

LEARNING READING COMPREHENSION THROUGH ANALYZING A NOVEL “I AM A PRODIGY” ON SFL

Edy Suseno

edysuseno4@gmail.com

IKIP Widya Dharma

ABSTRACT

Learning reading results in a disappointment for many EFL learners. They get a problem to understand the passage about. It seems that they do not have a sufficient vocabulary list and constructing sentence ability. They faced a problem in the situational and cultural contexts. The mastery of the two contexts leads students to gain a make meaning. It is a way to assist the students to understand the text and to write sentences. To help the students cope with their difficulties, analyzing a novel is promising. By analyzing the text, the students learn to build vocabulary and sentences. It is part of the situational context. This research used a novel “I am a Prodigy” as the data to be analyzed. Analyzing that kind of data is implementing cultural context. It applies the situational context into a written product. To analyze the content of the text, a rubric was applied. The postmodernist viewpoints are the categories used in the rubric. The result of the analysis was the detailed description of semantically and pragmatically to interpret the words and sentences in the text. It builds the students’ vocabulary and syntax knowledge. It means that it can build the readers’ competence in a situational context. Furthermore, in commenting on the data, it leads them to develop their cultural context. This kind of result is very beneficial for the students and teachers to enhance the teaching-learning reading process in the classroom. It also inspires the other researchers to develop it some further

ARTICLE INFO Article
History: Received Date: 1th
Agustus 2022 Received in
Revised Form Date: 14th
Agustus 2022 Accepted
Date: 15th September 2022
Published online Date 17th
September

Keyword:

Cultural construction,
interpretation,
pragmatics,
postmodernism
viewpoints, semantics

I. INTRODUCTION

The development of social life is dynamic. The old era, for an instant, needed innovation. It was modernism. Modernism is the way to change the world. People need to develop life and being become qualified, different, and innovative. It is the leap from the old paradigm to the modern one. The situation needs to be changed to form a radical change to be applied to humans and its natural environment (Yıldırım, 2009). The situation is about the rationalization in the differentiation of progress, economic, and administration from traditional order into modern capitalist – industrial government. It was implemented in the west with the enlightenment in the eighth century (Yıldırım, 2009).

Moreover, postmodernism is after modernism or after colonialism. It is critical thinking of the form of modernism in progress and innovation in the two areas of art and culture. Postmodernism is a kind of critical project, digging the cultural construction as the truth and revealing the variety of repressed another history of modernity like women, homosexuals, and the colonized. Furthermore, postmodernism is popular with globalization, rational aesthetics, and contemporaneity (Palmer, 2014).

Some fields developed in modernism was emphasized on privacy in the postmodernism. They are abstract rights, cultural, historical structure of society, plural life, and mind. They were discussed and practiced democratically as the manifestation of globalization (Giroux, 1991). Furthermore, postmodernism was implemented in the educational field. It developed science and education to build the umbrella of dynamic knowledge in postmodernism. It is very important to gain productivity by searching for new ideas and concepts (Fritzman, 1995).

Concerning language, people use a lot of approaches to learning a language. One of them is using a short story. By using short stories to teach a language, the teacher develops four language skills speaking, reading, writing, and listening. It can be used by the teacher to teach the students at the intermediate level of proficiency (Murdoch, 2002).

Moreover, reading is a source of learning. People learn a language by reading a lot. They develop a lot of language components like vocabulary, grammar, syntax, and many others. Those components are very important to express the ideas in spoken and

written. Comprehending-01io;’ the reading text can build fluency. The students can learn how to choose words and construct sentences (Richards and Schmidt, 2010).

Reading material can come into spoken and written products. To gain a making meaning in written and spoken, the students need to develop their competence in a situational and cultural context. In the situational context, the students learn how to build vocabulary, structures, morphology, and syntax. The implementation of the situational context in written and spoken is a cultural context. To understand the message of the text, the students need to develop their situational context skills. Delivering feedback on the reading content, the students develop their cultural context skills. The feedback could be delivered both semantically and pragmatically. The two contexts situational and cultural are Systemic Functional Linguistics (SFL) (Halliday, 1994).

In the previous study, Andini and Ratmanida (2019) said that in learning reading, the students need to understand the text about. The adequacy of vocabulary and grammar usage knowledge is very important to get meaningful reading. Nevertheless, the role of peers in leaning reading interfere with the success of reading for the students. They can exchange their knowledge to gain comprehension in reading. Peer teaching is very interesting for students (Horn et al., 2008). It can develop the students’ critical reading. They search for any other sources to satisfy their needs to understand the passage (Harmer, 19980. Reading is very important to learn. It is as the resource of the information (Elizabeth et al., 2003)

The previous study above leads the students to learn reading meaningfully. Developing critical reading to gain the comprehension of the text is very interesting and important. It helps the students enlarge their perspective to understand the material discussed. On the other hand, it does not develop the students' criticism of the structure of the text. They need a wayto better their understanding of the process of reading.

Many EFL students get a problem with speaking and writing. They do not have sufficient vocabulary lists in their head. It affects their ability in conveying their ideas both in spoken and written. It hampers them to build a relationship with other people by using English. The students have learned English for the years in their life but it results in disappointment. Lacking the vocabulary building and grammar usage makes the students fail to understand the message of the text (Brown, 2006).

The aim of this research is to see the effectiveness of postmodernism viewpoints to enhance the perspective of the content of the short story. To lead this kind of purpose, a research question was established. It is “ How does each category of the postmodernism viewpoints bridge the understanding of the whole content of the short story?.

