

Correlation of Figurative Language Mastery, Interest in Reading Short Stories, and The Ability to Appreciate Short Stories

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Abstract: The purpose of this study was to determine and describe the correlation between figurative language mastery and interest in reading short stories with the ability to appreciate short stories in class VIII SMP Al Azhar 3 Bandar Lampung in the 2018/2019 academic year. The population and sample in this study were all students of Class VIII Al Azhar 3 Bandar Lampung. Because the subject was more than 100, then in this study a sample of 25% was taken. So the number of samples is $25\% \times 256 = 64$ students. The research method used was quantitative to determine the magnitude of the correlation between variables. In fact, there were still many inappropriate use of vocabulary and the students' mastery of effective sentences was still lacking. The formulation of the problem in this thesis research was whether there was a correlation between mastery of figurative language and interest in reading short stories with the ability to appreciate short stories in class VIII SMP Al Azhar 3 Bandar Lampung in the 2018/2019 academic year. The results of the analysis and findings in this study could be concluded that: 1) Mastery of figurative language had a significant correlation with the ability to appreciate short stories with a correlation coefficient of 0.630, 2) Mastery of reading short stories had a significant correlation with appreciating short stories with a correlation coefficient of 0.693, and 3) Mastery of figurative language and mastery of interest in reading short stories had a significant correlation together with the ability to appreciate short stories with a correlation coefficient of 0.733.

Keywords: figurative language, interest in reading short stories, appreciating short stories

INTRODUCTION

Learning Indonesian in Junior High School is a language learning process that is in the most important phase for students' language acquisition, because students do not only learn to write, read, listen and speak, but also learn about literature (Surastina 2019:107). The objectives of teaching Indonesian, among others, are so that students: 1) Able to use Indonesian properly and correctly. (2) Able to appreciate Indonesian language and

literature. (3) Able to use language according to the situation and purpose of the language. (4) Able to develop a literary language learning experience (Sari, et al, 2018).

Based on the background above, the writer is interested in conducting writing related to the problems of (1) mastering figurative language with the ability to appreciate short stories; (2) interest in reading short stories with the ability to appreciate short stories; (3) mastery of figurative language and interest in reading short stories with the ability to appreciate short stories. The author wants to know the extent of the correlation between mastery of figurative language and interest in reading short stories with the ability to appreciate short stories in class VIII students in the even semester of SMP Al-Azhar 3 Bandar Lampung in the 2018/2019 academic year.

Ability Definition

Reading ability is one of the four aspects of language skills. According to Keraf (2007: 54) "ability is a creative process that involves a lot of divergent (spreading) ways of thinking rather than convergent (concentrating)", while according to Kosasih (2002: 40) "composing means giving birth or expressing thoughts and feelings through a symbol or symbol. writing".

The Nature of Literary Appreciation

Appreciation is a term that comes from the Latin *apreciatio* which means "to heed" or "to appreciate". According to Squire and Taba, the appreciation process involves three core elements, namely (1) the cognitive aspect, relating to the involvement of the reader's intellect in an effort to understand the literary elements that are objective, namely those that can be directly related to the elements internally contained in the literary text. or intrinsic and external elements of the literary text or extrinsic elements (2) emotive aspects, which are related to the involvement of readers' emotional elements in an effort to appreciate the elements of beauty in the literary texts they read, are subjective and (3) evaluative aspects, namely aspects that related to activities providing an assessment of good or bad, likes and dislikes or various kinds of assessments that are critical and general in nature and are limited to the aspirator's ability to respond to literary texts that are read to the stage of understanding and appreciation as well as being able to carry out assessments (Durachman, 2014:1.8) .

Short Story Definition

According to Nurgiyantoro (2007:10) a short story is a story that is finished reading in one sitting, approximately between half to two hours-something that would be impossible for a novel. Short stories have varying lengths. There are short short stories (short short story) and the number of words is around 500 words, there are short stories that are of sufficient length (middle short stories), and there are long short stories, which consist of thousands of words. Meanwhile, Sayuti (2000:10) states that short stories show qualities that are compression "compacting", concentration "concentration", and intensity "deepening", all of which are related to the

length of the story and the structural qualities implied by the length of the story. Based on the opinions of the experts above, it can be concluded that short stories are short stories that have fewer compositions than novels in terms of story density, focusing on one character, one situation and being read once. The conflict presented in the short story only develops one event so that the short story becomes interesting because limitations of the object or event that is told.

