

The Competency of Post-Graduate Students of English at UNIB Academic Year 2017-2018 in Identifying Intrinsic Elements of The Short Story of A Rose for Emily

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Abstract

The aim of this study is to determine the competency of post-graduate students of English Language Faculty UNIB academic year 2017-2018 in identifying intrinsic elements of the short story 'A Rose for Emily'. The method used on this research is descriptive qualitative method. The research was conducted in May - June 2018 and the instruments used were essay tests. The results showed that the average score of competency was 64.68. The percentage of students who got the highest score, A is 18.75%, for B score is 18.75%, the C score is 43.75% and for the E score is 6.25%. From this study, it concludes that the competency of post-graduate students of English Language Faculty UNIB academic year 2017-2018 in identifying intrinsic elements of the short story 'A Rose for Emily' is rather good although there are some other aspects of competency that can be used optimally.

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INTRODUCTION

The literary work is one of tools to educate society because it has figures and different characters that society can learn from. Some are good and some are bad. In a literary work there are elements called intrinsic and extrinsic. Intrinsic elements include themes, plot, character, background, point of view and mandate. Extrinsic elements include cultural values and customs (Fitriani, 2017). A literary work is a reflection of thought and imagination of the author's ideas. According to (Abrams, 1999) the form of literature is quite diverse. There are novels, poems, plays and short stories.

Short story is literature work of fiction. Characters and situation on it are the imagination of the author. Generally, short story is shaped by intrinsic elements in the form of themes, characters, settings, plots, language styles, and views of the author's position (Esenwein, 1961)

The course *Literature in Language Teaching* (MPBI229) is one of the courses taught in Master program of English Language Education (MPBING) of Teacher Training and Education Faculty, Bengkulu University, UNIB. This course has 2 credits (2-0). It discusses theories and experiences in English. Besides, it is expected to spur students to assess prose, essay, short story and poetry and to practise during learning process in classroom. After this lecture period, students are expected to be able to choose the right literary work and can design learning objectives, learning activities and choose appropriate learning approach from various literary theories and English Language Teaching Theories.

Saadah and Doyin (2019) study about learning to write short stories with a quantum model for 11th grade students based on learning styles. They found that the application of this model is effective in learning to write short stories based on student learning styles. Learning by using this model is more effective for kinesthetic learning styles than visual and auditory learning styles. This research is expected to contribute to developing educational field research and to

enrich the knowledge of writing short stories in educational institutions

Huda, M.M. dan M. Doyin (2019) find out the effectiveness of short story writing skill by using a creative-productive model based on eleventh graders of VHS verbal creativities. This quasi-experimental research used the instrument of collecting data such as a test of short story writing, verbal creativity test, behavioral observation, photographs, and interview. Normality tests used Kolmogorov-Smirnov. Homogeneity test used Levene test. Hypothesis test used paired sample t-test. Final data analysis used a t-test to find out the comparison of the learning effectiveness based on verbal creativities. The findings showed an average score of high verbal creativity students was 87.40, moderate 81.05, and the lowest average of 76.6. It proved the learning was effective to be implemented for high verbal creativity students. This research contributes to enrich research development dealing with the educational field and to enrich knowledge in learning writing short story at schools.

The study of symbol in poetry has been done by Inayati and Nuryatin. Symbols in *Menolak Korupsi* poetry were the colour, the object symbol, and the atmosphere symbol. The meanings of the symbols found in *Menolak Korupsi* were related with corruption; they were the symbols of the corrupted people, symbol of the retrogressive Indonesia, symbol of the corruption activities, symbol of the effect of the corruption, symbol of the punishment for the corruptor (Inayati T and Nuryatin, 2017).

The study of character in novel has been done by Setiari, A. and Supriyanto, T (2017). The study is about the main characters in novel of *Anak-anak Mamak*. They are Burlian, Pukat, Eliana, and Amelia. Eliana was dominated by three personality. The Burlian character was dominated by curious emotions, The Pukat character figure is dominated by happiness, The Eliana character was anger, while Amelia was joy and sadness. The Eliana character was dominated by link between personality and emotions. Eliana character was formed by endogenous and environmental factors, while the

emotional factors in Eliana based on her feelings and the change in behavior.