II. METHOD

The novel “I am a Prodigy” is about an extraordinary student who tried to break the traditional paradigm in doing mathematics tests. He had his own way how to answer the test. But his fellows and teacher underestimated him. Finally, he was successful to prove who he is (Bridge, 2018). This study focused on the content of chapter 1 (my full disclosure). Providing the novel is the start of the research. It is the data that needs to be analyzed. To analyze it, a rubric was established. It comprised ten categories as stated in table 1 (Duignan, 1989). There are three steps in analyzing the data. First, it is coding. In this case, the data were grouped based on the categories. The data is in the form of a quotation with the numbers of lines. In the second step, it is noticing. It is focusing on the words or sentences which are emphasized the intention of the category. The words or sentences were explained in detail semantically and pragmatically to gain the perspective of the ideas. It is very important to leads the result to meet the aim of the study, to complete the previous study, and to answer the research question. The last one is drawing a conclusion.

III. FINDINGS

The data was found in chapter 1 of the novel. Scanning the words and sentences on the text based on the category was the initial process of analysis. The data was in the form of a quotation. It is still in a general context. There are ten categories to group the data. The numbers of lines are the way to ease to recheck of the quotations.

Table 1.

Coding

No	Descriptions	Quotations	Lines
1	Naïve realism is the human tendency to believe that we see the world around us objectively		-
		It was Fatty Zhang's slightly greasy face that came into his sight. Fatty Zhang had a cautious yet anxious look while his eyes swept across to the lectern from time to time.	7-9
a	The <i>Conceptual Construction</i> Group helps ensure that each project meets goals of quality, cost, delivery schedule, and ultimately performance.	"How could you fall asleep just like that? Li Xiuluo was already looking toward our side on a few occasions. I sense that he is already on the brink of an emotional outburst," said Fatty Zhang anxiously.	10-12
		Ye Lingchen's heart was pounding. He did not look toward the lectern anymore but he lowered his head and picked up the mathematics textbook. He began rifling through the pages and assumed a feigned manner of reading.	37-39
		Ye Lingchen gasped in astonishment. He had no idea that he was such a useless person had he not seen this.	64-65
		His gaze swept across the room and noticed that Fatty Zhang was looking at the lectern in confusion. Fatty Zhang pretended to nod his head occasionally as	74-76

	if he was suddenly enlightened during the lesson.	
	“You’re teaching me?” Fatty Zhang was astonished. He pondered for a moment before he spoke with uncertainty, “if I’m not mistaken, you came in last place while I’m second last in class!”	80-82
	Soon after he was jolted awake from the light tapping of his body, Ye Lingchen opened his eyes drowsily, completely in a daze.	5-6
b	Something observed in a scientific investigation or experiment that is not naturally present but occurs as a result of the experiment itself	The words on his mind were increasing continuously in an extremely swift speed as Li Hongkai’s lesson went on. 34-35
	Ye Lingchen’s hands were shaking so much that he found himself almost tossing out the mathematics textbook.	43-44
	Fatty Zhang muttered to himself, “Not for all the questions...”	86
	He would make the effort to calculate every once in a while as well. It was only that every single attempt of his calculation would end up wrong without fail.	87-88
	“Wake up, Ye Lingchen...”	4
	Huh?	25
	‘Receiving guidance from high school teacher, Li Hongkai. Mathematics proficiency +1.’	28-29

c	A language is a structured system of communication.	What was happening?	36
		‘Self-studying on mathematics textbook. Mathematics proficiency +1.’	40
		His gaze swept across the room and noticed that Fatty Zhang was looking at the lectern in confusion. Fatty Zhang pretended to nod his head occasionally as if he was suddenly enlightened during the lesson.	77
		Ye Lingchen nodded subtly. “That’s right!”	97
		“Ye Lingchen, Zhang Hao. You may leave the class if you’re not interested in learning!” Asura Li’s raging voice coupled with his menacing aura was so overpowering that the entire classroom sank into an absolute silence.	100-102
		“Teacher Li, I was teaching Zhao Hao.”	106
		“Don’t you two know about your own situations? One of you ranks last in class while the other is second-to-last in class. One of you is daring enough to teach while the other is truly daring to learn!”	107-109
		Whoa	116
		<i>“F*ck, how dare Ye Lingchen calls himself a prodigy? Is he trying to seek his doom!”</i>	

“Oh no. The college entrance examination is almost upon us and it has driven another one of us to madness due to the immense pressure.”

118-127

“The world is too insane. Even Ye Lingchen has the audacity to call himself a prodigy!”

“Since Ye Lingchen has disclosed himself, it looks like I can’t hide either. I’m a billionaire actually and this is my full disclosure too.”

“Is this some entertainment show before the college entrance examination. Keep calm everyone and watch in an orderly manner.”

129 -131

Asura Li knocked on the table. The entire class regained its silence instantaneously akin to the calm before the storm.

14-15

Ye Lingchen shook his head. He could still remember vaguely when he heard the binding sound of Prodigy System, then he fainted soon after.

The rejection of an objective natural reality—is sometimes expressed by saying that

2

Ye Lingchen continued, “You can get a few questions correct just by making wild guesses anyhow, but look at me. I’m always capable of avoiding all the correct answers without fail. Do you think that this is achieved through wild guesses?”

89-92

“It seems... to be quite difficult to get all the guesses wrong.” Fatty Zhang

93-96

there is no such thing as Truth. shook his head after analyzing the situation based on his years of experience in making wild guesses. “Could it be that you have been getting 0 in the examination on purpose?”

