

**THE EFFECTIVENESS OF POETRY THEORY
TEXTBOOK WITH CONTEXTUAL APPROACH
(RESEARCH AND DEVELOPMENT IN ENGLISH DEPARTMENT,
TEACHER TRAINING AND EDUCATION FACULTY,
SURAKARTA, CENTRAL JAVA, INDONESIA)**

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ABSTRACT

The aims of the research are :1) to know the significant different in teaching and learning Poetry between the students taught using a textbook of Poetry theory and the students taught using another books, and 2) to know which group of students between those three groups that have better achievement in learning Poetry after a textbook of Poetry theory has been implemented in the classroom. The research applied was an Experimental research. There were three Universities which became the subject of the research. They were 1) English Department, Teacher Training and Education Faculty, Slamet Riyadi University in Surakarta as an Experimental group; 2) English Department, Teacher Training and Education Faculty, Bantara Nusantara Veteran University in Sukoharjo as a Control group, and 3) English Department, Teacher Training and Education Faculty, Widya Dharma University in Klaten as a Control group. The research was conducted in eight meeting. In collecting the data, the researchers used observation, interview, and test. In analyzing the data, the researchers used One Way Anova. The research findings showed that: 1) There was significant difference between the students who taught using a textbook of Poetry theory and the students who taught without using a textbook of Poetry theory, and 2) the Experimental group showed a better achievement in learning Poetry than the Control groups. Besides that, a textbook of Poetry theory is an effective textbook to help students to learn Poetry easily in Introduction to Literature subject matter. It could be seen from the result of the research that the significance value was 0,00 where $< 0,05$ so it was more effective to use a textbook of Poetry theory.

Keywords: Experimental research, a Textbook of Poetry Theory, Contextual Approach.

INTRODUCTION:

Introduction to Literature, as one of subject matter in English Department, has an important role to shape students' characteristics. Because there are many valuable materials of characters building which must be had by the students, especially students in the third semester. They do not only learn about the theory of literature but also learn about how they should behave in society. In learning literature, the students should learn and master three genres of literature, they are Prose, Drama and Poetry. It is very interesting to learn and peel up these genres. But unfortunately, there are not many books as learning sources for teaching and learning literature yet in most of the Private Universities in Central Java, Indonesia, especially in Slamet Riyadi University in Surakarta, Bantara Nusantara Veteran University in Sukoharjo, and Widya Dharma University in Klaten. Most of the lecturers of those universities said that there were not representative books for teaching and learning literature especially teaching and learning Poetry yet. Therefore, it is really needed and very important to provide a representative poetry textbook for teaching and learning literature especially teaching and learning poetry. This poetry textbook can become a valuable source material and an important element for the lecturers in lecturing Poetry class in English Department. Based on the observation, it can be known that the lecturers from three Private Universities said that they did not have a permanent book or a representative book as a learning material source to teach poetry in a class. Implicitly, it can be said that if there is a good representative poetry textbook for teaching and learning Poetry then it could be able to help them in teaching and learning poetry more creative and fun. Perrine (Waluyo, 2012), said that poetry is universal as language and ancient. The most primitive peoples have used it and the most civilized have cultivated it. In all ages, and in all countries, poetry has been written – and eagerly read or listened to – by all kinds or conditions of peoples, by soldiers, statesmen, lawyer, farmers, doctors, scientists, clergymen, philosophers, kings, and queens. In all ages it has been, especially the concern of the educated, the intelligent, and the sensitive, and it has appealed, in its simple form, to the uneducated and to children. Because it has given pleasure. While another theory stated that Poetry is *bentuk karya sastra yang dipadatkan agar memperoleh kekuatan pengucapan dan disertai pemilihan kata yang cermat, citraan, bahasa figuratif, persamaan bunyi, irama, metrum, dan kata kongkret* (Waluyo, 2012). There are some elements in Poetry which should be learnt and mastered by the students, for instance 1) intensity, 2) rhyme, 3) solid rhythm, 4) mood, and 5) mimic or face expression (Waluyo, 2012). There is one thing that must be followed by a student who wants to read a poem in front of the class, such as firstly he or she should practice to read a poem louder, confidence, full of passion, using a good rhythm, and do not read it too fast.

