

A TEXTBOOK OF *TEORI PUISI* USING CONTEXTUAL APPROACH IN THE
PROCESS OF TEACHING LEARNING LITERATURE

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Abstract: The aims of this study are 1) to describe and explain the quality of a textbook of *teori puisi* which was used by students in English Department, Teacher Training and Education Faculty, in Surakarta; 2) to determine whether the textbook which was arranged by using contextual approach is more effective than other textbooks of *teori puisi*. The research method used the design of Research and Development. The procedure of Research and Development was 1) effectiveness test of a textbook of *teori puisi*; and 2) dissemination: printing and publishing of a textbook of *teori puisi* with the number of ISBN. The population of this research was all students of English Department in the third semester in Surakarta. Technique of collecting data was done through observation, informant interviews, document analysis, the result of students' evaluation about *teori puisi*, and questionnaire for the lecturers. Validity and reliability tests used Correlation of Product moment. Technique of data analysis used t-test independent. The result of this study showed that a textbook of *teori puisi* using contextual approach was effective in teaching learning literature.

Key words: *A textbook of Teori Puisi, Research and Development, Contextual Approach*

1. Introduction

Introduction to literature is one of learning subject in teaching learning literature in English Department. All of students in the third semester of English Department should take this subject. Teaching learning literature does not only indirectly give some good guidance to the students since literature is also a means of transformation, that is, indirectly the students may find good lessons of life regardless whatever literary works they are, but also teaching learning literature can improve students' fluency in English.

In teaching learning literature, students can learn how to be more realistic, mature, wiser, and humane. It helps students to understand human sentiments, human interests, human problems, human values, and so on. It brings students closer to other human beings of the same or different

nationalities, cultures, human values, and so on. Their lives become more tolerant, more balanced, and fuller. They are able to sympathize with others' sufferings. They can also admire to the other's endurance, perseverance, and remarkable motivation. They can learn to appreciate what others appreciate properly. In this way, their capacity for feeling and appreciation increases and so does their enjoyment. They become richer through their literary experience, richer in life and knowledge of other people, nations, histories, lands, and so on. By studying literature, the students can learn new emotions, new values, new appreciation, new methods of literary writing, and others which they would never have realized if they remained out of touch with foreign literature. Through the lecturers of Introduction to literature, it is hoped that the students will improve their inter-relationship with others, regardless their ethnic, their religions, their beliefs, nor their nationalities. The students

may also get closer to their own, nature, God Almighty, and everything surrounding them at present, in the past, and even in the future.

To support the teaching learning literature especially about theory of poetry, it is needed a good textbook for students and lecturers to study this subject. Actually, they can find relevant books in bookstores. But, what they really need is a book which is arranged, organized, and displayed systematically well. Peraturan Menteri Pendidikan No. 26 tahun 2007 said that a textbook should fulfill some conditions, they are 1) *isinya layak*; 2) *kelayakan penyajian*; 3) *kelayakan bahasa*; dan 4) *kelayakan kegrafisan* (in Trihartati, 2010:12). Then, the specification of a developed textbook is a textbook of *teori puisi* which can fulfill the requirements of the content, language, quality, graphis, and it can raise students' interest and motivation to read and apply the content in the process of teaching and learning literature especially in the subject of introduction to literature.

In order to get a good, valid, and effective book, then a draft of textbook should be developed in the research and development. Through Research and Development, there are some steps which can be a guidelines to make a good, valid, and effective book as what the readers want. As Borg and Gall (2003:77) said that "the step of Educational R & D are usually referred to as the R & D cycle which consist of studying research findings pertinent to the product to be developed, developing the product based on these finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In more rigorous program of R & D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objective."

For fulfilling the need of a textbook of a *teori puisi*, then the Research

and Development is very important to be done. It is needed to know the effectiveness of a textbook of poetry theory if it is compared with other books. With a better development of the textbook, students are easier to learn and apply the material of introduction to literature which is provided by the lecturers.

B. Research Methodology

This research used the design of Research and Development by Borg and Gall. Borg and Gall (2003:772) said that "Educational Research and Development (R & D) is a process used to develop and validate educational product that include not only material objects, e.g. textbooks, instructional films, but also procedures and process, such as methods of teaching or method for organizing instruction". Population and Sample in this research was all students in the third semester in the private universities in Surakarta. The total number of students were 240 students. Technique of collecting data was observation, informant interviews, document analysis, the result of students' evaluation about poetry theory, and questionnaire for the lecturers. Validity and reliability tests used Correlation of Product moment. Technique of data analysis used t-test independent.

C. Discussion

Poetry

The word 'poetry' is often used in such a way that a sentence like 'that poem is poetry', is a subjective one. In other words, 'poetry' is often used evaluatively, so that the sentence 'the poem is bad poetry' is a contradiction. According to this usage, then poetry is a way of saying something nice about it. All poems are poetry. William Leahy stated that poetry is a patterned form of verbal or written expression of ideas in concentrated, imaginative, and rhythmical terms. Poetry

usually contains rhyme and a specific meter but not necessarily. Perrine (1979) added that poetry is a universal as language and almost as 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 people, by soldiers, statesmen, lawyers, 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 uneducated and to children. Because it has given pleasure.

Waluyo (2012) said 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.*

Poetry also uses figurative of speech. Figurative of speech is an expression in the words are used in a non literal sense to the present figure, picture, or image. The basic figure of speech are simile, metaphor, personification, synecdoche, metonymy, hyperbole, litotes, antithesis, apostrophe, and symbol.

