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LITERARY COMPETENCE IMPROVEMENT ON LISTENING SHORT STORY USING PAKEM STRATEGY WITH TGT (TEAM GAMES TOURNAMENT) METHOD

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Abstract: Literature teaching at school is aimed to give the basic of literary awareness to the students, so they can learn to love and appreciate literature well based on the literary rules they have got. One example of literary works is short story. We can teach students short story in listening class. However, their literary competence is found out to be low. Therefore, the teacher proposed TGT method to improve students' literary competence. The results reveal that working activities during listening show students' positive appreciation to literature. However, the teacher should have more give attention to the aspects of short story.

Keywords: Short story, literature teaching, listening, TGT method

INTRODUCTION

In the 2006 curriculum, there are four linguistic skills which are wished to be mastered by the students. They are : (1) Listening skill which includes listening activity, understanding and appreciating

various literatures, (2) Speaking skill which includes discussing activity and understanding kind and variety of literature, (3) reading skill which includes understanding kind and varieties of literature and (4) Writing which includes expressing interesting literature (2006:58 curriculum).

Literature teaching at school is aimed to give the basic of literary awareness to the students, so they can learn to love and appreciate literature well based on the literary rules they have got.

When it is connected to curriculum being used now (KTSP) there are several assumptions which become its backgrounds. They are (1) students actually not clean empty tube, but they have talent and definite ability. That ability will not change if it is not grown, (2) the basic ability possessed by the pupils are imagination ability, step forward willing, art soul and esthetics, (3) teaching – learning realization of literature before KBK and KTSP can be said failed because it does not touch the essence of literature appreciation optimize life experience or use the learning source efficiently (the pupils environment),(4) beside the pupils ability itself, the pupils have a willing to cooperate with others, too (5) activity which produces literature at home such as a homework. Which is often not original or made by someone else. Besides, pupils often rely on final result when they literature. So that

KTSP gives priority to literary work creating process, (6) every pupil will create a literature based on each imagination students intelligence level, (7) aesthetics capacity difference, that is a sensitivity in managing meaningful words needs appreciating.

In relation with this is concern with, one aspect of producing literary work is appreciating it, in this appreciation, there are extrinsic and intrinsic aspects of literature. The extrinsic aspect is the aspect which is different from literary work but indirectly it influences the building and organization system of literary work. This aspect consists of a number of the author's aspect, author's biography, psychology, environment such as economy, social, politics and nation point of view of other art works.

There are some problems related to teaching literature in generally, they are: (a) there has not been found a model of literature appreciation teaching which is appropriate and relevant. Teachers are not relevant to the teaching context yet, (b) the method used is

still conventional. It is because the teachers' knowledge about teaching literature is still less, (c) the low quality of teaching literature and its result. It is the effect of uninteresting teaching to compose literature at school.

On detail, teaching – learning condition of SMA Negeri 1 Situbondo students can be considered as planning, lesson, media, teaching method used, and evaluation does not maximal yet it is caused by the teachers understanding toward competence based curriculum does not optimize yet.

Besides, the teachers understanding toward strategy and approach is still less. It causes the strategy and approach like Pembelajaran Aktif Kreatif Efektif dan Menyenangkan (PAKEM) using TGT (Teams Games Tournament) method is not reflected on the lesson plan made by the teacher. The lesson planning prepared uses becomes conventional and approach do not give students chance to be creative and thoughtful.

One of the uses of teaching method is to help students grow their composing literature ability actively and productively is PAKEM. PAKEM is a teaching method/strategy which engages students on every activity which developed understanding and students, ability by stressing on learning by doing. Students are given freedom on developing their ideas implicitly and explicitly. This method is applied to strive for short story appreciation ability toward the knowledge given to them.

From the explanation above, the researcher wants to apply PAKEM TGT method (Teams Games Tournament) short story appreciation. The researcher hopes the application of this method can help students find intrinsic elements including characters, plot, theme, background and message in the short story.

REVIEW OF LITERATURE

A. Appreciation Activity

The elements cover 3 important aspects, they are:

- a. Cognitive aspect

This cognitive aspect is relating with in the involvement of reader intellectual in the effort to understanding the literature element. This cognitive aspect consist of analyzing certain element (such as, intrinsic and extrinsic), identification, differentiation, etc which analyzing quality of literary work.

b. Emotive aspect

Emotive aspect related with the involved of readers emotion in the effort to understand the beauty elements of literary text which read. This emotive aspect consist of showing a certain element (include the feeling) which offered by the author in a short story.

c. Evaluative aspect

Evaluative aspect related with the activities in giving evaluation to the goodness and badness a literary work, and all other activities related with criticism of literature work.