As he was confronted by everyone’s watchful eyes, Ye Lingchen did not show any emotions in his gaze while his eyes swept across the class with the contempt of a king. He smoothed the wrinkled shirt on his body and spoke slowly, “I was planning to get along with all of you slacker students supposedly, yet all I’m getting are feelings of estrangement and scorn. I’m going to stop pretending now. I’m a prodigy and this is my full disclosure!” 110-115

The piercing coldness in Asura Li’s eyes grew colder upon seeing Ye Lingchen shaking his head. “It’s best for you to admit if you don’t know how to solve it, don’t waste everybody’s time.” 155-159

3	That science and technology—and even reason and logic—are inherently destructive and oppressive	As for the rest of the remaining numerous small square frames that remained in black, it probably signified the skills that have yet to be unlocked.	62-63
---	--	---	-------

Asura Li, whose real name was Li Hongkai, was Ye Lingchen’s mathematics teacher who also doubled as his form teacher. Other than that, he was also the director of student affairs of the entire school. He was an incomparably harsh person who frequently sought to meet students’ 18-22

		parents. As a result, he was nicknamed Asura Li.	
		It made Ye Lingchen sick even as he thought about it.	24
		Ye Lingchen gasped in astonishment. He had no idea that he was such a useless person had he not seen this.	66
4	Reason and logic too are merely conceptual constructs and are therefore valid only within the established intellectual traditions in which they are used.	Fatty Zhang remained ever so slightly suspicious. Meanwhile, a ray of cold radiance shot straight from the lectern. He shuddered from the cold at once.	98-99
		However, just as everyone was preparing to witness a comical scene, Ye Lingchen stood up slowly under Fatty Zhang's watchful eyes which were filled with complicated emotions and respect. "Come over to the lectern. If you can solve this mathematical word problem, then I'll permit you not to pay attention during my lessons." Asura Li looked at Ye Lingchen coldly. "If you can't solve it, then I shall invite your parents in for a chat!"	139-142
		He looked up and met Asura Li's exceedingly hostile eyes. Ye Lingchen sat upright in all apparent seriousness at once and looked straight ahead.	16-17
	All, or nearly all, aspects of human psychology are	However, just as everyone was preparing to witness a comical scene, Ye Lingchen stood up slowly under Fatty Zhang's watchful eyes which were filled with complicated emotions and respect.	103-105

completely determined.	socially	The entire classroom was in uproar instantaneously.	117
		Even though he did not elaborate much, everyone was looking at Ye Lingchen sympathetically in the freezing aura of the classroom.	135-136
		Thirty seconds later, Asura Li stopped writing. A mathematical word problem appeared on the blackboard to everyone's surprise.	137-138
			151
		Ye Lingchen walked out from his seat proudly and boldly. He headed straight for the lectern.	
			152-156
		His aura was overpowering while his entire body was exuding the confidence of a straight-A student. Many of the students could not help shutting their mouths upon sensing his aura. Ye Lingchen shook his head involuntarily as he walked to the front of the blackboard.	
		"I don't know why either. I felt so sleepy all of a sudden earlier."	13
		In the next moment, he was stunned abruptly as rows upon rows of words emerged on his mind in a ghastly manner.	26-27
		Chinese Proficiency: 20%	54-57
		English Proficiency: 5%	
		Mathematics Proficiency: 40% and still increasing by +1 continuously.	

“Don’t fret. I’ll teach you if there’s anything that you don’t understand,” said Ye Lingchen with a confident smile.

“Ne, ne.” Ye Lingchen felt like he needed to break free from his usual image. “You’re just making wild guesses for all the multiple-choice questions in the examination, right?”

6 Language is
deconstruction.

“Hiss! Isn’t this the last question from the previous third mock examination?” Some of the students began to whisper to one another upon seeing the question.

143-149

“That’s right. It’s exactly the same. It’s the most difficult question in the third mock examination. I heard that no one had managed to solve the final mathematical word question in the entire school.”

“It seems like Ye Lingchen has provoked Asura Li to the utmost limit this time. No zuo no die¹.”

160-163

Ye Lingchen placed a hand behind his back while he raised the white chalk in his right hand. The sight of his back appeared as overbearing as a mountain and unfathomable as the sea. He spoke softly, “Are you trying to insult my intelligence with such a simple question?”

Before his voice died away and before Asura Li had the opportunity to fly into a rage, Ye Lingchen had already

164-166

	begun to answer the problem on the blackboard with a whooshing sound	
	How could he allow himself to doze off during Asura Li's lesson?	23
	'Stay calm! I have to stay calm!'	45
	There was a total of over twenty icons illuminated in total, including his ability to ride a bicycle. It was only that none of his proficiencies exceeded 30% other than mathematics.	59-61
7	I think, therefore I am"), to identify a foundation of certainty on which to build the edifice of empirical (including scientific) knowledge.	67-71
	Ye Lingchen's entire face blushed scarlet from excitement as he looked at his Mathematics Proficiency that kept growing steadily. In a short period of time, his Mathematics Proficiency had already grown to 60%. A large amount of mathematical knowledge that	77
	originally felt like a blur in his mind had become crystal clear now.	
	Fatty Zhang spoke in hesitation, "Maybe... I think I can understand ever so slightly."	46-47
	Ye Lingchen made a display of his powerful mentality at this very moment. He inhaled deeply and shifted his attention to his mind.	51-53
	A pipe dream and indeed as symptomatic of an unhealthy tendency within Enlightenment discours es to adopt "totalizing"	72-73

8	systems of thought (as the French philosopher Emmanuel Lévinas called them) or grand “metanarratives” of human biological, historical, and social development	He could not hold himself back from wanting to try out the new proficiency level. He wondered if it was as impressive as he had imagined. “Prodigy?” Asura Li could not help laughing in rage upon hearing Ye Lingchen’s magniloquence. He turned around and began writing on the blackboard with a whooshing sound.	132-134
---	---	--	---------