A good textbook is as an information source which is written by the writers based on a certain science area. A textbook is used by the readers especially students to learn one of knowledge subject, science, technology, and art. In other word, a textbook contains of scientific and scholarly literary. Permendiknas No.2 tahun 2008 pasal 1 ayat 3 (Wahyu, 2010) stated that *Buku teks adalah buku acuan wajib untuk digunakan oleh satuan pendidikan atau perguruan tinggi yang memuat materi pembelajaran dalam rangka peningkatan keimanan, ketakwaan, akhlak mulia dan kepribadian, penguasaan ilmu dan teknologi, peningkatan kepekaan dan kemampuan estetis, peningkatan kemampuan kinestetis, dan kesehatan yang disusun berdasarkan standar nasional pendidikan*. While (Tomlinson, 2008) stated that “a textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners work on grammar, vocabulary, pronunciation, functions and skills of reading, writing, listening, and speaking.” Then, Tomlinson also called a textbook as a supplementary material which is used in addition to the core materials of a course. They are usually related to the development of skills of reading, listening, or speaking rather than to the learning of language items. So, it can be said that a textbook is arranged as the form of knowledge transfer in technology, innovation, invention, and discovery which is capable to change the person's skill to learn something. Then the most substantiation of Poetry theory textbook is poetry theory, structure of poetry, and poetry in English literature. Introduction of English Poetry is very important in order that the students especially in the third semester can learn how to appreciate English poetry from different decades.

This research concerns on the development of Poetry theory textbook using Contextual teaching and learning approach which is pioneered by Jhonson (Khotari, 2004). Contextual approach can help students in getting the meaning of a certain teaching and learning material and also it can help them to connect with the teaching and learning material with its context. Context means the aims context, content context, source context, learning target context, method context, result context, mature context, and environment context. All of these component can be found in the Poetry theory textbook. The main component contextual approach is 1) constructivism philosophy, 2) training the ability of making questions, 3) the ability of inquiry, 4) learning community, 5) modelling, 6) reflection and 7) authentic assesment. The most important components which are used in teaching and learning Poetry using a textbook of Poetry theory are only five components, they are constructivism,

making questions, inquiry, modelling, and authentic assesment. This research internal issues are: 1) How is the quality of poetry theory textbook which is implemented in English Department in Surakarta, Central Java, Indonesia?, 2) how does the compilation and development of textbook protortype ‘Theory of Poetry’ become a textbook?, 3) Is a textbook of Poetry theory using contextual approach more effective than another Poetry textbooks in English Department in Surakarta?

RESEARCH METHOD:

The research method in this study is Experimental research. Experimental research is a systematic and scientific approach to research in which the researcher manipulates one or more variables, control and measures any change in the other variable. The general procedure is one or more independent variables are manipulated to determine their effect on a dependent variable. (Nunan, 1992) said that experimental research is a research where the experiments are carried out in order to explore the strength of relationship between variables. In this case the variables may include language proficiency, aptitude, motivation, and so on. The research was carried out at three Private universities. They are Slamet Riyadi University in Surakarta, Bantara Nusantara Veteran University in Sukoharjo, and Widya Dharma University in Klaten. The study was conducted on April 2016 to June 2016. The poulation of this research were including the lecturers and the third semester students of three universities. For the experimental group (students of English Department in Slamet Riyadi University), there were 71 students, then for control groups (Bantara Nusantara Veteran University in Sukoharjo and Widya Dharma University in Klaten), there were 74 students. The way to select the sample was by using multy stage random sampling technique. Technique of collecting the data in this research was the ability to answer the evaluation about theory of Poetry and the hierarchy of Poetry. The evaluation was not only about product but also about the process during teaching and learning and the evaluation in the last teaching and learning process (process and product). In the last teaching and learning (May 2016), the researcher conducted written posttest about the material of Poetry from a textbook of Poetry theory. The design of multiple choice test was based on Moody’s theory.

A textbook of Poetry theory was validated through content validity and expert. While test items validity for pretest and posttest, instruments were tested by using Correlation of Product Moment and reliability test was tested by using parallel test and analyzed by Correlation of Product Moment. The multiple choice test was based on Moody’s theory which said that in testing the literary abilty, we should follow 4 aspects, they are information, concept, perspectives, and appreciation (Moody, 1979). To analyze the data, the researcher used quantitative data analysis. A quantitative data analysis refers to the act of assigning values to something that are usually associated with numbers and concepts. To interpret the result of the students’ test, the researcher used statistical procedure using t-test (Phakiti, 2014). Moreover, as a requirement for the t-test, firstly the data had to be tested using normality and homogeneity variant tests before conducting the examination with One Way Anova. The result of normality test and homogeneity variant test showed that the data compared is normal distribution and the sample has variant homogeneous (Sugiyono, 2010). The formula of One Way Anova was used to compare three groups was :

$$JK_{Tot} = \left[\sum X^2 - \frac{(\sum X)^2}{N} \right]$$

$$JK_{Ant} = \frac{(\sum x_1)^2}{n_1} + \frac{(\sum x_2)^2}{n_2} - \frac{(\sum X)^2}{N}$$