Alania, Supriyanto, and Idiatmoko (2019) showed that *Serat Seh Jangkung* and *Saridin Andum Waris* which has the same story idea about the story of Nomads and the journey of *Seh Jangkung* in several areas. The journey taken throughout Java, Sumatra and Rome. In *Saridin Mokong*, *Saridin's* wife has a character who represents a story that struggles to maintain the dignity and prestige of Javanese women. Then, the theme of *Syeh Jangkung Andum Waris* is about his patience in facing trials. There is diversity in the prologues, acts and scenes, characters and characterizations, settings, plots, and epilogues. *Saridin's* story can be enjoyed by the public and can be experienced copying, re-writing, and experiencing transformation.

The study in finding main character in a short story, has been done by Puspita (Puspita, 2018). She found that character in short story can be found through the usage of adjective. However, other intrinsic elements such as character, setting, plots, themes have not been discussed. Based on that findings, the writer thinks that post-graduate students of MPBING need a comprehensive knowledge and training on how to identify intrinsic elements in short story. The writer deliberately focuses the practice on short story in order students are able to use it as a learning reference for junior high school level.

Based on the information background, the problem in this research is to explain the competency of post-graduate students of MPBING FKIP UNIB in understanding the intrinsic elements of short story which are includes character, plot, setting. This study tried to explain what factors are the causes of different competencies in understanding the intrinsic elements on *A Rose for Emily*.

This study focuses on the competency of post-graduate students MPBING FKIP UNIB in identifying intrinsic elements in short story and to see their competency.

Some objectives expected from this research are to enrich and develop literature theories especially in understanding the intrinsic elements of literature. For MPBING Study

Program FKIP UNIB representatives and lecturers who teach literature and English language, this research is expected to be input and consideration in compiling Literature and Teaching English.

Intrinsic element is building element of literary work, either in short story or novel such as themes, plots, characterizations, settings or mandates (Nurgiyantoro, 2009). The thing that students need to understand is that a short story is a fiction (prose fiction) (Klarer, 2004). When it is compared to novel, short story is older and has been existing since Middle Ages. The example of short story in the UK is the story of *Cinderella*, while in Indonesia, there is story titled *Bawang Putih Bawang Merah* or equally translated as *Garlic and Onion*. Both stories, *Cinderella* and *Bawang Putih Bawang Merah* are likely to have the same themes. What separate them are the character's names and story setting. Therefore, according to (Klarer, 2004), the aspects that should be in short story are:

Plot	What happens?
Character	Who act? Narrative
Perspective	Who see what?
Setting	Where and when do the events take place?

Generally, plot consists of four sequential levels, namely:

Exposition - complications - climax or turning point - resolution

Plot is the presentation of several situations interspersed with several conflicts that produce tension or twist and end with a resolution.

Character is a figure that appears in the story and interpreted by the reader as a person who has good morals reflected through speech and behavior (Abrams, 1999). Character is also a design of social behavior such as fear, encouragement and desire. Character can be seen through the way how a figure speaks, sees and behaves (Sanger, 2000). The characters are divided into three which are major and minor characters, protagonists and antagonists,

characters that are flat and round, dynamic and static, typical and neutral (Nurgiyantoro, 2007).

Point of view is how a story displays character, occurrence and setting. Setting refers to the location, period or period of occurrence of the story and current social situation (Klarer, 2004).

METHODS

The method used in this study is qualitative descriptive method. According to Gay, research using descriptive qualitative is used to test hypotheses or to answer questions related to the status of research subject (Gay, 1990). Qualitative method is method used to examine certain populations (Sugiyono, 2008). Data collection is done by using samples. Thus, through this research, it is expected to obtain an overview of the competency of post-graduate students MPBING in finding the intrinsic elements of literary work in the form of short story.