Table 2. The number of quotations for each table

Number	Category	Number of quotations
1	1a	6
2	1b	5
3	1c	14
4	2	5
5	3	1
6	4	5
7	5	7
8	6	8
9	7	5
10	8	4

Table 2, it shows that each category covers the quotation(s). It means that no single category does not include the quotation. Only one category at category 5 mentions one quotation. The rest covers more than 4 quotations. From ten categories, category 1c is the most frequent to state the quotations. There are fourteen. category 10 covers four quotations. Categories 9, 6, 4, and 1b cover six quotations. Category 1a mentions six quotations. Category 5 includes 7 quotations. Category 6 states eight quotations

IV. RESULT AND DISCUSSION

To dig the deep understanding of each quotation based on the category, the semantic and pragmatic approaches were applied. To infer the message of texts, the intrinsic and extrinsic perspectives interfered with the interpretation of the context. There is three-part of each table of analysis number, quotations, lines, and analysis.

Table 3

Category 1a

No.	Lines	Analysis
1	37-39	From the sentence “He began rifling through the lines.” It seems that he did search for something important in his book as a result of something annoying. It could be seen from the sentence “Ye Lingchen’s heart was pounding. He did not look toward the lectern anymore but he lowered his head and picked up the mathematics textbook.” But he did not want to show others about his own problem. He distracted others by rifling the lines in order to hide his sorrow. The aim of this rifling is not serious. It is just pretending. It is emphasized by the sentence “ and assumed a feigned manner of reading.”
2	64-65	The action of pretending is seen clearly in the sentence “Ye Lingchen gasped in astonishment.” He actually did not intend to be enthusiastic. It just a charade. It is supported by the sentence “He had no idea that he was such a useless person had he not seen this.” It describes his hopelessness. It reverses with his action to be astonished. The aim of his action is for fooling others.
		Pretending is the focus of these sentences. From the sentence “His gaze swept across the room and noticed that Fatty Zhang was looking at the lectern in confusion.” It can be assumed that Fatty was in confusion. But he tried to hide it from others. The pretend is seen in the sentence “Fatty Zhang pretended to nod his

3	74-76	head occasionally as if he was suddenly enlightened during the lesson.” It the aim of her action. It is pretending.
4	80-82	Somebody else tried to help him solve the problem he faced. But he did not appreciate his favor. He put under his hand to help him by saying “You’re teaching me?” He tried to certain his beliefs by declaring “if I’m not mistaken, you came in the last place while I’m second last in class!” the aim of such expression is to justify other’s competence.

Table 3, it is about gaining a goal. The utterances or movements direct to a certain intention. The intention can be delivered semantically and pragmatically (Mey, 2006). From the sentence “You’re teaching me?” can be interpreting in a semantic or pragmatic perspective. That kind of question can be understood as a question sentence. It is asking another person. It is the form of semantic. On the other hand, it can be inferred as determining a belief. It is the form of pragmatic

Table 4

Category 1b

No.	Lines	Analysis
1	5-6	By seeing Ye Lingchen not to wake up at the right time, somebody was tapping slightly on his body. He would like to know what the matter is. It is a kind of investigation. As a result, he found that Ye felt completely tired. It could be seen from the sentence “Ye Lingchen opened his eyes drowsily, completely in a daze.”
2	7-9	From Fatty’s appearance, someone could see his effort through his face. It is stated in the sentence “It was Fatty Zhang’s slightly greasy face that came into his sight.” It is the result of the confusion that haunted his mind. He wanted to know something unclear in his thought. This kind of condition was supported by the sentence “Fatty Zhang had a cautious yet anxious look while his eyes swept across to the lectern from time to time.”
		It seems that he investigated the environment to enhance his beliefs. He observed everything in detail to prove his confidence. It is described in the sentence “He would make the effort to calculate every once in a while as well.” He hoped that his result will

3	87-88	be wrong but it is not fatal. It is the thing he would like to prove. It is seen clearly in the sentence “It was only that every single attempt of his calculation would end up wrong without fail.”
---	-------	--

Action and results are the two things to work altogether (Goodwin, 1981). It is discussed in table 4. Like in the sentence “It was Fatty Zhang’s slightly greasy face that came into his sight.” Semantically, people can see that he saw her face with oily skin. But pragmatically, it shows the condition forced her to spend her energy. Spending her energy is the form of action while the greasy face is the result of the action

Table 5

Category 1c

No.	Lines	Analysis
1	4	It is about the imperative sentence. Someone interacts with other people by asking to do something. This kind of interaction is in the form of communication. Someone speaks up and he hopes the other person responds. It is seen clearly in the sentence “Wake up, Ye Lingchen...”
2	25	The response is a reflection of the stimulus. It shows the interaction between the person who stimulates others and the person who reacts to the stimulus. It can be seen clearly on the word “Huh?” it is the result of the communication.
3	28-29	Giving information to another person is a kind of interaction. The interaction here is between the information giver and receiver. The information ‘Receiving guidance from a high school teacher, Li Hongkai. Mathematics proficiency +1’ shows that Li hongkai is the information giver. On the other hand, the words “receiving guidance” shows the person who receives the information. This kind of interaction is in the form of communication.
4	40	The imperative form also happens in this paragraph. Someone gives a command by saying ‘self-studying on mathematics textbook.’ And then he adds the information ‘Mathematics proficiency +1.’ From the information given by sender, the receiver accept the command. It creat the communication between the sender and the receiver.