This evaluative aspect consist of the evaluation on appropriate way and characterization, other things that demand the process and the ability in evaluating the student.

We can conclude that appreciation activity is the activity in

understanding literary work in real manners which includes cognitive aspect, emotive aspect and evaluative aspect, so can grow an understanding, praise and mind sensitivity and feeling toward literature work.

B. Short Story

Nurgiantoro (2002: 12-13) also giving a definition of short story trough the analysis of its building elements are: plot, characterization setting and unity.

Short story plot generally singular, only consist of one event rotation which followed until the end of the story (not finish because short story which fullness fill resolution clearly, the end of the story given to the reader interpretation).

Theme, because the story is short, short story only has one theme. It has related with the condition of plot which singular too and the character is limited. Characterization, the number of story character which seen in a short story is limited. The story is limited too, neither unidentification number of character data, especially related with character, so the readers must

reconstructed the character shown itself completely.

Setting, showing the setting of story in a short story does not explain detail about setting condition such as place and social condition. Short story only need to show the wider context or implicitly.

Unity is everything told which giving a support to the main theme. The performance of several events continuously made a plot although does not chronologic but must be relating logically.

C. Analytical Approach in Appreciating Short Story.

The application of analytical approach will help the reader in the effort to know the intrinsic element which actually stated in creating literature and not in the definition which stated in review of literature element to make its wholly.

In the realization this analytic activities must not be consist of the whole aspect in creating literature. In this way, the readers can limit it in structure analysis, diction, language style etc. In the relation of this research, researcher limiting the

analysis in intrinsic aspect of short story.

D. Intrinsic Element of Short Story

1. Character

A character according to Abrams (in Nurgiantoro, 2002:105) is a person stepped forward in a narrative or drama interpreted by the readers having morality and certain preference like what is expressed in an utterances and what is done in action so, character can mean both story and nature or characterization.

Actually what and who is the character of story is not important as long as the readers can identify the characters (Jones in Nurgiantoro, 2002:166), or the readers can understand and interpreting the characters based the logically of story and its perceptions in the relation with other story element. A good fiction, characterization can be analyzed relating with other building element. It is because of in a short story the existence of character cannot be release from plot element, theme, point of view or setting which will make the character life.

a. Main character and supporting character

A main character is a character given priority in the story. it is a character which is told much main characters often show in every event and can be found in every page of story which is accomplished.

Supporting character is a character supporting the main character. The appearing of supporting characters in a whole story is less.

b. Character role

Based on the role, character can be differentiated into antagonist and protagonist. Protagonist character is a character amazed by the readers or sometimes called as hero. This character is a realization of idea norms and values (Nurgiantoro, 1992:24). Antagonist character is the opposite of protagonist directly or indirectly, physically or mentally.

Luxemburg and friends (1984:145) said that if there are two characters which opposite, the character is given much opportunities to say the vision, that who has a big chance to get sympathy and empathy from the readers.

2. Theme

Theme according to Kenny (in Nurgiantoro,1992: 39) something must be concluded from whole story. It is not only concluded from certain parts of story but also the theme must be inspired by the whole story not only certain part.

In the relation with knowledge, theme is something which created by the author related with total knowledge which told by the author.

The main function of theme is become the last united a whole fiction. It means the author creating plot, creating protagonist characters consciously or unconsciously explicit or implicit, basically is the response to the theme which has chosen and directed (Sayuti, 1988: 101)

3. Setting

Setting of an event can be differentiated into place, time and social (Sayuti, 1988: 42). A place is related to geography. Time is related to history. While social is related to society life. So the setting of a fiction is related to a matter about when, where, in what condition.

4. Plot

A plot is not only meant as events told much on a certain series, but it is meant as an arrange meant by the author about events based on its causality relationship (Sayuti, 1988 : 8)

So that, the series of the story which is told by the author can be known through plot. The arrangement event of story can be different depend on the author desire.