In studying poetry, students should learn and understand about the elements of poetry. They are 1) *adanya intensitas (pemadatan) pengucapan bahasa;* 2) *adanya musikalisasi berupa rima (pengulangan bunyi);* 3) *adanya irama yang padu sebagai sarana untuk memperkuat pengucapan gagasan penyair;* 4) *adanya suasana khusus yang luar biasa (mood) yang menonjolkan segi emosional;* 5) *tata wajah mewakili pengucapan gagasan yang intens itu yaitu pemadatan baris-baris, bait, dan bukan kalimat terurai, tata wajah membedakan puisi dari prosa.* (in Herman J. Waluyo, 2010).

Text Book

A textbook is a source of information which is arranged by the structure and the order of a certain basic science. Therefore, a book can be said as a textbook if it intact exposes the material on knowledge or science of a subject matter. Thus, it must be suitable for the students as a handbook in following teaching learning process.

Permendiknas No.2 tahun 2008 pasal 1 ayat 3 stated that *buku teks adaah 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* (in Tri Hartati, 2010). Another statement is from Cochran (1999) that said ‘a textbook is a standardized manual used in formal study setting, such as high school and college environment’. While Mien Rifai (2010) said that *didalam buku teks disajikan suatu subjek ilmu secara mendalam yang mengandung asas-asas tentang subjek, keilmiahan, sifat scholarly, dan materinya mengandung unsur didaktik dan paedagogi.*

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 the skills of reading, writing, listening, and speaking’. Then, he called a textbook as a supplementary material as follows ‘material design to be 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’.

In this research, a book that would be developed was *Teori Puisi*. The substance of this textbook is theory of poetry, the structure of poetry, and English poetry from some periods. Introduction to English poetry is very important for the students in order that they can learn to appreciate literary works especially poetry from some decades.

Contextual Approach

The basis of preparation and teaching learning process using a developed textbook is contextual approach or Contextual Teaching and Learning (CTL) by Jhonson (2002). Contextual approach is useful to help students to be able to get meaning in a learning subject and they can also relate it to the context. According to Jhonson (in Soewalni, 2010), context is *konteks tujuan, konteks isi, konteks sumber, konteks target belajar, konteks metode, konteks hasil, konteks kematangan, dan konteks lingkungan*. In the textbook of *Teori Puisi*, the purpose of the teaching learning is adjusted to the competence curriculum objectives.

The main component in contextual approach is constructivism philosophy, to train questioning ability, inquiry ability, learning community, modelling, reflection, and authentic assesment (in Soewalni, 2010). In teaching learning process using the textbook of *Teori Puisi*, the most important things from 7 components are constructivism, questioning, inquiry, modelling, and authentic assesment.

The Development of a Textbook of *Teori Puisi* Using Contextual Approach

The quality of a textbook of *Teori Puisi* which was used in English Department in Teacher Training and Education Faculty of Surakarta was still

lacked. There were still no good books for the students to fulfill their theoretical target in this department. Therefore, in preliminary study, it was needed to interview with lecturer and students in order to get information about what a textbook of *Teori Puisi* that they want. In order to get a textbook of *Teori Puisi*, firstly it is a must to arrange a prototype of this textbook as the lecturers want. This prototype was produced through library study, exploration study, and preliminary writing prototype. Library study and exploration got many sources to arrange prototype. After this prototype has finished already, then it was showed to the lecturers and students as stakeholders in a Focus Group Discussion. It was needed to get response, suggestion, advice and agreement about this prototype. After all the step has been done, the next was to validate this prototype through 3 steps, they were: 1) expert judgement or correction of a prototype from the expert and continued to revision; 2) preliminary field testing and revision; and 3) main field testing and revision.

A content of a textbook of *Teori Puisi* consists of five chapters. They are Chapter 1 talks about *Puisi: Pengertian dan Sejarah*; Chapter 2 talks about *Jenis dan Aliran Puisi*; Chapter 3 talks about *Struktur Puisi*; Chapter 4 talks about *Penyair Periode Romantik, Victoria, dan Abad XX*; and Chapter 5 talks about *Penutup*. This textbook also contains of Bibliography, Glossarium, and index. So, this textbook has fulfilled the terms of a good textbook for students and teachers or lecturers. This book does not only talk about the theory of poetry but also it has given many valuable explanation about the development of poetry in English and Indonesia. It also has many examples of poems from English poems and Indonesian poems. So, the students and lecturers as readers can compare the difference and similarity of those poems from different country. This textbook has given a richer

and deeper comprehension about poetry and it is written in easy explanation so it can help students to study it easier.

Those chapters in this textbook has been adapted to the suggestions, improvement in the tests, expert judgments, and focus group discussion. Although this textbook has fulfill the terms of a good book, but it still has some lackness for example not all of the modern poet from 20 century cannot be mentioned in this book yet. This lackness is actually used as an assignment material for students to discuss about the poet of 20th century on a structured assignment. Students' activity in a class become increasing in appreciating the poems and learn how to write a poem. The structure of poetry, the type of poetry also become interesting learning materials for a class discussion as a complementary of this textbook.

D. Conclusion

A textbook of *Teori Puisi* using Contextual Approach is a good textbook for the students who study literature especially poetry. By learning literature especially poetry, it can optimalize all potention in the students' self. Students can also improve their 4 language skills by learning poetry. This book has provided what the students need and it can support the students' activity in learning poetry well. A textbook of *Teori Puisi* using Contextual Approach gives valuable benefits for students and lecturers who study poetry.

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