5	36	Raising a question is asking information to other people or himself. There are two parties in the interaction. They are the interviewee and the respondent. The question is not always answered in words or sentences. It could be answered by a silence like seen on the question “What was happening?” it is the form of communication.
6	54-57	It is about the information given by the operator to show the scores of proficiencies for each student. it is a kind of communication between the operator and the students in the form of signs. Like in the phrase “Chinese Proficiency: 20%.” The student gains 20% for his proficiency in achieving Chinese capability.
7	97	It seems that there two people here to interact with each other. The first person did not say anything. He just nodded. It shows an agreement. The second person responds to it by saying “that’s right!” this kind of action creates communication between the two people.
8	118-127	This situation happened in the classroom. The students were discussing their friend's identity. They were annoyed by Ye’s disclosure about himself like seen in the sentence “how dare Ye Lingchen calls himself a prodigy?” other student also disliked with Ye’s notion by saying “Even Ye Lingchen has the audacity to call himself a prodigy!” it provoked the jealousy among the students. one of them said, “I’m a billionaire actually and this is my full disclosure too.” Their conversation was closed by stating “Is this some entertainment show before the college entrance examination.” All this flow is the form of communication.
9	143-149	This kind of script is talking about the conversation among the students discussing the question addressed to Ye as stated in the phrase “No zuo no die.” His friends are buzzing with their own opinion about the repeated question like seen in the sentence “Isn’t this the last question from the previous third mock examination?”. It is totally about the practice of communication.

A language is a tool for communication in spoken and written. It is discussed in table 5. In conveying the intention, people use their language. In speaking practice, people use a language they understand to each other (Kecskes, 2008). like in the sentence “that’s right!” It is addressed to a person the speaker speaks to. Semantically, it means that the evidence is correct. Pragmatically, it shows a feeling of satisfaction or agreement. The use of exclamation emphasizes the statement

Table 6

Category 2

			Page 68
No.	Lines	Analysis	
1	14-15	The expression of denial is sometimes in the form of gestures. Shaking head, for example, is one of them. It is used to show disagreement like in the line "Ye Lingchen shook his head." To clarify that notion, the speaker adds some reasons by saying "He could still remember vaguely when he heard the binding sound of Prodigy System, then he fainted soon after." It emphasizes that his negation is completely true.	
2	23	The expression of disagreement can be expressed by body language. Someone wanted to show his own belief to others without any quarrel. In this paragraph, a student showed his dislike to the teacher by falling asleep during the lesson. It is seen in the sentence "How could he allow himself to doze off during Asura Li's lesson?"	
3	55-56	The belief of his self-thought leads Ye to show his capability in solving the problem in front of the class. He rejected some ideas delivered by the teacher. It is seen in the sentence "Ye Lingchen shook his head involuntarily." It seems that he had his own ideas to make it like seen in the sentence "he walked to the front of the blackboard."	
4	83-85	The expression "ne, ne" is a kind of denial. The speaker did not agree with his friend's point of view. To strengthen his disposal, he purposed the reason by saying "You're just making wild guesses for all the multiple-choice questions in the examination, right?"	
5	86	The expression "Not for all the questions..." seems that he just agrees with a certain thing but he neglected the rest at all. The phrase "not for all" make it precise.	
		There are two conditions in this paragraph. The first one is stating the common achievement. It is seen in "You can get a few questions correct just by making wild guesses anyhow." On the other hand, there is a second condition. It is "but look at	

6	89-92	me.” the conjunction “but” is a clue of the contrary. It is clarified by mentioning the reason “I’m always capable of avoiding all the correct answers without fail. Do you think that this is achieved through wild guesses?” This question ascertains the belief that the common assumption is not true at all.
Page 69		
7	93-96	Nevertheless, Fatty tried to deny his friend’s opinion. By saying “It seems... to be quite difficult to get all the guesses wrong.” To strengthen his refusal he shook his head. He also showed the proof that he had an experience with it by stating “Could it be that you have been getting 0 in the examination on purpose?” he wanted to ensure that his claim is totally true.
8	155-159	Shaking head is a kind of body language. It shows disapproval or something out of someone’s coverage like in the sentence “Asura Li’s eyes grew colder upon seeing Ye Lingche shaking his head.” To ascertain the condition of disability, the teacher advises him to surrender like in the sentence “It’s best for you to admit if you don’t know how to solve it, don’t waste everybody’s time.” It shows that the teacher himself who master the lesson.

Rejection sometimes happens in communication. It is the form of denial(Horn, 2011). In table 7, it is discussed. It is seen clearly in the sentence “Not for all the questions...” Semantically, it is an expression to tell others that there is an exception in answering the questions. It seems that some of the questions require a different way to answer. Pragmatically, it shows that the students or the people who answer those questions do not read the instructions carefully. They need an extra explanation.

Table 7
Category 3

No.	Lines	Analysis
1	62-63	From the phrase “numerous small square frames.” It can be concluded that it is a form of technology. Anyone can manipulate it whatever they wanted like in the sentence “it probably signified the skills that have yet to be unlocked.” It is a kind of oppressive. Nobody can unlock it just the operator.