A literary work cannot be separated from its building elements. One type of literary work is the short story (Wicaksono et al, 2018). Short stories are fiction literary works in the form of short and dense prose. Short stories are also built by the building blocks of literary works, namely intrinsic elements and extrinsic elements. Intrinsic short story consists of story facts, story tools, and themes. The facts of the story are a description of the events that exist or occur in the story including the plot, setting, and characterizations.

Figurative Language Mastery

It is believed that most students can master what is taught to him and the task of learning is to condition a learning environment that allows students to master the learning materials provided. This is because every student can achieve learning objectives optimally, if they are given enough time to study. In other words, it can be said that the difference between clever and less intelligent only lies in the relative time which is needed by students.

Pradopo (2000: 61-62) argues that figurative language is usually used by authors to capture something in an indirect way. Using figurative language, literary works are more interesting, fresher, more lively, and especially can create a clear picture of the imagination of the reader.

Figurative language is also known as figurative language (Lestari, et al, 2018). Nurgiyantoro (2005:298-300) states that there are relatively many figurative language expressions, but only a few have relatively high occurrences in literary works. The forms of expression that are widely used by authors are the form of comparison or equation, which is comparing something with something else through the characteristics of similarities between the two. The forms of comparison include similes, metaphors, and personifications.

Reading Interests

Interest is a person's ability to an activity, where interest is the cause of the activity carried out by a person and also the cause of his participation in an activity. Interest is not part of the cognitive aspect, but as one aspect of effective behavior and interest is a learned response. Interest as an aspect of effective behavior has characteristics which include being associated with activities, being permanent and continuous, having intensity and a tendency to accept or refuse to do an activity (Tarigan 2008).

Hypothesis

Based on the theoretical study and the preparation of the framework of thinking as stated above, the hypotheses of this research are as follows:

1. Is there a positive correlation between mastery of figurative language and the ability to appreciate short stories.
2. Is there a positive correlation between interest in reading short stories and the ability to appreciate short stories.
3. Is there a positive correlation between mastery of figurative language and asking to read short stories together with the ability to appreciate short stories.

METHOD

The research method used is a test with a correlational approach while this type of research uses quantitative research, namely the author chose a survey method with correlational analysis techniques. This method is used to be able to observe objects directly. The correlational analysis technique aims to find out whether or not there is a correlation and how close the correlation is (Arikunto 1998). This research examined the extent to which variations in one or more factors were related to variations in other factors.

The population in this study was the entire research subject. The population in this study was class VIII SMP Al-Azhar 3 Bandar Lampung in the 2018/2019 academic year. The population of class VIII SMP Al-Azhar 3 Bandar Lampung for the academic year 2018/2019 was 256 students, which were divided into 8 classes as shown in the following table:

**Table 1. Number of Class VIII Students Even Semester
SMP Al-Azhar 3 Bandar Lampung Academic Year 2018-2019**

No	Class	Male	Female	Total score
1.	VIII a	15	17	32
2.	VIII b	14	18	32
3.	VIII c	18	14	32
4.	VIII d	12	20	32
5.	VIII e	16	16	32
6.	VIII f	16	16	32
7.	VIII g	16	16	32
8.	VIII h	9	23	32
Jumlah		116	140	256

Source : School Data SMP Al-Azhar 3 Bandar Lampung

The sample was partly taken from the population, part of the sample taken must represent the entire population. In connection with this description, the determination of the sample in this study the author refers to Arikunto's opinion (2013:107). The following was just an indication, if the subject was less than 100, it was better to take all of them so that the study is a population study. Furthermore, if the subject was greater than 100, it could be taken between 10%-15% or 20-25% or more. The eight classes of population members above are heterogeneous, because there were students

with high, medium and low abilities. To take samples in this study, the authors draw the number of classes that make up the population.

RESULTS AND DISCUSSION

There were 64 students who were taken as samples have filled in the submitted questions. Before filling in the question was carried out by students, researchers provide an explanation of how to fill in the question. The researcher explained that the data that has been revealed in this study is the ability to appreciate short stories (Y), mastery of figurative language (X₁) and mastery of interest in reading short stories (X₂). Then from all the data obtained, each would be searched for the number, highest and lowest scores, average, standard deviation, mode and median. A thorough overview of the basic statistics of the research variable data was presented in the following table.

