

# Reading and Analyzing Short Stories as Appreciation of Language and Literature in Humanizing Students in Understanding Cultural Diversity

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Abstract: In the literary genre there are various teaching materials that can be filled, interpreted, and inserted cultural diversity that is implemented in attitudes and teachings that can reveal messages that humanize humans. So, cultural diversity not only as art in literature in the form of just material having no empty soul is worthless. Language and literature as a tool to humanize its meaning is that students have a position as honorable human beings as human beings who are fully human beings. This modern era education is not only about printing students like a machine so that teachers, students, and teaching materials must be creative in order to realize the attitude of loving literature as an appreciation of cultural diversity. Teaching languages can be done through literature, as well as cultural learning that encourages the desire to express these things in the form of literary writing. This research is a qualitative research with descriptive methods whose results focus on educators and students who are educated more sensitive and creative towards literature as cultural diversity so that students are able to appreciate literary works and can even write a simple literary work on their own. In addition, it will develop a positive response in people's thoughts and feelings, develop and foster positive values in accordance with the implications of learning literature.

## 1 INTRODUCTION

The modern era is called the global era or the era of high technology and all digitals, which is characterized by the development of science, people are treated like machines that have no heart, no sense of humanity, and do not care about the surrounding environment. Therefore, education must be packaged with content with a perspective on humanism. Education should not be interpreted as an activity or teaching-learning activity in the classroom. Education must refer to various processes and activities that must be productive, creative, skill developers, personality, integrity, to moral and spiritual reinforcement. Education must be directed and managed with clear objectives, namely being able to develop positive values in students. Through education, it must be able to bring forth figures who have strong and tested character and personality, both in the scientific field and in the field of humanity.

Humanizing education means being able to produce students in the modern era who are able to have a sense of "humanity", for example helping others, empathizing, upholding honesty, sharing, being loyal, taking valuable, persistent and tenacious jobs, respecting others, tolerance, respecting others, have patience, repay evil with kindness, always put forward goodness rather than evil, always trying to improve the quality of good deeds, inferiority, and sincerity. Language diplomacy or language practice can be used as a tool to dignify and humanize students.

Hasanuddin (2012: 28) explained that in essence, to obtain literary experience students must be familiar with literary works and performances or literary performances (short poetry reading instructions, drama shows, both modern and traditional performances). The teacher conducts activities that take place using literary works as the object of his activities, in the form of tales, legends, fables, saga, short stories, novels, and drama texts. The main

activities are involving students reading and listening / watching, then directing students to analyze the form and content of literature guiding students to be able to verbalize the results of the analysis verbally (speaking: in the form of discussion, debate, peer tutoring, simulation, role playing, etc.), in writing (comments, reviews, features, articles, etc.), and reminds students to be able to connect the literary problem with real-life everyday life.

Learning which is language and practicing mean to educate attitudes morals adolescents at junior and senior level. Learning about literature dose experience portraits human. Behind the pleasure gained after reading and studying the womb and developing human potential. Literary learning if managed properly is very potential to develop cognitive, affective, and psychomotor aspects of students. Cognitive aspects focused on the use of literary texts to practice learning using language in accordance with the rules of language. The affective aspects of students are stimulated by the effect of responding to literary works that are full of the values of life and humanity. Therefore, literary learning is learning that has an emphasis on increasing the nature of humanity, the dimension of humanity, and pancadaya which must be developed for each young generation in literary appreciation learning they will face.

In the view of literary sociology, literary works were created by the author to be read, understood, internalized, and utilized by the reader because literary works reveal values that contain teachings, demands, and example, and education. Literary abilities include passive and productive activities. Passivity here does not mean there is no meaningful and measurable activity, passive is meant to be conveyed by reading as it takes place in reading ability. Productive is producing one's own work in the form of poetry, short stories or drama scripts as a result of active activities in producing literary works in writing skills

The formulations in this paper are as follows.

- a) What is the Learning Objective of Appreciating Literature?
- b) What are the levels of appreciation of literature?
- c) What is the Focus of Learning Appreciating Literature in KTSP?
- d) How to Design Learning so Students Get Literary Knowledge and Experience.

## 2 RESEARCH METHODOLOGY

This research is a qualitative research with descriptive analytical method. The qualitative approach is used for information relating to the improvement or improvement of the learning process.