		The use of technology can put someone in an unexpected condition. It leads him into distress. He will wait for the result of the work in an unpredictable time. It is seen in the sentence “At present, a few of the square frames were already illuminated.” It is just a few. How about the rest? Technology puts a person’s thoughts into oppression.
--	--	---

The use of technology is sometimes resulting in distress and oppression. The people who depend on technology will be trapped into depression if the crash happens to their computer. Some information displays on the screen are also provoking oppression. They try to cope with their distress (Koesten et al. 2009). This kind of condition was discussed in table 7. It is seen in the sentence “it probably signified the skills that have yet to be unlocked.” Semantically, it means that it is a notification addressed to the students that something happens on the computerization. Pragmatically, it is the statement that is alarming. It is the condition of waiting for further display

Table 8

Category 4

No.	Lines	Analysis
1	18-22	There are two things in this paragraph logic and reason. From the sentence “He was nicknamed Asura Li.” It is the logic sentence. It needs the reason to make it clear. The explanation could be a bit longer like seen in “Asura Li, whose real name was Li Hongkai, was Ye Lingchen’s mathematics teacher who also doubled as his form teacher. Other than that, he was also the director of student affairs of the entire school. He was an incomparably harsh person who frequently sought to meet students’ parents.” The reason makes the logic become clear.
2	100-102	From the text could be seen that there is someone advising two people by saying “Ye Lingchen, Zhang Hao. You may leave the class if you’re not interested in learning!” it is the logic uttered by the adviser. The two people listen to him. they also get the understanding by considering the reason delivered by the adviser “Asura Li’s raging voice coupled with his menacing aura was so overpowering that the entire classroom sank into absolute silence.” It makes the logic enhanced.

3	106	From the phrase “Teacher Li,” it could be inferred as the stress of expression. It is a kind of logic taken from the previous action. To make it clear, the speaker gives the reason by saying “I was teaching Zhao Hao.”
Page 71		
4	107-109	By noticing this paragraph, there is a person telling other people about something by saying “Don’t you two know about your own situations? One of you ranks last in class while the other is second-to-last in class.” It is the logic delivered by the speaker. He also emphasized his notion by saying “One of you is daring enough to teach while the other is truly daring to learn!” it the reason why he underlined his words.
5	164-166	The logic of that paragraph is showing the warning haunted in Ye’s head. As seen in the sentence “Ye Lingchen had already begun to answer the problem on the blackboard with a whooshing sound.” This kind of action is triggered by his wonder as stated in the sentence “Before his voice died away and before Asura Li had the opportunity to fly into a rage.”

The analysis in table 8 is about logic and reason. The person said a sentence logically. It is the effect of the reason. To interpret the utterances, the words and sentences were analyzed semantically and pragmatically. In the sentence “Teacher Li, I was teaching Zhao Hao”. Semantically, it does not any other meaning. Telling to teacher Li that he was teaching Zhao Hao. Pragmatically, he would like to make it clear that he was teaching him by starting saying teacher Li. It happens due to the previous evidence

Table 9

Category 5

No.	Lines	Analysis
1	10-11	This paragraph deprives psychological content. The question “How could you fall asleep just like that?” it indicates a certain condition caused by something. On the other hand, the class was handled by Li. It seems that he is a strict one. It is like Fatty’s words “I sense that he is already on the brink of an emotional outburst.” Of course, falling asleep is not ordinary. It must be a reason causing him to sleep.

2	16-17	From the sentence “Ye Lingchen sat upright in all apparent seriousness at once and looked straight ahead.” Seems that Ye was under the control of somebody else. Ye appeared serious and suppressed. The words “looked straight ahead.” Strengthen his distress. The cause of this strictness is the teacher’s expression. It is seen in “He looked up and met Asura Li’s exceedingly hostile eyes.” It seems that Li is very angry.
3	24	Somebody feels sick is not always caused by contaminated food. It can be caused by something distressful like in the sentence “It made Ye Lingchen sick.” It is caused by psychological factors. The severity of the suppression is shown in the sentence “even as he thought about it.” By thinking of such a thing make him sick.
4	34-35	If someone feels annoyed, he will complain about a lot of words. Anytime the disturbance appears, his complaint will develop like shown in the sentence “The words on his mind were increasing continuously at an extremely swift speed as Li Hongkai’s lesson went on.” It seems that Li’s lesson is the source of the problem.
5	43-44	The pressure experienced by someone can be seen on the gesture like the shaking hands. It seems that the level of psychological effect is very severe. It is exposed in the sentence “he found himself almost tossing out the mathematics textbook.” The trembling of the hands determines the severeness of the distress.
6	98-99	It seems that there is a psychological war between Ye and Fatty. Ye felt the confidence in himself by showing the class about his capability. It is seen in the sentence “However, just as everyone was preparing to witness a comical scene, Ye Lingchen stood up slowly.” Moreover, Fatty envied Ye’s ability although, he put respect to him as shown in the sentence “under Fatty Zhang’s watchful eyes which were filled with complicated emotions and respect.”
7	98 – 99	Someone sometimes lingers himself with the disapproval of his head. As stated in the sentence “Fatty Zhang remained ever so slightly suspicious.” He will keep trying to prove that his opinion is true. But it often results in some disappointment. It impacts his level of emotion in their heart like seen in the sentence “Meanwhile, a ray of cold radiance shot straight from the lectern. He shuddered from the cold at once.”

8	116	Feeling surprised can be expressed in many ways. One of them is by uttering a common word like in the word “whoa.”
9	117	The environment condition can trigger the excitement of the people ^{people} the condition can something excellent or shameful. It is shown in the sentence “The entire classroom was in uproar instantaneously.”
10	129	The common expression is effective to practice. It affects psychological awareness. To force the students to shut up, the teacher can tap the table “Bang bang bang!” and the classroom is in silence at once.
11	130-131	It seems that the condition of the classroom was hitting. Every student was talking about the dispute. They were getting involve psychologically to face the difference. To stop the noise, the teacher adapted the psychological strike like in the sentence “Asura Li knocked on the table.” And the result is gaining the class silence although it is possible to restart the noise while the dispute is unresolved. It is also stated in the sentence “The entire class regained its silence instantaneously akin to the calm before the storm.”
12	137-138	Again. The teacher gave a psychological shock. He tried to make a change while writing on the blackboard. It causes the unrest condition like shown in the sentence “Asura Li stopped writing. A mathematical word problem appeared on the blackboard to everyone’s surprise.”
13	139-142	It seems that the teacher did not have a good willingness to accept the difference. He put a psychological shock to his student by uttering the warning like stated in the sentence “Come over to the lectern. If you can solve this mathematical word problem, then I’ll permit you not to pay attention during my lessons.” To suppress his student bravery, he threatened “If you can’t solve it, then I shall invite your parents in for a chat!”
14	151	To show the encouragement, Ye ensured his classmates that he had something better and he wanted to prove it in front of them. He did not show any hesitation while doing so like shown in the sentence “Ye Lingchen walked out from his seat proudly and boldly. He headed straight for the lectern.”

