Implementation of Cognitive Literacy Dimension Strategy in Prose Appreciation Learning at University

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ABSTRACT

Literary works appreciation learned from elementary school to college is important in literature learning to understand and apply the value of literature. This study aims to describe the effectiveness of using the cognitive literacy dimension strategy in Indonesian fictional prose appreciation courses. This research uses a quasi-experimental design using a non-equivalent control group design, namely a design with an experimental group and a control group (expository) which are chosen not randomly. The effects of treatment are calculated through the difference between the pre-test and the post-test of the experimental group and the control group. The study showed that the results of the pre-test of the control group and the experimental group are rather similar, but the results of the pre-test between the control group and the experimental group showed a significant difference. The findings also showed that college students improved in understanding Indonesian fiction prose and short story appreciation by using cognitive literacy dimension learning rather than the expository learning strategy.

Keywords: *Appreciation of prose fiction, cognitive literacy dimensions, learning strategies.*

1. INTRODUCTION

Literary works are a socio-cultural representation of a society in a certain period. It often gives various moral and other didactic messages. It is also able to raise public awareness in carrying out its social functions by upholding the values of norms, tradition, culture, beliefs, and others. Abrams and Harpham (2009) convey that there are didactic literary works that aim to explain knowledge and convey moral, religious, or philosophic value in a fictional or imaginative form.

The description of the characteristics of a nation that has noble values such as religion, cooperation, and mutual assistance is depicted through the presentation of literary works. The phenomenon that occurs in the current era is a shift in national character. Several studies mention several phenomena of character shifts that need to be repaired and rebuilt, including research conducted by Ngafifi (2014) which states that the phenomenon of shifts in national character has been seen in socio-cultural aspects: firstly, moral decline among community members, especially teenagers, and students. The technological advancement that fully fulfills material desires has made society affluent in material needs but made them spiritually poor. Secondly, delinquency and deviance among teenagers have increased because of the lack of traditional authorities in society namely cooperation and helping each other. As a result, it weakens centripetal powers which play an important role in creating social unity. Its continuous impact can be observed together, delinquency and deviance of teenagers and students are increasing in various forms, such as disputes, vandalism, traffic violations up to the crime, and changes in interaction patterns among humans.

Observing these phenomena, it is important to provide an implementation of moral values in society, especially in education society. Students who are the next generation of the nation must have moral values and characteristics in their bodies and souls to build a nation for the future. This implementation of moral values can be taught through various knowledge fields, including literature by learning Indonesian fictional prose appreciation. Halimah, Mulyati, and Damaianti (2020) stated that literary appreciation is suitable as a moral teaching tool, especially in the short story genre. It is because the short story provides several stories, social conflicts, politics, and discussions that concern

gender and racial bias, social marginalization, exploitation, or helplessness. Thus, the complex contents of short stories are very good for the development of education curricula to build students' moral and social character.

2. LITERATURE REVIEW

Saryono (2009) mentioned that literary appreciation is the process (activity) of beautifying, enjoying, inspiring, and apprehending literary works individually and momentarily, subjectively and existentially, bodily and spiritually, solemnly and spiritually, and intensively and totally to obtain something that grows, develop, maintain concerns, sensitivity, acuity, love, and involvement of literary works. Literary appreciation can be done directly and indirectly. Aminuddin and Suryana (2000) explained direct literary appreciation as reading or enjoying literary works activity through text or direct performance. Reading text activity can be realized through reading, understanding, enjoying, and evaluating literary works in the form of short stories, novels, romances, play scripts, or other literary texts such as poems. Meanwhile, indirect literary appreciation can be done through learning literary theory, reading articles related to literature, either in magazines or newspapers, learning books or essays that discuss and give an evaluation of certain literary works, also learning literary history.

The dimensions of cognitive literacy, it is related to readers' or writers' ability in interpreting text and writing. Dimensions of cognitive literacy strategy guide students in interpreting or building written ideas effectively and efficiently (Kucer & Silva, 2006). Kuswana (2012) perceived that cognitive strategy is metacognitive and problem-solving ideas as an executive control process. Meanwhile, the cognitive aspect is supported by cognitive behavior. Cognitive behavior covers: 1) fluency, the ability to create several ideas; 2) flexibility, the ability to change category; 3) originality, the ability to think uniquely; 4) elaboration, the ability to take one idea and expand it. (Kuswana, 2012). Moore (2010) conveys that the cognitive area in literacy is important because it helps us to understand how the mind works to process written, seen, experienced, or heard information. Kucer and Silva (2006) emphasized that the cognitive literacy dimension gives attention to the writer and reader as the creator of meaning. Cognitive instruction strategy introduces children to various ways and with those they can construct written ideas effectively and efficiently. Even though linguistics, socio-cultural, and development dimensions are present in all strategy instruction, cognitive strategy learning highlights meaning creation in the literacy dimension.