## 3 RESULTS AND DISCUSSION

The provision of language teaching material about dignity and humanity of students can use a model that connects teachers, students, and the environment so that mutual understanding and agreement is built on something, for example students must make interviews with teachers, friends, and communities around the school about "enthusiasm togetherness". With the theme "the spirit of togetherness" can foster a sense of interethnic unity, concern, and love for the motherland. Students can be encouraged to develop their humanity.

The assignment of analyzing and appreciating local literature containing cultural diversity can be used as a strategy of negotiation or language diplomacy to honor and humanize students, for example the collapse of our Surau by A.A. Navis who pointed out the background and richness of Mingkabau culture, the Priyayi katya Umar who expressed the nuances and ideology of Java, the Anthology of Poetry written by D. Zawawi Imron which highlighted Madura culture, Ceremony by Korrie Latun which revealed the existence of Dayak tribes, When the Night Increased by Putu Wijaya which exposes the richness of Balinese culture, and the Last Dim Sum by Clara Ng which describes life on the surface of ethnic Chinese. Disclosure and description of the richness of local culture that has become a strand of Indonesian cultural wealth is the capital to conduct language diplomacy that shows the dignity of the nation. In language learning in the classroom, to train students to convey messages and thoughts with a humanistic perspective, it must be an interaction between teacher and students. Interaction is competitiveness in action, there is a reciprocal relationship, there is two-way communication. Interaction is of course dynamic, not static. In language learning, verbal interaction is indeed the most prominent and dominant. Disclosure of thoughts and messages correctly and precisely, according to the situation is a real example of the practice of language diplomacy. Learners will be humanized and dignified in interaction and

negotiation activities if the teacher designs tasks that empower character and humanism to students. For example, giving group assignments in the form of interview analysis reports to small traders selling near the campus. With a humanistic approach, teachers as educators can design rules in class. For example, rules should not be crossed, rules may not be late, neat dress codes, rules for wearing shoes, or may not activate cellphones, do not eat and drink in class, pray before and after learning, and other rules that can empower national character skills. In language learning, we can apply the rules for "raw, good, and right use zone" in the classroom if someone violates them. It may be fine (for example IDR 1,000.00 per violation and the results will be donated to foster sister programs). The form of teaching the language is the practice of language diplomacy that produces students as a generation that is responsible, consistent, and upholds the rules.

Students can also develop themselves in an attempt to practice language by actively participating in theater activities, arts units, sports, study groups, and research groups to enhance the character of nationalism and a sense of humanity. In addition, to study the language, inter-class debating activities were held, achievements of research findings by participants in public, musical poetry reading competition, use of computer technology in making posters about jargon / political expressions that build and educate nation, and so on. As a form of language learning, it takes a humanistic benchmark in each parallel class once a week to teach in elementary schools, where the majority of students are children from parents who are weak in economies. Students are trained to be volunteers to help their younger siblings learn good and correct Indonesian, learn to write, and learn to read. The sensitivity of students to empathize, feel apprehensive conditions, witness firsthand the suffering of life, and find out that around them there are economically disadvantaged communities or groups that ultimately make students want to respect life and life. Training to volunteer can develop the character of nationality and multicultural understanding of students. With the practice of language or language diplomacy like that, students are formed and grown to become human beings who have a high degree of concern for humanitarian issues so that in the future our nation will be known as a nation that is virtuous, empathetic, and contributes to the handling and handling of problems humanity both locally and globally.

The dignity of the nation is also measured by language as the saying goes, "Language shows the nation." However, at this time, the younger

generation is not at all confident in using Indonesian. It is fitting, as educators it must indeed be able to master the language of business and science in an international environment, such as English. However, pride in using Indonesian in one's own country cannot fade.

#### 1. Purpose of Literature Appreciation Learning

The purpose of literary appreciation learning is in line with literary functions that are entertaining and educational. The entertaining function provides pleasure, enjoyment and satisfaction is the aim of learning literary appreciation as well. Many educational functions provide information about one thing. Giving a lot of knowledge, giving skills and creativity, and providing moral education are also the goals of literary learning.

In more detail, Gani (1988: 50) details the purpose of literary appreciation learning, namely (1) focuses students on the ownership of ideas and greater attention to humanity in the form of expressions that reflect human behavior; (2) bringing students to patience and affirming a more open attitude towards morals, beliefs, values of ownership of guilt, and adultery from the public or students' personalities; (3) inviting students to question issues that are closely related to personal behavior; (4) provide opportunities for students to clarify and deepen the notions of beliefs, human relations and human behavior (5) help students to know themselves that enable them to be more intelligent towards themselves and others in a smarter, more considerate and proud manner who is full of sympathy.