15	152-154	A magical influence delivered by someone is very powerful to make the audience to be excited. The expose of the powerful aura and body language can lead the other people to approve his influence. It is seen clearly in the sentence “Many of the students could not help shutting their mouths upon sensing his aura.”
----	---------	---

Table 9 discusses the psychology aspect to interpret words and sentences (Miller and Roloff, 2014). The interpretation is both semantically and pragmatically. In the sentence “If you can solve this math word problem.” Semantically, it is like what it is but pragmatically, it challenges the students. The teacher doubted the students’ competence. He thinks that they need a clear notification

Table 10

Category 6

No.	Lines	Analysis
1	13	In deconstruction, people try to find the hidden meaning of the text. Like in the statement “I don’t know why either.” It provokes a lot of possible assumptions to determine the problem. It could be the intention of the speaker to hide the fact or he did not know at all. On the other hand, in the sentence “I felt so sleepy all of a sudden earlier.” It has uncertain reasons. it may be caused by tiredness or something else.
2	26-27	From the sentence “rows upon rows of words emerged on his mind in a ghastly manner.” It can be inferred with various interpretations. It seems that the words are about something threatening or unwilling actions, or something else.
3	66	This paragraph comprises ambiguity. It is not clear what kind of thing leads him to be a useless person. The speaker also got confused by feeling surprised like in the sentence “Ye Lingchen gasped in astonishment.”
4	160-163	The struggle to ensure others about one’s beliefs is not simple. He needs to try very hard on how to win the distrust. It needs a prove to show others about his ability as a form of the identity building process. This kind of perspective is seen in the sentence “Are you trying to insult my intelligence with such a simple question?”

Deconstruction happens in table 10. The sentences are stated in ambiguity (Banard, 2005). It seems that it has semantic and pragmatic meanings at once. The sentence “Are you trying to insult my intelligence with such a simple question?”, for an instant, has semantic and pragmatic meaning. It is just a form of question sentence semantically. It is asking somebody else. On the other hand, it emphasizes the competence of the speaker pragmatically. It is the hidden intention

Table 11

Category 7

No.	Lines	Analysis
1	45	This kind of expression is addressed to the speaker himself. It is to determine self-identity. It is stated clearly in the sentence “I have to stay calm!”
2	59-61	This paragraph is focusing on someone’s Identity. It said as if it were me like in the sentence “It was only that none of his proficiencies exceeded 30% other than mathematics.” It strongly concerned with individual exposure.
3	67-71	Showing one’s determination is another way to show one’s identity. It was him to get a real dream for after a period of time struggling for mathematics achievement. He felt confident about who he is now in front of the class as stated in the sentence “A large amount of mathematical knowledge that originally felt like a blur in his mind had become crystal clear now.” It makes all his friends and teacher realize his competence.
4	77	Admitting a self-identity is sometimes important in getting a favor from others to solve the problem. The intention to be honest with others can be seen in the sentence “Maybe... I think I can understand ever so slightly.”
5	78	From this paragraph, Ye wanted to share knowledge with his fellow. By doing this he builds his Identity. It is a kind of Identity building process. It is seen in the

		sentence “I’ll teach you if there’s anything that you don’t understand.” He felt that he had that kind of competence. He showed his friend who he was.
6	152-156	Building an Identity process takes time and energy. After exploring the journey, he determined who he is like stated in the sentence “I’m going to stop depending now. I’m a prodigy and this is my full disclosure!” he could show all his friends how proud he is while walking in front of his fellows. It is seen in the sentence “Ye Lingchen did not show any emotions in his gaze while his eyes swept across the class with the contempt of a king.”

Table 11, it is about self-esteem. Somebody tried to show other his ability (Schrodt, Witt, & Messersmith, 2008). It is also about semantic and pragmatic meaning. Like in the sentence “I’ll teach you if there’s anything that you don’t understand.” It is a statement conveyed to other people to offer help semantically. On the opposite, it is a kind of expression to show others about his superiority. It is a determination of self-esteem by showing self-identity

Table 12.

Category 8

No.	Lines	Analysis
1	46-47	In this paragraph, he wanted to make a powerful change by focusing his thought. It is the implementation of metanarrative in his life. He would like to break the grasp of traditions. He wanted something new. It is seen in the sentence “Ye Lingchen made a display of his powerful mentality at this very moment.” To support this kind of movement, he needs to get the source within his own thought like in the sentence “He inhaled deeply and shifted his attention to his mind.”
2	72-73	The way to change life makes someone try very hard to gain his achievement. He was eager to prove it as soon as possible. It is seen in the sentence “He could not hold himself back from wanting to try out the new proficiency level.”

3	132-134	In this situation, the teacher Asura did not agree with Ye's thought that he was a prodigy. He did not want his student to show metanarrative in his life. It is seen in the sentence "Prodigy?" Asura Li could not help laughing in rage upon hearing Ye Lingchen's magniloquence." He tried to neglect Ye's dream and showed himself as knowing all. He expressed it in his body language "He turned around and began writing on the blackboard with a whooshing sound."
---	---------	---

Table 12, it is talking about metanarrative. It is the way people use to invite others to come into their beliefs (Brown et al., 1980). It is also about semantic and pragmatic meaning. It is seen in the sentence "Ye Lingchen made a display of his powerful mentality at this very moment." It seems that he tried to invite others to pay attention to his behavior. It describes the condition of the evidence "telling something impressive" pragmatically. In semantic meaning, it tells about the action of someone.

