

The Literary Appreciation Level of Students

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Abstract. The study aimed to determine the literary appreciation level of students. The object of the research was first-year students. This research is a case study with a direct interpretation method. The data collection tool was an online questionnaire. There were several literary appreciation levels for students namely appreciation level, understanding level, comprehension level, and implication level. The small percentage of students who reach the implication level as the ultimate goal of literary appreciation activities as well as the various obstacles encountered at each level of literary appreciation will be used as a reference in the evaluation of literary appreciation learning in the fifth semester.

1. Introduction

Literary appreciation and literary criticism are the main learning materials in the Literary Criticism course in the fifth semester in the Japanese Department, Universitas Komputer Indonesia (UNIKOM). The learning achievement of literary appreciation is students able to do literary appreciation. Literary appreciation is very important, such as Oemarjati's opinion states that learning literary appreciation has an effective mission, namely enriching the learner's experience and making someone responsive to events around [1].

Building a learner's appreciative attitude towards literature is building the learner's interest or love for literary works. In the Lexicon of Indonesian Literature, it is stated that literary appreciation is the ability to understand and appreciate the values contained in literary works [2]. Meanwhile, Effendi said that literary appreciation activities are an attempt to "get along" with literary works seriously to foster a sense of appreciation, sensitivity to critical thinking, and sensitivity to good feelings toward literary works [3]. According to Tarigan, literary appreciation consists of five levels, namely (i) the level of enjoyment, for example enjoying literary works by watching, reading, or listening; (ii) the level of appreciation, namely being able to take the educational value of stories, admiring literary works, absorbing humanistic values in the soul; (iii) the level of understanding, namely understanding the intrinsic-extrinsic elements of literary works; (iv) the level of gratitude, namely the ability to change the form of a particular literary work into another (paraphrasing) or to interpret determines the essence of the content of a literary work and its arguments appropriately; (v) the level of implication, that is being able to practice the contents of literature, empowering the results of literary appreciation for the benefit of the dignity of life[4].

Literary appreciation learning has implications (outcomes). Learning literary appreciation is contextual so that the benefits in life can be felt directly by students. For this reason, teachers need to consider the contents of literary works that contain problems or issues that are currently developing or are in the spotlight of society [5]. Learning is the role and effort of the teacher who is carried out consciously to help students in teaching and learning activities so that active, effective, and efficient learning activities are created. Learning is said to be successful if learning can develop the potential of students, so they can get direct benefits for self-development [6].

Literary appreciation requires comprehensive abilities in several aspects. Ismawati explained the three aspects are: (i) Cognitive Aspects; understanding of concepts and theories needed in the appreciation process, for example, theories about the intrinsic and extrinsic elements that build literary works. (ii) Emotive Aspect: related to the appreciator's emotional feelings towards the building elements in literary works. (iii) Evaluative aspect: related to the appreciator's assessment of the work he enjoys. The assessment aspect is a learner's interpretation in providing a comprehensive assessment of literature [7]. Of the three aspects of ability needed in literary appreciation activities, it can be said that teaching literary appreciation requires a complex and complete learning process. Based on this, this study aims to determine the level of literary appreciation of first-year students in order to evaluate literary appreciation learning in the fifth semester.

2. Method

The research method used is the case study method. The case study research method is research that describes a thorough explanation of the aspects of an individual, a group, an organization so that in this research the researcher must process as much data as possible about the subject under study [8]. The data collection technique used was an online questionnaire (Gform) which consisted of 14 questions. The data analysis technique and its interpretation used is direct interpretation. Stake states that direct interpretation is a way of looking at one example and drawing meaning from it without looking for many examples, as a process of pulling data separately and putting it back together to make it more meaningful [8]. The research objects were 46 first-year students of the Japanese Department, Universitas Komputer Indonesia for the 2022-2023 academic year. The number of research subjects was selected from a total of 56 students through a purposive sample technique, namely selecting a sample based on a specific purpose. The purpose of selecting first-year students in order the research result can be used as a reference for evaluating literary appreciation course in fifth semester.

3. Results and Discussion

The achievement level of student literary appreciation is illustrated in the tables below.

Table 1. Literary Appreciation - Enjoyment Level

Assessment Aspects	Results
The type of literary work most often enjoyed	Song (50%); Anime (20%); Movie (15%); Manga (15%)
The way to enjoy the most favorite literary works	Watching (60.9%); Listening (21.7%); Reading (17.4%)
Reasons to enjoy literature	Likes Literary Works (28.6%); Mood (21.4%); Filling spare time (21.4); Hobbies (25%); Calm Yourself (3.6%)

Based on the data, 47 or all respondents (100%) are at the enjoyment level. Table. 1 shows that half of the respondents (50%) like to enjoy songs, then followed by anime, movies, and manga. More than half of the respondents (60.9%) like the way of enjoying literature by watching it. In other words, there is a relationship between the types of literary works most often enjoyed by respondents and the way they enjoy literature. That is, respondents like literary works with high visual content.

From Table 1, we can also be seen that a small proportion of respondents (28.4%) have had a passion for literary works from the beginning and another small proportion (25%) have enjoyed literary works because of a hobby. In other words, more than half of the respondents already have a love for literature. Building an appreciative attitude towards literary works is basically building one's interest or love for literary works. In this regard, the selection of literary works that are in accordance with students' interests as described above to be appreciated is very important in order to encourage students' interest and liking for literary works. This is important because literary appreciation will work well if it is based on a high interest in literary works. A person who is interested in literature will feel empty if he is not in contact with literature for a certain time, and because of that he will always miss reading literary works [2].