The plot of story can be open and close if we look from the end of story (Sayuti, 1998 : 28). Open plot of the story. So the end of story can be interpreted by the readers themselves. Close plot is the author giving the conclusion in the end of story.

a. Plot elements

In plot development, there are 3 essentials elements. Those are event, conflict and climax.

b. Event

An event can be said as a movement from one condition to another. Based on the explanation, we can distinguish certain sentences which appearing an event or not. An event can be distinguished into 3

kinds, they are functional events connection and reference.

Event, are events determining or influencing the plot development. The sequence of functional event is as the gist of the fiction. Due to the fact, the existence of the events in its relation to story logic is a must.

Connection or link event is an event is an event which has function to link important events on tracing the story. This event does not influence plot development much because this event can function ate as interlude.

While reference event is an event which is indirectly influences to the plot development but aiming to the other, element, has relation with a characterization or the condition in closing a character psychics

c. Conflict

A conflict is a dramatic thing referring to a fight between two balance powers and implying an action and reaction.

Conflict form as the event shape can be distinguished into 2 category: physical conflict and psychological conflict. External conflict and internal conflict. External conflict is the conflict happens

between characters with something outside him, Maybe with nature environment or human, while internal conflict happens in mind or the characters soul.

d. Climax

A climax, according to Stanton (in Nurgiantoro, 2002 : 127) is the time when a conflict has reached it's highest intensity. That time is something that cannot be ignored.

Conflict and climax are the important things in plot structure, both of them are the main elements of plot in fiction. Conflict by conflict, either external or internal, as have studied so far can cause climax.

5. Point of view

A point of view refers to how a story is told. It is a way or view used by the author as a suggestion to present character, action, setting and many kinds of events forming a story on a fiction to the readers (Abrams in Nurgiantoro, 2002 : 248)

E. PAKEM

PAKEM is an abbreviation of active, creative, effective and joyful learning.

1. Active

Active means that in the learning process, a teacher must create a certain atmosphere so students feel need asking and giving opinion actively. Learning is an active process of students build their knowledge. It is not a passive process in which students only receive what the teacher lectures. So if the learning does not give chance a student to be active, then it is opposite of a learning truth.

2. Creative

Creative is a various learning process to supply various students' ability level.

3. Effective

Effective is a learning process producing what must be mastered by the students after the lesson because the learning has many goals that must be reach.

4. Joyful Learning

Joyful learning is a please atmosphere so students can focus on the lesson fully. Generally, PAKEM can be described as:

a. The students get involved in the lesson activity developing their

understanding and ability by stressing on learning by doing.

b. Teacher uses various helping equipment and ways to desire enthusiasm include using environment as a source of study to make the lesson interesting, joyful and appropriate for the students.

c. Teacher manages the class by displaying more interesting books and media and provides “read corner”.

d. Teacher applies more cooperative and interactive books of teaching include way of study club.

e. Teacher supports the students to find their way to solve problems, to give opinion and to get and involving the students to create their school environment.

F. TGT

One of learning type or model which is easily applied, involving all students without difference status, involving students role as the same age as students and contains of games element and reinforcement is TGT (Team Games Tournament) model.

Learning activity using games arranged in TGT learning model enables students to study more relax beside grown their responsibility,

cooperation and healthy competition and learning involvement. According to Slavin (1995 : 84) there are 5 main components in TGT, that is class serving

1. Team

The team generally consist of 4 up to 5 students with heterogeneous looked from the academic achievement, gender and ethnic.

The function of team is to penetrate lesson together with the member of team and especially to prepare the team members to work better and optimal in the game.

2. Game

Game is arranged of questions to examine the knowledge got by the students from the team learning. The games is played on same tables consist of several students, every students presented different team. Students who can answer the question will get a score. This score will be collected for weekly tournament.

3. Tournament

A tournament is usually done at the end of the week or at end of a unit after teacher does a class presentation and the teams have done worksheets. The first tournament,

teacher divides students into some tournament tables. Three students with high quality grouped at first table, three students grouped at second table and so on.

4. Team Praise

The team can be given a certificate or a praise if their score average fills the fixed criteria. The team score can also be used as an additional value for the students

METHODOLOGY

We are discussing this fact later in the fact shows that the student's response toward teaching learning activity using PAKEM by TGT method.