It could be said that each category covers some quotations. Each quotation was analyzed semantically and pragmatically. It satisfies the purpose of the study. The postmodernist viewpoints develop an understanding of the whole content of the short story. The analysis by using the rubrics, it could be deducted that the postmodernism viewpoints on each category cover the part(s) of the word(s) or sentence(s) to help the reader understand deeply semantically and pragmatically. To interpret the context inpragmatic and semantic perspective also interferes the level of understanding. It enhances the implementation of cultural context. It answers the research question.

This kind of benefit can be taken by the teacher and students to enhance teaching reading comprehension by using short stories. *It helps the students to develop vocabulary and grammar usage by noticing the content of the text.* It means that it develops the situational context.*It completes the previous study.* It is in line with VanPatten's (2015) idea. He stated that noticing helps the students know the form of language by understanding the text

V. CONCLUSION

There are ten categories in the rubrics. They were used to analyze the content of the novel. Each category covers some quotations. Each quotation can be inferred semantically and pragmatically. It can develop a detailed perspective of the content of the novel. No word or sentence was missing from the aspect of the category. The ten categories are able to be used to analyze the whole content of a novel to gain a deep understanding. This kind of result can be applied in teaching reading comprehension by using short stories in the classroom. It is also very beneficial for other researchers to develop it into some deeper

REFERENCE

- Andini, R.U., Ratmanida. (2019). Teaching reading through “the power of two” strategy for senior high school students. *Journal of English Language Teaching*, Vol. 8, No. 1. Derived from <http://ejournal.unp.ac.id/index.php/jelt/article/view/103147>
- Barnard, Kobus. 2005: *Word Sense Disambiguation with pictures*. Arizona: University of Arizona
- Bridge, R. U. T. (2018). *I am a prodigy*. Readlightnovel.org. Access on July 17, 2020. Derived from <https://www.readlightnovel.org/i-am-a-prodigy/chapter-1>
- Murdoch, G. (2002). Exploiting well-known short stories for language skills development. *IATEFL LCS SIG Newsletter* 23, 9-17.
- Brown, G., K. Currie, L. & Kenworthy, J. (1980). *Questions of intonation*. London: Croom Helm.
- Brown, H. D. (2006). *Teaching by Principles*. England Cliffs. New Jersey: Prentice-Hall
- Duignan, B. (1989). Postmodernism philosophy. *Encyclopedia Britannica*. Accessed on July 12, 2020. Derived from <https://www.britannica.com/topic/postmodernism-philosophy>
- Fritzman, J. M. (1995). *From Pragmatism to the Different*. Education and Postmodern Condition, Philadelphia: Open University (59-74).
- Giroux, H. A, (ed.). (1991). *Postmodernism, Feminism, and Cultural Politics: Redrawing the Boundaries of Educational Criticism*. Albany: Sunny Press.15. 06. 2014
- Goodwin, C. (1981). *Conversational organization: interaction between speakers and hearers*. New York: Academic Press. Harmer, Jeremy. (1998). *The Practice of English Language Teaching*. Pearson Longman
- Halliday, M. A. K. (1994). *Introduction to Functional Grammar*. An introduction to systemic functional grammar. <https://doi.org/DOI: 10.1016/j.jfineco.2004.10.007>
- Horn, Bradley, Stollerfredricka& Robinson, Maria S. (2008). *Interdisciplinary*
- Collaboration: *Two Heads Are Better Than One*. United States: English Teaching Forum.
- Horn, L. (2011). Introduction. In L. Horn (Ed.), *The expression of negation* (pp.1–7). Berlin: De Gruyter Mouton.
- Kecskes, Istvan, 2008. Dueling contexts: a dynamic model of meaning. *Journal of Pragmatics* 40 (3), 385–406.

Koesten, J., Schrod, P., & Ford, D. J. (2009). Cognitive flexibility as a mediator of family communication environments and young adults' well-being. *Health Communication*, 24, 82–94. DOI:10.1080/10410230802607024

Mey, Jacob, (2006). Pragmatic Acts. In: Brown, Keith, (Eds.), *Encyclopedia of Language and Linguistics* (2nd ed). Oxford.

Page | 80

Miller, C. W., & Roloff, M. E. (2014). When hurt continues: Taking conflict personally leads to rumination, residual hurt, and negative motivations toward someone who hurt us. *Communication Quarterly*, 1(62), 193–213. <https://doi.org/10.1080/01463373.2014.890118>

Palmer, D. (2014, January 3). Explainer: what is postmodernism? *The Conversation*. <https://theconversation.com/explainer-what-is-postmodernism-20791>

Richards, J. S., and Schmidt, R. (2010). *Longman Dictionary of Language and Teaching Applied Linguistics* (4th ed.). Pearson Education Limited.

Schrod, P., Witt, P. L., & Messersmith, A. S. (2008). A meta-analytical review of family communication patterns and their associations with information processing, behavioral, and psychosocial outcomes. *Communication Monographs*, 1(75), 248–269. <https://doi.org/10.1080/03637750802-256318>

VanPatten, B. 2015. Foundations of the processing instruction. *International Review of Applied Linguistics*, 53(2). 91–109.

Yıldırım M. (2009). Modernizm, Postmodernizm ve Kamu yönetimi. *Uluslar Arası İnsan Bilimleri Dergisi*. 1(2), 380-394.