchers to train students in valuing intrinsic elements.

Implementation of Actions

- a) Strengthening the teacher to directly assigns students to make discussion groups and students are directly involved in managing the groups
- b) Students immediately discuss problem solving in a short story
- c) A group of 5 to 6 students present the results of group discussions
- d) Students exchange answers from the results of group discussions
- e) Students match the answers with other group members
- f) The same answer means that all groups' answers are correct
- g) Unequal answers were discussed again by each group
- h) Students discuss and share with each other
- i) Competitive students exchange ideas and provide feedback to each group
- j) Each student in the group presents the results of group brainstorming to be responded by other groups
- k) Summarizing the results of the presentation in accordance with the groups' conclusions about the intrinsic elements in the short story.

1. The teacher holds a post-test

Observation

During the implementation of classroom action observations took place. The extent to which the approach used with the material taught turns out in this third cycle a student-centered learning approach (SCL) motivates students to master the subject matter. The results are combined with the results of tests conducted with the third cycle of teaching and learning activities.

Analysis

Based on the data obtained from the observations, it implies that by applying the student-centered learning (SCL) approach students are able to appreciate the short story intrinsic element.

CONCLUSIONS

Based on the results of research and discussion, it can be argued the results showed that the ability of grade X students of SMK Negeri 1 Touluaan to appreciate the intrinsic short story element had increased. Grade X students of SMK Negeri 1 Touluaan can appreciate the short story intrinsic element by brainstorming ideas in each group to present group results and conclusions from the results of group discussions so that they automatically enhance each student's individual abilities. The first round is 47% in the underprivileged category, the second half 62% is still in the underprivileged category, and 80% of the third round is in the underprivileged category. Student appreciation for the ability to determine the intrinsic element of a short story can be increased if they

exchange ideas and discuss together and present the results of each group's discussion to be responded to by other groups so that the Student-Centered Learning (SCL) approach can improve students' ability to value intrinsic short stories

In learning literature, especially in the appreciation of short stories, teachers must be able to create a pleasant learning atmosphere by implementing effective teaching and learning strategies. The spirit of students in studying literature must be raised they must be active in learning activities. The spirit of students in studying literature must be raised they must be active in learning activities.

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