Research Variable Basic Statistical Data Table

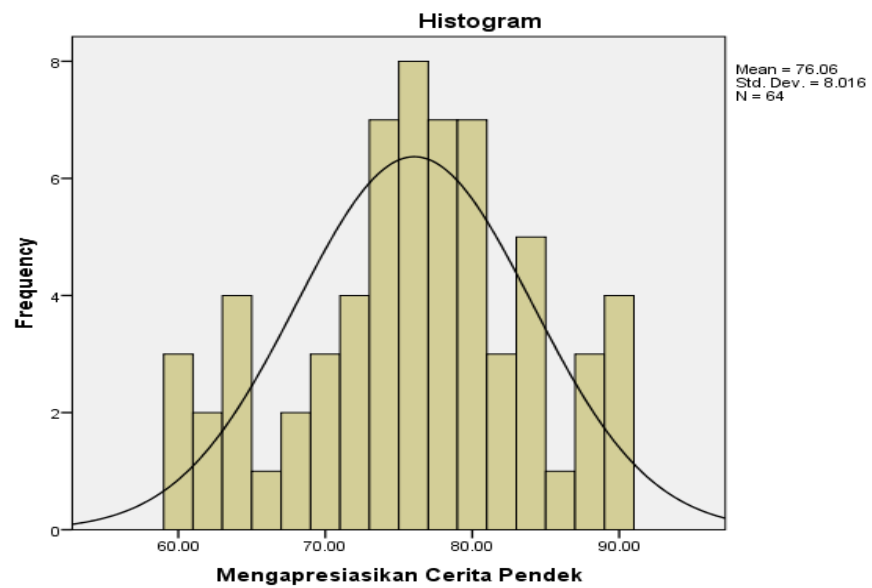
Component		X ₁	X ₂	Y
N	Valid	64	64	64
	Missing	0	0	0
Mean		81.48	104.41	76.06
Median		83.00	105.00	76.00
Mode		87.00	103.00	76.00
Std. Deviation		9.37	7.20	8.02
Variance		87.75	51.86	64.25
Range		37.00	43.00	30.00
Minimum		60.00	83.00	60.00
Maximum		97.00	126.00	90.00
Sum		5215.00	6682.00	4868.00

Information:

- n = Number of respondents
- Y = Ability to appreciate a short story
- X₁ = Penguasaan Bahasa Figuratif
- X₂ = Penguasaan Minat Membaca Cerita Pendek

Variable Ability to Appreciate Short Stories

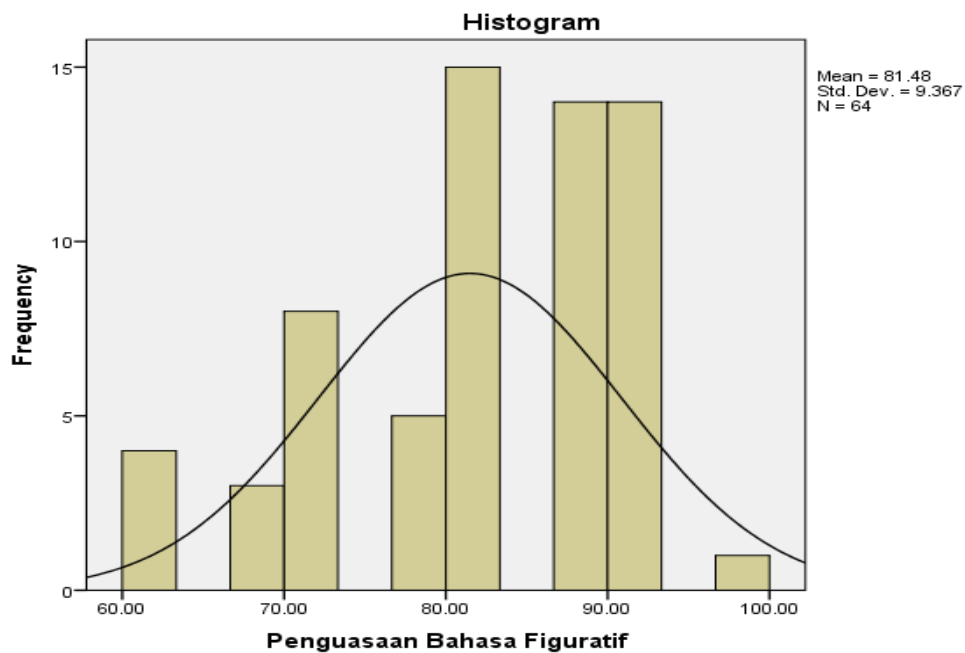
The results of the data obtained in the field were then processed statistically, it was obtained that the variable of the ability to appreciate short stories (Y) had an average value of 76.06; standard deviation 8.02; median 76.00 and mode 76.00; with a maximum score of 90.00 and a minimum score of 60.00. The short story appreciation ability score (Y) is visualized in the form of histograms below:



Histogram Ability Score Appreciate Short Stories

Figurative Language Mastery Variables

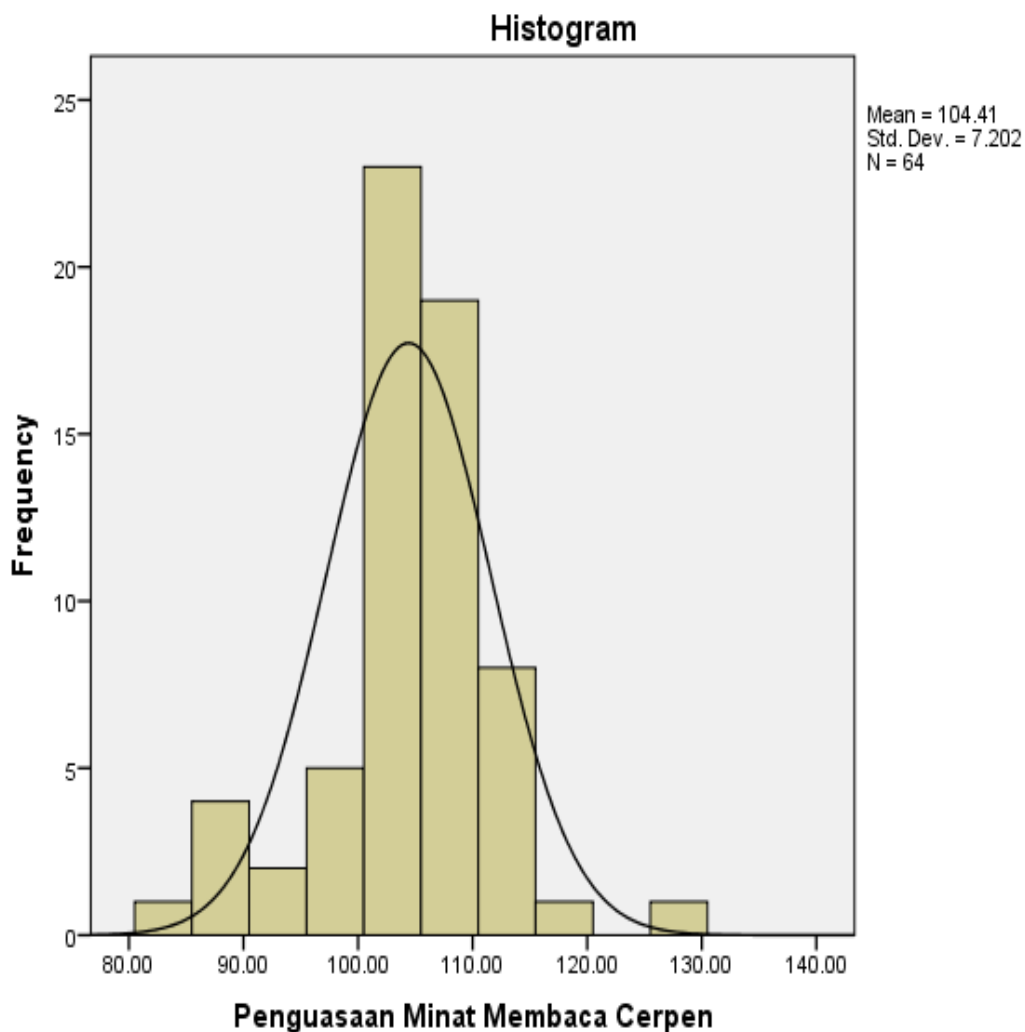
The results of the data obtained in the field were then processed statistically. It was found that the figurative language mastery variable (X1) had an average value of 81.48; standard deviation 9.37; median 83.00 and mode 87.00; with a maximum score of 97.00 and a minimum score of 60.00. Figurative language mastery ability score (X1) is visualized in the form of the histogram below:



Figurative Language Mastery Score Histogram

Variable Mastery of Interest in Reading Short Stories

The results of the data obtained in the field were then processed statistically. It was found that the variable of mastery of interest in reading short stories (X2) had an average value of 104.41; standard deviation 7.20; median 105.00 and mode 103.00; with a maximum score of 126.00 and a minimum score of 83.00. The short story reading interest mastery score (X2) is visualized in the form of the histogram below:



Short Story Reading Mastery Score Histogram

Discussion

A summary of the magnitude of the correlation coefficient and the magnitude of the relationship between free variables and bound variables and their interpretation when consulted with the coefficient of value r can be seen in the following table.