This research was conducted at the University of Bengkulu to a class of post-graduate students of

English Language Master Program, MPBING on academic year of 2017-2018 from May to June 2018.

The technique of data collection used in this study is by providing a test. This technique is used to collect data on intrinsic elements in literary work in the form of short story. The time given to students is 100 minutes. The instrument used in this study was an essay test. The component to measure competency is the score and capability of students in answering the questions. Essay test is a form of test that requires students to answer tests according to their own language (Nurgiyantoro, 2007).

Collective data are analyzed by looking at 5 aspects which are; character, setting, plot, conflict and theme. Below is the calculation to get the percentage of student score's acquisition:

$$\frac{x}{n} \times 100\%$$

Information:

x : the total score

n : the total number of students

RESULTS AND DISCUSSION

This study aims to see the competency of post-graduate students MPBING in identifying some intrinsic elements in the short story of A Rose for Emily. The result shows that the average score obtained by students is 64,68. The table 1 is detail description.

Table 1. The Score of Mid-test of MPBING Students 2018 in Identifying Some Intrinsic Elements in The Short Story of A Rose for

Emily	
Name	Score
HS	50
FF	70
PY	60
HA	40
D	60
R	70
HY	80
M	60
WW	60
A	65
D	70
CSU	80
DJ	70
MA	70
LA	50
NS	80
Mean	64.68
<u>(Average score)</u>	

The average score (mean) of students'competencies is 64,68 which is considerably mediocre. Further detail about the result can be seen through the following table 2 below.

Table 2. The Percentage of Students' Competency in Identifying Intrinsic Elements

Range of score	Score	Total student	Percentage
80 - 100	A	3	18.75
71 - 85	B	3	18.75
56 - 70	C	7	43.75
41 - 55	D	2	12.50
≤ 40	E	1	6.25

Criteria for the success rate of student in learning process can be seen in table 3 below.

The following narration is the Summary of A Rose for Emily.

The short story of A Rose for Emily was authored by William Faulkner, originally published in 30 April 1930. This short story

describes the strange life of Emily and her father as well as the terrible mystery that she hides. This tragedy took place in the city of Jefferson, precisely in Yoknapatawpha, Mississippi. Jefferson is the city where many of Faulkner's fictions were appeared. The themes of *A Rose for Emily* are: bitterness, hatred, generation gap, disappointment and suppressing forbidden love.

Table 3. Success Rates in Learning

Success rates	Predicate success
80 - 100 %	Very high
71 - 85 %	High
56 - 79 %	Average
41 - 55 %	Low
≤ 40%	Very low

Information:
Range of score 15 % (Agip, 2009)

This story is useful to help and to understand the human soul. The author touches various problems related to the dark aspects of human life. In this short story, Faulkner wrote absolute madness or goodness. Both aspects exist in every human soul.

Through 'A Rose for Emily', Faulkner tells readers how an old virgin lady named Emily kept the body of her lover that she killed by poisoning him in her house. The Murder is caused by being too possessive drowning in the deep love. Emily did not only take the life of her lover but also had been keeping the corpse in her house. Emily wanted to be together having eternal life forever. By keeping *Homer Baron's* dead body, Emily felt that she had had her husband with her both body and soul. Emily is not afraid of death.

A Rose for Emily is the story of a woman who killed her lover and lying down next to her lover's corpse until she passes away rotten as the time passes by.

This short story is a horror story and psychopathological story that can make the readers thrill. Emily is described as a woman who has freedom to make decision. She lives by her own rules and is afraid of no one.

The main theme of this story is that if a person rejects change, the person must love and live with death. Therefore, no one can refuse change. Death is first part explained in the first paragraph of the story.

Homer Barron's character is mostly flat. He is a worker from the north. His body is large and rather black (Faulkner, 669). Emily's action is called pathological murder. She poisoned Homer Baron and kept his body for 40 years. The boundary between reality and fantasy is blurred. The choice of Faulkner's words is descriptive.