1. Way to determine study result / students value

In teaching-learning English the students who are able to answer the question and do the task given by teacher in front of class, they will get a good value, because the students value evaluation system of PAKEM is based on:

a. Written test covering examination result / interview.

b. Affective study covering attitude, cooperation / discussion in group and questioning / answering initiation in the class.

c. Student's activities covering cooperation in doing group work / report.

d. Students respond covering students respond toward learning, understanding of teacher teaching way discussion and an interest to study.

2. Factors Influencing Learning.

Study is a process that appearing transition of behavior or ability. From where the transition can be reach or another word, success or unsuccessful study depends on many factors .The factors can be differentiated on two parts, these are:

a. individual factors (the factors from themselves), Individual factor including of :

1) Growth/ripeness

Children in 6 months, the muscles and bones are still weak, the weight and power still not balance and there is not awareness to try something.

We cannot teach philosophy to the children which is on junior high

school because of their mental growth are not ripeness yet to accept that material. Teaching a new thing can be succeed if their growth level have possible; physical and spiritual condition have ripeness for that.

2) Intelligence

Able or not a child on learning something with a good success influenced by intelligence level. So that in learning material and others capability. Not all children able in foreign language, cooking and soon. It is clear that studying except ripeness, intelligence also have influence.

3) Exercises

Because often in repeating something, so their capability and knowledge who have possessed become too deep. Without exercised the knowledge which have possessed will be less and lost. More big intention more big also the attention so the intention to learn more big too.

4) Motivation

Motive is a supporter for someone to do something. It is impossible someone want to learn something well if he does not know how important and advantage the

result which will be reach from study for himself.

5) Someone's Characteristic

Someone's characteristic have main role in study. Everyone has different characteristic with each other. Someone's characteristic can influence from where his study can be reach. Someone characteristic including of healthy factor and body condition.

b. Social Factor (the external factor from individual).such as :

1) Family Condition

The family condition can give certain definite on how far the study happen and can be reach by children. The family condition include there is or there is not facility is need on study. Have main role too.

2) Teacher and the way to teach

Teacher and the way to teach have important factor too. How is the teacher behavior, the knowledge possessed by teacher and how teacher teaches the knowledge to the student also definite the study result which can be reached.

3) Instruments to Study

Teacher's factor and how to teach, can be released from the instruments that is served at school. The school that has completed instruments to study, a good teachers way to teach and teacher's capability to use the instruments will make students easy to study.

4) Social Motivation

Because study is a process which growth from inside, so motivation has main role to the children. If teacher and parents give to motivate the children a desire to study will growth from the inside of the children. The children can be realized what is the advantage of study and what is the purpose will be reach from that, if they give stimulate and a good social motivation can be gotten by the children from the environment around them.

5) Environment and chance

The children from a good family, have a good intelligence, study at school which have a good teachers and complete instrument, not sure can study well. There are factors which can influence study result such as, because the distance between house and school is too far, if needs

transportations and much time so it is tiring. Many students cannot study well because they do not get chance which is caused by their busy, a bad environment's influence and other factors happen outside their capability.

The result improvement of student's achievement on listening short story competence using PAKEM by TGT method.

FINDINGS AND DISCUSSION

1. Teacher and Students' Activities

The research result show that the dominant teacher's activities on teaching learning programs are (1) Explain the purpose of learning, (2) Explain the material slowly and intimately, (3) leads the students in doing task, (4) motivating the students in doing task, (5) Explain the material using many kinds of learning method, and (6) managing teaching-learning process using PAKEM strategy with TGT Method.

The dominant students' activities on each cycle are (1) make an important note when teaching-

learning process, (2) students do the task, (3) have motivation on PAKEM strategy with TGT method, (4) Constructing themselves knowledge, (5) concentrate in accepting material, and (6) finishing the task seriously.

2. Students' Study Result

The result of students of SMA NEGERI 1 SITUBONDO test value on listening short story using PAKEM strategy with TGT method also increase.

3. Students' Response.

Group working can help listening while students feel interesting on doing group working and the student which is active on group working.

So according to analysis of questionnaire can be seen that learning by implementing PAKEM strategy with TGT method get positive respect from students. It can be concluded that students feel interest and can understand the material that teach using PAKEM strategy with TGT method.

CONCLUSION AND SUGGESTION

It can be concluded that PAKEM learning with TGT method can improve the competence of listening short story. The improvement of students' competence can be seen on the average value.

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