Summary of the Coefficient of Correlation Mastery of figurative language (X1) and Mastery of interest in reading short stories (X2), and Ability to appreciate short stories (Y)

No	Correlation	Coefficient correlation	The Magnitude of the Correlation	Interpretation
1	The relationship of figurative language mastery with the ability to appreciate short stories Hubungan penguasaan bahasa figuratif dengan Kemampuan mengapresiasi an cerita pendek	$r_{x_2y} = 0,630$	39,80%.	The correlation is quite strong
2	Relationship mastery of interest in reading short stories with the ability to appreciate short stories	$r_{x_1y} = 0,693$	48,00%	The correlation is quite strong
3	Figurative language mastery relationship and mastery of interest in reading short stories with the ability to appreciate short stories	$x_{1,2}y = 0,733$	53,70%	The correlation is quite strong

The Correlation of Figurative language Mastery with the Ability to Appreciate Short Stories

The results of a simple linear regression analysis first stated that vocabulary mastery is significantly related to the ability to write a description essay. This is indicated by a significant rate of 0.05 with a correlation coefficient of 0.630 and a correlation magnitude of 39.80%. When consulted with the correlation coefficient table, the correlation is at a close level. The results of the analysis are also if the higher the student mastered fulgurated language well, there is a tendency to better the level of ability to appreciate short stories.

Mastery correlation interest in reading short stories with the ability to appreciate short stories

The results of the correlation analysis stated that the mastery of interest in reading short stories is significantly related to the ability to appreciate short stories; it is indicated by a correlation coefficient of 0.693. When consulted with the correlation coefficient table, it is classified as having a strong enough correlation or if it is associated with the hypothesis of being in a close category, and if you look at the magnitude of the correlation that the

mastery of interest in reading short stories can be significantly related by 48.00% with the ability to appreciate short stories.

Correlation Mastery of figurative language and mastery of interest in reading short stories with the ability to appreciate short stories

The results of the analysis of multiple linear regressions in accordance with the third hypothesis state that mastery of figurative language and mastery of interest in reading short stories are significantly associated with the ability to appreciate short stories. This is indicated by a significant level of 0.05. The magnitude of the correlation coefficient is 0.733 when consulted with the correlation coefficient table, the relationship between the two variables is tied together has a close relationship.

CONCLUSION

Based on the results of the analysis and findings in this study can be concluded: First, Mastery of figurative language has a significant correlation with the ability to appreciate short stories. This suggests that the better the level of figurative language mastery students have includes: (1) metaphors; (2) municipalities; (3) personification; (4) hyperbole; (5) sinekdoke; (6) irony; (7) symbolic; (8) apostrophe; (9) allegory-parable-fable; (10) metonemia; (11) paradoxes and (12) litotes and (13) are able to present examples of each figurative language in the form of sentences or clauses so there is a tendency to better the ability to appreciate short stories, it is shown with a correlation coefficient of 0.630. Second, Interest in reading short stories has a significant correlation to the ability to appreciate short stories, this shows that the better the mastery of reading interest includes: (1) the awareness that reading is a need that must be met; (2) willpower/desire, that is, the impulse of will directed at certain life goals controlled by consideration of reason; (3) attention, by Suryabrata (2006:14) is interpreted as (a) the concentration of psychic energy to an object; (b) a lot of at least awareness that accompanies something activity is done and (4) Feelings are a spiritual awareness or psychiatric events that we experience with pleasure or unhappy in relation to knowing events and subjective, especially in the activity of reading short stories, then there is a tendency for students to have the ability to appreciate short stories that are good shown with a correlation coefficient of 0.693. Third, Mastery of figurative language and interest in reading short stories have a significant correlation together to the ability to appreciate short stories. This shows that the better the level of mastery of figurative language, and interest in reading short stories there is a tendency for students to have the ability to appreciate short stories including: (1) knowing the nature of short stories; (2) understand the short story work that has been read; (3) live the content contained in the short story work that has been read; (4) enjoy the values contained in the nature of short stories that have been read and can (5) give judgment. This is indicated by a correlation coefficient of 0.733.

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