The story of *A Rose for Emily* begins with the death of her father. Then it displays a flashback to the past time. To some degree, as a result, it leads to a woman's death and past traditions which are personified in the story. Faulkner's *A Rose for Emily* is considered as a multi-layered masterpiece. The author uses language, characterization, chronology, psychological narratives and calm comments.

Faulkner starts the story by displaying the ending part of the scene which is the moment when Emily passed away. From this story, it can conclude that death is one of the main themes in this story that helps us understand the boundary between life and death, the value of parents, lovers in our lives. The death of two people close to Emily, her father and her lover, affected her character. When Emily's father passed away, society tried to advise her to bury him. It had not been done until three days later when she began to understand the reality. Everyone starts feeling sorry for Emily. The only property left for this woman is the house where she lives alone and poor. As a result, she became ill.

Emily's home symbolizes "slump, stubborn and unrefined outlook". New generation and tradition, "a scene among the sights" (Faulkner, 666). The house had been closed for guests for ten years, becoming "smelly, dusty and rugged". When you enter the house and sit down, you will find "dusty" chairs to "lethargy that engulfs them" (Faulkner, 667). Finally Emily is described as a woman, who "looks bloated, like a body submerged in immovable water and a pale face" (667).

The first interesting episode that raises curiosity is by mentioning "smell", which occurs "thirty years before" (667). After reading the whole story, the author makes the readers guess the meaning of the "smell".

The author also hints a tragic ending when describing the death of Emily's father, Colonel Sartoris: "He told them that his father was not dead" (Faulkner, 669). And then, the unknown narrator comments: "We didn't say he was crazy at the time". The author alludes to the tragic ending when Miss Emily bought arsenic, her sight was depicted as "cold black eyes, rugged ..."

In conclusion, the writer can say that Emily is not afraid to die. She is not understood by her folks. Her father is a stubborn man who thinks that nothing is good enough for his daughter. He kicks away all young men who are attracted to his daughter. Once, when Emily falls in love with Homer Baron, she realizes that she loves the man and yet, Homer Baron is not "the type of man who wants a marriage". All of these reasons have caused Emily's decision to choose death as the ultimate solution, which is by killing him.

Based on the result of evaluation, it turns out that the level of competency of post-graduate students MPBING in identifying intrinsic elements in short story is still average or mediocre. The post-graduate students' competency is descriptively explained in the following information below:

Character

Most students are able to identify and mention the main character in the short story A Rose for Emily. There are some students who are able to mention the name of main character, but are unable to describe the characters of the main figure as the example shown below.

Name	Character
Emily Grierson
Colonel Sartories
Judges Steven
Homer Baron

According to these students who write only the name of figures as seen above because the story is too long whilst the time given is too short. As a result, they only write the names.

The figures and characters in this short story should be described as follows:

The main figure in this short story is Emily Grierson. She used to be brilliant young girl with

bright future. As she grew up, she turned to be introverted young lady with full of mystery. Since the death of her father, Emily had become a rugged and mysterious young woman. Emily grew up in a conservative aristocratic family, so that is why she became self-absorbed and mysterious figure.

Mr. Grierson is Emily's father. He was very strict and away too controlling to Emily. The evident was once when a man approached Emily, the man was rejected by the father, so Emily never got married until the end of her life. Homer Baron is a person from the South who came to Jefferson, who is humorous and likeable by Jefferson's folks.

The Judge Steven is the judge at Jefferson who tried to calm down the complaints about the smell coming out of Emily's house.

Colonel Sartories is a major who lives in Jefferson. He freed Emily from taxes. He was very good and idolized by the younger folks in Jefferson.

Tobe is Emily's very loyal servant. He became the connector between Emily and outside world.

Setting

Setting refers to time and place of the story, can be a scene, building, season or the dominant weather. Besides, setting can mean a location, period and social environment where the story takes place (Klarer, 2004).

The author, Faulkner chooses his own hometown, Mississippi as the story setting. A Rose for Emily took place in Yoknapatawpha, Jefferson. Jefferson is a small town in Mississippi, United States.