Table 2. Literary Appreciation - Appreciation Level

Assessment Aspects	Results
You can take the educational value of the literary works you enjoy	Yes (87%) No (13%)
Educational value you perceive (if 'Yes')	Providing insight on an issue (9%); Recognizing problems with oneself (50%); Encouraging a sense of concern for an issue (13%); Encourage critical thinking (11%); Encouraging to apply good morals (14.8%); Get referrals to solve the same problem (2.2%)
You admire literary works that you enjoy	Yes (87%); No (13%),
Your reasons for admiring a literary work (if 'Yes')	Good Plot (28.2%); Interesting Story (21.7%); Nice theme (15.2%); Can catch messages in literary works (10.9%); The language style is beautiful (10.9%); Nice/beautiful settings (8.7%); Catchy Lyrics (4.4%);

Tables. 2 shows that only 87% or 40 people of a total of 46 respondents who achieved this appreciation level. This can be seen from the parameters of respondents who are able to take educational values from literary works and respondents who have admiration for literary works that are enjoyed. Half of the respondents or 20 people (50%) were able to take educational value from literary works by being aware of the problems faced by themselves. The other half of the respondents stated that literature is able to encourage the application of good noble morals, encourage a sense of concern for an issue, encourage

critical thinking, provide enlightenment on an issue, and obtain references to address the same problem. Meanwhile, most of the reasons respondents had for admiration of literary works were because literary works had good plots (28.2%).

Table 3. Literary Appreciation – Understanding Level

Assessment Aspects	Results
The forming elements are easy for you to understand from the literary works you enjoy.	Story (54%); Plot (39.5%); Setting of place and time (4.3%); Cinematography (2.2%);
The forming elements that are most difficult for you to understand from the literary works you enjoy	Language Style (40%); Trustee (15%); Characterization (13.7%); viewing angle (13.8%); Plot (6.5%); Stories (4.5%); Cinematography (4.5%); Setting of place & time (2%),
The most important aspect that determines the quality of literary works in your opinion	Plot (40%); Story (22%); Language Style (12%); Characterization (9%); Theme (6.5%); Message (6.5%); Setting of place & time (2%); Cinematography (2%)

Based on the data 40 or all respondents at the appreciation level enter to the understanding level. Table 3 shows that half of the respondents identified story elements as the easiest to understand elements in literary works, followed by plot, setting, and cinematography. Nearly half of the respondents identified that the most difficult element to understand in a literary work is language style. Nearly half of the respondents also stated that plot is the most important aspect of a literary work. In other words, respondents are able to identify the elements that make up literary works.

Table 4. Literary Appreciation - Comprehension Level

Assessment Aspects	Results
You are able to interpret the meaning of the literary works you enjoy	Yes (12.5%) Sometimes (47.5%) No (40%)
Your reasons are able to interpret the meaning of the literary works you enjoy	Often read literary works (100%)
The reason you are sometimes able to interpret the meaning of the literary works you enjoy	Out of focus (30%) Complicated storyline (40%) Implicit messages that are difficult to reveal (30%)

The reason you are unable to interpret the meaning of the literary works you enjoy	Lack of understanding of elements of literary works (50%) Complicated language (50%)
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Based on Table.4 only 24 of 40 respondents at the understanding level entered the comprehension level of literary works. This is based on the parameter that respondents are able and sometimes able to interpret the meaning of literary works that are enjoyed with a total of 60%. The level of appreciation can be achieved by respondents because the respondent is already familiar with literary works or in other words, respondents often enjoy literary works in their daily life. The respondents who are sometimes able to interpret the meaning of literary works tend to be influenced by factors of disturbed concentration, storylines that are considered complicated, and the inability to grasp the messages implied in literary works. In other words, the ability to interpret the meaning of literary works is influenced by the cognitive aspects of the respondents.

Table 5. Literary Appreciation – Implication Level

Assessment Aspects	Results
You can apply messages or life lessons from literary works that you enjoy in your life	Always (11%); Sometimes (39%); No (50%)

Based on the data, 24 respondents at the level of comprehension who succeeded in entering to the level of implication of literary works totaled 12 respondents (50%). This is based on the parameters of the respondents who are always and sometimes able to interpret the meaning of the literary works they enjoy. Referring to the research results, it can be said that learning literary appreciation needs to pay attention to (i) types of literary works that are in accordance with student interest tendencies, namely literary works with a high level of visualization (ii) provision of knowledge and literary theory, especially those related to the literary works's elements forming (iii) interesting learning methods that can encourage student interest in carrying out literary appreciation activities both in class and outside the classroom individually or in groups.

4. Conclusion

The literary appreciation level of students is divided into different levels of achievement, namely the understanding level of literary works that has been achieved by all students, enjoyment level of literary works achieved by almost all students, understanding level and comprehension level that has only been achieved by half of students, as well as the implications level that achieved only by a small number of students. Student achievements at each level of literary appreciation and the factors that influence them will be used as a reference in evaluating literary appreciation learning activities in the fifth semester by paying attention to the types of literary works that are appreciated, the depth of knowledge and theory of literature taught by lecturers, and the learning methods used.

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