#### 2. Literary Appreciation Levels

Literary appreciation takes place at various levels, from the low level to the highest level in accordance with the essence of appreciation itself. There are 3 levels of literary appreciation (Rusyana, in Santosa, 2003: 8.25). the first level is that students experience what is in literature. He was involved emotionally, intellectually and intellectually. The second step is that students try to explore the field of meaning through the elements of the intrinsic elements of karyasastra which are realities that occur in real life and take advantage of what sasma's work presents.

#### 3. Focus on Learning Appreciation of Literature in KTSP

If examined carefully and based on the theory of literary appreciation learning, the focus of Sasra appreciation learning in the content standards (SK / KD) of Indonesian language subjects is three. The first lesson in literary appreciation focused on the use of literary texts as suggestions for practicing magical skills.

The second focus is literary learning aimed at measuring the ability of literature. The ability to write to produce one's own work is the focus of third literary learning.

#### a. Language Skills Write the Main Means of Literary Learning

As previously stated the ability of written language consisted of the ability to read and write. The ability to read is the ability to recognize and convey the symbol of language used by the author to convey his ideas. While the ability to write is the ability to use written language symbols to express ideas that are in the head of the author.

##### 1) Literature Reading Ability

The ability to gain literature is synonymous with the ability to appreciate literature. The type of reading in accordance with literary appreciation learning is to read beautifully, read understanding, and read literature. Reading the writing of literature is reading to appreciate the contents of the literary work based on intrinsic and extrinsic structures.

##### 2) Literary Writing Ability

The ability to write literature is the ability to produce literary writing, prose, poetry, and drama. The ability of meunis prose in the class is aimed at writing short stories because it is not possible to condition students to write novels. Novel material can only be written a synopsis of a novel that you want to make.

#### 4. Designing Learning So Students Get Literary Knowledge and Experience

Based on basic competencies (and already) mastered, now the teacher can design a teaching and learning activity, where the results of the activity students also gain experience and knowledge of literature. In this way, the nature of the purpose of literary appreciation learning remains within the focus of teaching and learning activities.

In order for students to take part in literary appreciation learning to gain literary experience, teachers can design a learning activity by directly using literary works as objects of their activities, in the form of poetry, fairy tales, short stories, novels, saga, poetry, and drama. The activities carried out in the teaching and learning process are watching, listening, reading, retelling, discussing (with directional questions), explaining and writing down the results of analysis (opinion, opinion, conclusions), and connecting and utilizing the results of understanding literature with and in everyday life

#### 5. Designing Reading Learning and Analyzing Fiction

Reading fiction activities (short stories and or novels) is a primary activity. If the material is short and or novels do not allow reading in the classroom, the material should be given some time in advance so students read it outside the classroom (at home, in the library, etc.). examples of short stories and / or novels that will be discussed are short stories and or novels prepared by the teacher based on the signal as those that have been "hinted" by the curriculum (especially in KD) or which have already been read in the textbook (really good) by teachers and students). It would be better if the short stories and novels used were more than those mentioned in the curriculum. This will help the activity of assessing the work of fiction (the issue of whether the short story language is easy to understand or not, whether the characters are easily identifiable, etc.) because we (teachers and students) have a comparison by reading many short stories and or novels.

In class, at the reading stage, the teacher can together with students read short stories and or fragments of novels. If the teacher is able to read short stories and / or novels well as a performing art in front of his students it is a very positive thing. Students can also take turns reading stories and or novels. Maybe before appearing reading and or the novel, students are trained first so that the reading results are able to involve students' emotions towards the contents of the short story and / or the novel he reads it.

After the reading process, the teacher can invite students to explore the contents of fiction by asking directed questions with discussion techniques. Guide questions are prepared in advance by the teacher. There are at least three types of questions that are able to direct students to explore and understand the contents of the literary works, namely (1) the types of questions about the material created by literary works; (2) the type of question menggalli knowledge and experience of students about problems related to material produced by literature (comparison); and (3) types of analysis questions to invite students' opinions about issues related to material produced by analytical literature. Guide questions should be developed contextually in the classroom. Don't get hung up on the guide question. Questions must be asked in a "conversation" situation and not in a "test" environment

For this, please read the following "Lautan Susu Coklat" short story by Renny Yaniar and note the types of guiding questions from the three types of questions at the end of the short story.