The core of the cognitive dimension of literacy focuses on mental processes, strategies, or procedures conducted by individuals to build meaning because in meaning construction, there are transactions between minds (cognition) with text/linguistic and other sign systems (Kucer, 2014). Knaflič (2014) mentioned that cognitive activity in literacy is related to mental process and strategy applied in reading and writing activity, namely finding and creating its meaning, the Reading process starts with written material, letters, and others' perceptions as the process of meaning-making in the literary works. Petersson, Ingvar, and Reis (2009) stated that cognitive ability is an important element in literacy, including reading and writing ability that needs cognitive thinking and interpreting literary works.

In fiction prose appreciation learning, the utilization of literacy dimension strategy is aligned with several steps and forms of fiction prose appreciation, such as 1) reading the prose works until the reader can feel spiritually involved with what the author conveyed and wrote; 2) evaluating and seeing the relation between the author idea that want to be conveyed with their technical ability in processing prose elements, such as character (characterization), setting, language style, storytelling, and theme; and 3) finding the relevance of the work with personal experience and life in general.

3. METHOD

The research method used is a quantitative research method with a Quasi-Experimental Design model. This research uses a non-equivalent control group design, according to Sugiyono (2011). This design is almost the same as the pretest-posttest control group design, only in this design the control group and experimental group are not chosen randomly. The effect of treatment is calculated through the difference between the initial test and the post-test in the experimental group and the control group.

This study involved 130 college students of the Indonesian Language and Literature Department at the University of Education in Indonesia and conducted an Indonesian fiction prose appreciation course. The sample of the study consists of 65 experiment class students and 65 control class students who are given the same short story during the pre-test and post-test. The study procedure is conducted through three stages, namely the planning stage, the implementation stage, and the final stage. The procedure of this experimental research is seen in Figure 1.

The experimental research procedure in Figure 1 shows that the experiment class which consists of 65 students was given cognitive literacy dimension strategy treatment. Meanwhile, the control class which consists of 65 students

has expository learning treatment. Both of the class was given a fiction prose appreciation assignment at the beginning of the course in the form of a pre-test and a fiction prose appreciation assignment at the end of the course in the form of a post-test. The value of N.Gain each between the experiment class and control class is compared to see the conclusion of the study.
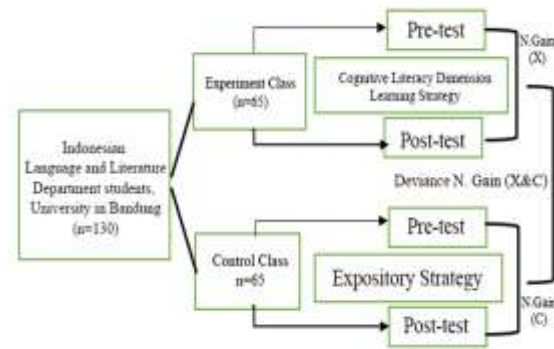

Figure 1 Experimental research procedure diagram.

The different treatments in the experimental class implemented cognitive literacy dimension learning strategies including shared reading and character sketching; shared reading and character sketching; structured stories; character development in reading; say something; beginning, middle, and end. In the control class, expository learning strategies are applied. The short story that was appreciated in the pre-test and post-test was entitled "Fairy Tales Before Sleeping" by Seno Gumira Ajidarma.

4. FINDINGS AND DISCUSSION

4.1. The Cognitive Literacy Dimension Ability

The cognitive literacy dimension abilities of students compared in this research are related to students' cognitive development abilities in appreciating literary works in the form of short stories. Aspects that were compared between the experimental group and the control group included: a) appreciation ability to remember the content of a short story; b) appreciation ability to understand the content of short stories; c) the ability to appreciate applying the content of a short story; d) appreciation ability to analyze the content of short stories; e) appreciation ability to evaluate the content of short stories; f) the ability to appreciate creating and developing short stories.

The results of the initial test on the average ability of students' literacy dimensions towards appreciating a short story entitled "Fairy Tales Before Sleeping" for both the experimental group and the control group showed relatively similar abilities, namely they were already at the analytical level. The results of the final test showed differences in the literary appreciation abilities of the experimental group and the control group, although these two groups showed a better increase in literary appreciation abilities, the experimental group's appreciation abilities were much better than the control group. The experimental group's appreciation ability at the level of cognitive ability to analyze, evaluate, and create is much better and more in-depth than the control group.

4.2. The Level of Experiment Class Appreciation Ability

The experiment class consists of 65 students and the pre-test average score was 64,82 with the lowest score being 59 and the highest being 74,5.

The frequency distribution of the final test (post-test) ability for short story appreciation in the experimental class in the Indonesian prose fiction appreciation course after being treated with cognitive literacy dimension learning strategies was increased. The abilities measured include remembering the content of short stories; understanding the content of short stories; applying short story content; analyzing the content of short stories evaluating the content of short stories; and creating and developing short stories. All aspects of cognitive literacy abilities measured showed a much better improvement than previous abilities. The average post-test score of the experimental class was 90,66 with the lowest score being 85 and the highest being 95,5.

This study has obtained the average improvement of experiment class appreciation ability in Indonesian fiction prose appreciation course that is given cognitive literacy dimension learning strategies. The number of improvements

can be categorized as high with 0,7347 as the average improvement score. These results support the theory that the application of cognitive literacy dimension learning strategies includes shared reading and character sketching; shared reading and character sketching; structured stories; character development in reading; say something; beginning, middle, and end, can significantly improve students' ability to appreciate literary works much better than other learning strategies.