(It is for comparing three groups).

$$JK_{Dal} = JK_{Tot} - JK_{Ant}$$

Besides *JK*, it should be found the Mean of square (*MK* = *rata-rata kuadrat*) among the groups or in a group itself : *MK_{Ant}* dan *MK_{Dal}*

$$MK_{Ant} = \frac{JK_{Ant}}{df_{Ant}}$$

$$MK_{Dal} = \frac{JK_{Dal}}{df_{Dal}}$$

MK is translated from *MS* (mean of square).

df is degree of freedom.

Then, the formula of One Way Anova that is used to determine the effectiveness is::

$$F_h = \frac{MK_{Ant}}{MK_{Dat}}$$

(Sugiyono, 2009:201)

RESULT OF THE RESEARCH AND DISCUSSION:

The result of the t-test showed that $t_o = 4,19$ was higher than t-tab for the degree of freedom of 62 and at the level of significance of 0,05 was 2,00. It meant that H_a was accepted while null hypothesis (H_o) was rejected. Then, it could be concluded that there was a significant difference between students who were taught by using a textbook of Poetry theory and those who were taught by using another books of Poetry. So, it also meant that a textbook of Poetry theory was more effective than other textbooks of Poetry which was used by the lecturers in Bantara Nusantara Veteran in Sukoharjo and Widya Dharma University in Klaten.

There are two users of a textbook of Poetry theory. They are lecturers who teach Introduction to Literature in English Department, Teacher Training and Education Faculty and the students of English Department or other students of Language Department who concern on the Poetry theory. The textbook of Poetry theory has been finished by the researcher. This book contains of a) Poetry: Understanding and History; b) Kinds of Poetry; c) Structure of Poetry; d) The Period of Poetry in English; e) Closing; e) Bibliography; f) Glossarium; and g) Index. This textbook of Poetry theory has been discussed with stakeholders and literary experts through Focus Group Discussion forum. By Focus Group Discussion, it can be obtained many suggestions and inputs for the better textbook of Poetry theory. It can be said that the textbook of Poetry theory has a truly good quality. Not only from its cover but also from the contents in it. Here, the researcher has conducted product validity which has relationship with physical form of the product (a textbook of Poetry theory) such as guidelines, readability, writing systematically, an interesting cover picture and the way to explain the material. Besides product validity, the researcher also has conducted instructional validity toward a textbook of Poetry theory. After the Focus Group Discussion was held, the next step was publication. The textbook of Poetry theory was published and disseminated and overspread for book readers especially students and lecturers of English Department in universities around Surakarta, Central Java, Indonesia. This textbook was published by DioMedia with the number of ISBN 978-602-0947-47-1.

Teaching and learning Poetry is not only explaining about the theory of Poetry in it but also it is about performing a poem with music. There is an aesthetic value in it. In observation step, the lecturers in the private universities said that there were many difficulties in teaching and learning poetry for the students because they should understand what the poet's thought especially how to perform a poem well. That difficulties can be overcome by using contextual teaching and learning method in learning the theory and using music in performing a poem. This textbook of Poetry theory can give good guidance for the students to express their feelings, to understand the theory of poetry easily, to develop their confidence, and to behave in society well.

CONCLUSION:

Based on the result of the research which one of the aims was to find out the effectiveness of Poetry theory textbook, then the researcher can draw some conclusion, such as: 1) Teaching and learning literature especially Poetry by using a textbook of Poetry theory has made the students learn and understand clearly about the hierarchy of Poetry. It can help lecturers and students in teaching and learning literature especially Poetry because there are many valuable explanation about Poetry. The reseacher also gives many examples of poems in it in order that the students can understand easily about what the poet's feeling and what the poet's wants. 2) There is significant difference in teaching and learning literature especially Poetry between group of students who was taught by using a textbook of Poetry theory (experimental group) and the group of students who was taught without using a textbook of Poetry theory (control group). It also means that this textbook, which is compiled with contextual teaching and learning method and has been tested, is more effective than another text book of Poetry which has been used by lecturers in control group. It can be shown from the significant value 0,00 where $< 0,05$. The textbook of Poetry theory is completed by pictures in it, motivation for the students, and guidelines how to teach and learn Poetry.

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