Generally, students explain the setting of the story as follows: (1) Funeral, (2) Miss Emily's home, (3) Drug store, (4) Pedestol, (5) Country ship.

Plot

Plot is a logical interaction of various elements in a text that leads to changing situations (Klarer, 2004). The flow of a plot includes: Exposition - complications - climax or turning point – resolution.

Usually, the story begins with exposition. In the middle part, conflicts emerge which produce various tensions until a crisis or reciprocity arises. After the peak of the crisis, the story ends with a resolution at the end of the story (Klarer, 2004).

In *Rose for Emily*, Faulkner used a flashback plot so readers can understand the internal conflict between Emily and the surrounding society. This can be seen in the first part of story on how the society came to the funeral of Emily in her own house whilst the house had not been visited by the surrounding folks for couple of years.

In the second part, Faulkner used flashbacks when Emily refused a city officer coming into her house while folks suspected the suspicious smell was coming from her house.

In the third part, Homer Baron appeared. People thought that he and Emily would get married. Their relationship continued until one day Emily went to the drug store.

In fourth part, it is told how the folks reacted when they saw Emily purchasing arsenic. They thought that Emily would commit suicide with arsenic. No one thought that he would poison Homer's Baron with arsenic. Once, some folks believed that Emily and Homer would get married when they saw Emily buying toilet paper with the H's initial on it. Soon after that, Homer disappeared. The folks believed that he left for a while to prepare for his marriage. Homer Baron reappeared on one night but after that, he had never been seen.

At the end of the story, when people opened Emily's house, they found Homer Baron's dead body was lying in bed and next to it was a strand of Emily's hair on the pillow. This proves that Emily slept next to Homer Baron's corpse.

From the story, it can be concluded that the plot of *A Rose for Emily* is:

1. Emily's father passed away
2. Emily tried to keep the corpse and thinking he was not dead
3. Emily met Homer Baron and they had a date
4. Emily purchased poisons
5. Emily's house gave off a suspicious smell

6. Emily passed away

Most students answer the plot in this story as a flashback or flashback story. But some of them answer as mixed plot.

The story uses a mix plot where it tells the story of the combination of Emily's past and future occurrence (mixed plot).

Conflict

Conflict is disagreement or problem among characters in a story (Fauzan, 2016).

Although most students specify the conflicts in *A Rose for Emily*, they do not make conclusion such as the following example:

When a neighbor, a woman complained to the major and judge Stevens. The Woman said, "Who's sending her word to stop it, isn't there a law?"

The judge said, "I am sure that won't be necessary, it's probably just a snake or a rat killed in the yard."

There should be two conflicts in *A Rose for Emily* which are firstly, between Emily and herself. Secondly, the conflict is between Emily and surrounding community. The first conflict is more dominant than the second one. The first conflict is about morals, ambitions, dreams and true and or false values.

Theme

Theme is central idea in a short story. Within the story, the theme is sometimes not explicitly explained (Fauzan, 2016).

Some students answer the theme of this story as follows:

Story about the life of Emily who was stubborn and steered woman the struggle.

The answer above is somehow confusing. What does it mean by a steered woman or controlled woman, is in turmoil or what? The answer is not very clear. The correct answer about the theme of the story is as follows:

The theme of *A Rose for Emily* is about death and rejection of change. Emily was unable to accept the fact that her father had died and Homer Baron would not marry her. To solve the problem, Emily took Homer Baron's life by

poisoning him. Emily kept Homer Baron's dead body in her house and spending the nights lying with the corpse for years thinking that she had an eternal husband.

CONCLUSION

This study concludes that the competency of post-graduate students MPBING to identify the intrinsic elements of A Rose for Emily is rather good or moderate. This competency can be seen from the average score that they obtained, which is 64.68. Through this research, it is expected that the competency of post-graduate students MPBING should be improved by giving short story tests that are equal to their competency level. In addition, in teaching a short story, the techniques of *speed reading* or *scanning* and *skimming* can be used in order the competency can increase.

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