4.3. The Level of Control Class Short Story Appreciation Ability

The distribution of pre-test data of control class short story appreciation ability in the Indonesian fiction prose appreciation course consists of average control class students' pre-test score that is given by two evaluators. The class consists of 65 students. The average ability in the pre-test is 68,76 with the lowest score being 60,5 and the highest score being 76.

The distribution of control class short story appreciation ability of every student was examined by two evaluators. The average ability of the control class in the post-test was 87,76 with the lowest score being 83 and the highest being 95,5. The average result of the control class short story appreciation ability in the Indonesian fiction prose appreciation course that was given the expository learning strategy improved with an average score of 0,6039.

4.4. Comparison of Short Story Appreciation Ability Between Experimental Class and Control Class

The pre-test results of students' short story appreciation in the Indonesian fiction prose appreciation course of the experimental class and control class can be seen in Table 1.

Table 1. Description Table of preliminary ability (pre-test) of students in appreciating short story

	N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Experimental Class	65	64.8231	3.826	.4746	63.8749	65.7713	59.00	74.50
Control Class	65	68.7692	3.824	.4743	67.8216	69.7169	60.50	76.00
Total	130	66.7962	4.294	.3766	66.0509	67.5414	59.00	76.00

Table 1 shows that the average pre-test of students' short story appreciation ability in the Indonesian fiction prose appreciation course of experimental class before the material learning was 64,82. The average pre-test of students in the Indonesian fiction prose appreciation course of the control class (expository) was 68,76. We can see the difference in students' short story appreciation ability in the Indonesian fiction prose appreciation course that the average score of the control class was higher than the experimental class. Further, the data of the post-test about students' short story appreciation in the Indonesian fiction prose appreciation course in the experimental and control classes can be seen in Table 2.

Table 2. Description table of final ability data (post-test) of students' short story appreciation

	N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Experimental Class	65	90.66	2.826	.350	89.9690	91.3695	85.00	95.50
Control Class	65	87.76	2.980	.369	87.0307	88.5078	83.00	95.50
Total	130	89.21	3.238	.284	88.6572	89.7812	83.00	95.50

Table 2 shows that the average post-test results in the experimental class after material learning was given was 90,66 while the average in the control class was 87,76. From both classes, it can be seen that there is a difference in students' post-test short story appreciation ability in the Indonesian fiction prose appreciation course the average score of the experimental class is higher than the control class.

This explains that all aspects of literary appreciation ability measured include remembering the content of short stories; understanding the content of short stories; applying short story content; analyzing the content of short stories

evaluating the content of short stories; creating and developing short stories, showing that the average increase in all aspects of the cognitive literacy dimension of the experimental class was higher than the control class.

The results also showed that the application of cognitive literacy dimension learning strategies which include shared reading and sketching characters; shared reading and sketching characters; structured stories; character development in reading, and saying something; able to improve literary appreciation skills; remembering short story content; understanding the content of short stories; apply short story content; analyzing the content of short stories; evaluating the content of short stories; creating and developing short stories. These results show that the ability of the experimental class increased in all aspects of the cognitive literacy dimension rather than the control class which implemented an expository learning strategy.

Research related to the application of learning strategies for the cognitive literation dimension including Dharmayanti's research (2019), related to shared reading and character sketching concluded that the direct application of collaborative strategic reading can build character education values, such as curiosity, creativity, communicative, responsibility, hard work, love reading, discipline, and democratic. This character development will support the ability of literary appreciation very well.

Regarding the application of character development strategies in reading, Suputra, Nitiasih, and Sudiana (2013) explained the results of their research that the development of teaching materials based on character development is very important and has proven to be useful in building students' character. While regarding the implementation of the structured stories strategy, Cruz de Quiros, Lara-Alecio, Tong, and Irby (2012) stated the results of their research that students who received structured story reading intervention were able to outperform their comparison peers. in the five-story elements in English and Spanish from both stories, students demonstrated stronger abilities in their native language in four of the five-story elements, and students performed at higher levels in narrative-informational stories than in narrative stories in both languages. The short story research is an appreciation of literature that should be taught from an early age starting from elementary school to college (Halimah, Sumiyadi, Yulianeta, & Sembiring, 2022). Short stories contain various lessons, including morals, religion, nationalism, and other didactic values. Studying character values through this short story will have a positive impact on the character growth of students.

5. CONCLUSION

According to the analysis and discussion that has been stated previously, the study concludes that the average ability of the short story appreciation of the control class is higher than the experimental class. There are differences in short story appreciation ability in the Indonesian fiction prose appreciation course before and after learning by using an expository learning strategy in the control class. There are also differences in students in the Indonesian fiction prose appreciation course appreciation ability before and after using cognitive literacy dimension learning in the experiment class. The average of students' short story appreciation final ability in the Indonesian fiction prose appreciation course of the experimental class was higher than the control class. The improvement of students' ability given cognitive literacy dimension learning strategies treatment was higher than the average of the control class' ability that used expository learning strategy.

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