## CHOCOLATE MILK SEA Short Story: Renny Yaniar

Tio is one of the residents of the Kasih Orphanage. Like other children who live in the orphanage, Tio does not know family affection. He doesn't know who and where his parents are. There was a lot that Tio didn't know, but there were many that she wanted to know. What he wants to know the most now is the taste of chocolate milk. Until he was eight years old, Tio had never tasted chocolate milk.

"Mother, how do you taste chocolate milk?" Tio asked Mrs. Swasti, the old mother of the orphanage owner. Mrs. Swasti smiled even though her heart was sad.

"If I had money, surely I could buy chocolate milk for children," he thought.

"Chocolate milk tastes sweet and delicious. It smells good. Ah, how do you explain it?" Said Mrs. Swasti confused.

Ah, it's okay, ma'am. Hopefully we can taste chocolate milk later," said Tio.

He did not want to see a kind mother who was troubled.

Mrs. Swasti was moved. He swept Tio's hair. Tio wanted to know the taste of chocolate milk. Warm chocolate milk in a big glass. Hmm ... Tio's saliva almost fell. He had seen a child drink chocolate milk in a restaurant. Tio saw it from behind the window.

"Nana, please tell me how chocolate milk feels" whispered Tio to his peers.

At that time Tio was in the classroom. The teacher is teaching arts.

"What? You never drink chocolate milk?" Asked Nana.

Tio nodded earnestly.

"Hua ... ha ... very funny!" Nana muttered. The whole class looked at him.

"What's wrong, Nana?" Asked the teacher  
Nana kept laughing loudly. His tears almost dripped. Suddenly Nana stopped her laughter and shouted, "Tio wants to know how chocolate milk tastes!"

"Ha ... ha ... ha ...!" The other children laughed too. Laughter filled the whole class.

Tio lowered his head. His face turned red with embarrassment. He wondered, was it strange that he asked about the taste of chocolate milk?

Tio didn't know that all of her friends often even had chocolate milk every day.

When going home from school, Tio looked sad. However, he returned cheerfully when Mrs. Swasti provided a special meal. Hot rice and omelet! Wow,

apparently there was a day that donated a basket of eggs to the orphanage.

When night fell, Tio prayed, "Lord, help me, I want to know the taste of chocolate milk"

He fell asleep smiling.

A few moments later Tio felt he was on the boat. He is in a sea of chocolate milk that is very broad. Smoke billowed from the sea. It is obvious that chocolate milk is warm enough.

On the boat was a female ship captain. He is very gagh and beautiful. The captain of the ship ordered his ship's men to lower the roped bucket. Then they raise a bucket of chocolate milk.

The boat captain took a cup of chocolate milk from the bucket. "Try. You have wanted it for a long time," said the beautiful boat captain.

"Thank you, Captain," said Tio.

He looked at the warm chocolate. He smelled the aroma of chocolate milk. Hmm ... very good. Tio got ready to drink it.

Suddenly a sea of chocolate milk roared and the ship shook. The cup of chocolate milk in Tio's hand spilled. He panicked. In that panic, he was disappointed because he had not had time to drink chocolate milk.

"Tio ... Tio ... wake up!" Said Rido, his friend at the orphanage.

"Oops ... what's wrong?" Asked Tio.

"You're called Bu Swasti," said Rido.

"Uuuhh ... Rido. You bother me. I was just about to drink chocolate milk," complained Rido.

Tio immediately washed his face and brushed his teeth. He immediately approached Mrs. Swasti.

"Tio, there are gifts for you and also for your friends at this orphanage," said Mrs. Swasti.

"Prize?" Tio asked. He has never received a prize.

Mrs. Swasti pointed to the table. At the table there were a few glasses of chocolate milk still hot. Tio smiled broadly. Slowly he approached the table. Then, he lifted the glass carefully, he did not want the drink to spill. Tio tasted it. Ahhh ... Chocolate milk turned out to be very delicious. Tio drank it little by little. He wants to enjoy a very valuable drink.

Clap ... clap ... clap! Suddenly applause filled the room. Tio stopped drinking.

"How does Tio feel?" Asked Mrs. Swasti.

"I wonder how? It's hard to explain, but it's delicious. Thank you ma'am, said Tio happily.

Thank Nana and her mother. They sent for us," said Mrs. Swasti. Nana then appears from behind the door.

"Hi Tio!" Nana said with a shy smile.

Tio was still angry at Nana. However, he remembered Mrs. Swasti saying that chocolate milk was from Nana. Tio was rather disappointed.

