

## The Development of Textbook for Study of Writing Poetry Based Character in Contextual Learning

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### Abstract

During this time, teaching materials write poetry compiled in the book of reference is still fragmentary yet systematically organized, we need to hold a special reference in the form of a text book writing poetry. The purpose of this study was to develop text book studies of writing poetry based character in contextual learning. This type of research is the research & development (R&D). Before the development of research, carried out a preliminary study (survey requirement). After that, a phase of the prototype; development of the prototype in to a text book; in the third stage produced text books that have been validated; and the fourth stage produced text books that have been tested experimentally and published, seminar through FGD. The experiment was conducted in six Elementary School Teacher Study Programs (PGSD) in the province of Central Java, Indonesia at 2016. Analysis of the data in this study conducted at the testing stage broad, statistical t-test with non-independent, the results showed that the value of the t-test = 5.044 > t-table in the t.s 0,01 = 2,144 the value of the text book studies of writing poetry papers developed higher than the text book used. In the fourth stage of statistical analysis with Independent t-tests to test the effectiveness of the text book. From the results obtained by the statistical calculation of the value of t-test = 5.670 > t-table value in t.s.0.01.= 2,144. That is the text book studies of writing poetry papers developed significantly more effective. This research is very important to know the response of teachers, students, and stakeholders.

**KEYWORD:** textbook, writing poetry, character, contextual learning

### 1. INTRODUCTION

The ability to write is part of the last language skills mastered by a person after listening skills, speaking, and reading. Compared with the previous three language skills, the ability to write more difficult to master (Sadhono and Slamet, 2014: 68). This is due in writing a person required to master the various elements in the language and outside the language to be used as content writing. Elements within and outside the language should be well established so as to produce a coherent and cohesive writing so that the messages contained in the article can be delivered properly.

The ability to write is a very important asset for a person to master. Especially by students because it relates to academic tasks and duties in society. Students are able to write well and coherently and follow the rules of the applicable language will be easier to do their job. Someone (students) who already have adequate writing skills will assist in carrying out their daily duties.

Learning to write is integrated into learning Indonesian in Elementary School Teacher Study Program (PGSD) given in almost every semester that integrates with the Indonesian language teaching. The book as a reference source that is used for lectures principal write in PGSD Middle Jaw still various types and kinds. The lecturer of the course and students feel the urgent need their / publication of the textbook as a reference for college writing, especially for writing poetry.

Effective interaction between students and lecturers as well as students with students is an important way of learning success. Contextual approach is the concept of learning that helps teachers in linking between what is taught to the real world (Lozanov, 1978: 189). In this case the teacher encourages students to link their knowledge which can then be applied in real life. With a concept like this, learning outcomes expected to be more meaningful for students. The learning process takes place naturally. Students work and experience for themselves and not simply transferring knowledge from the teacher alone.

The phenomenon is less successful in learning to write poetry that can be said PGSD most dominant today is the lack of a mastery level of write poetry writing poetry including children. This is due, among others, the limited resources of books (textbooks) as teaching materials. Lecture material does not fully support the success of language, especially writing student (Slamet, Winarni, and Ismail, 2015: 81).

Other issues encountered is still a learning process with conventional approaches. Learning is still dominated by the teacher. In addition, teachers still lack adequate teaching materials and presented not in accordance with the interests and conditions of student, causing the mastery level language into low (Slamet, 2004: 8). This happens because one of them teaching materials are not in accordance with the existing context (Slamet, Waluyo, and Ismail, 2014: 65).

The paradigm of modern education has changed some principles of learning. All directions are behaviorist learning, ie learning that emphasizes the importance of repetitive exercises to cultivate the habit, now grown and turned into a nature konstruktivistis learning, ie learning that emphasizes the importance of the cognitive role for constructing information (Roesmiati, 2005: 9). Teacher oriented learning is now abandoned by switching to a learning-oriented students, one of them with the implementation of the new paradigm, ie the contextual approach.

## **2. LITERATURE STUDY**

The ability to write is a very important asset for a person to master. Especially by students because it relates to academic tasks and duties in society. Students are able to write well and coherently and follow the rules of the applicable language will be easier to do their job. Someone (students) who already have adequate writing skills will assist in carrying out their daily duties.

Skilled write, in essence is a skilled express ideas, feelings, and experiences to others by using written language. According Achmadi (2011: 74) the written language a person must be able to express ideas coherently, clearly and logically sequential. To the authors faced with two problems, namely, stating exactly what he meant and make the point clear to the reader. That is, a writer should be able to choose the right words and appropriate, arrange them in good sentences and paragraphs sustainable merangkaikannya in writing so that it becomes coherent and intact.

Elaine (2008: 203) states that writing is a process of starting to get an idea which then those ideas are organized in written form so that it can be communicated to others. This element of the article which is an element of the idea, according to Johnson to become a writing must be organized in advance so that ideas submitted can be communicated.

In connection with the activity of thinking, writing has been implicated as an activity that is personalized for a particular purpose. Relates to a process that aims, the results of that process will be a product that has the essence of writing as desired. To that end, the process involves cognitive activity and specific skills that require specialized skills to produce work based on the expected goals. Thus, it can be acquired and skills developed through learning that include both process and outcome. The development of writing skills mastered through the deepening of theory and needs to be balanced with exercise. As revealed Sadhono and Slamet (2014: 113) that writing is a productive activity in continuity. Meaningful exercise required the effective assessment. It serves to keep the exercise is not just repeating the same activities or replicas with minimal repairs.

In a broader context, the ability to write poetry is also very important to master the world and important for science and technology. Science and technology development inevitably requires the writing of the results of literary works in it is poetry that can be communicated to others in the form of written language that has a value dokumenatsi strong. Students are required to have an adequate ability of the writing of literary works including works of poetry. The work requires good writing poetry style wearing a nice, beautiful language media mastery, and harmonious and capable menuansakan meaning and atmosphere that can cover the intellectual power and the reader's emotions (Siswanto, 2014: 148).

There is a certain atmosphere at the time of a person prosecuted for poetry and other times where a person is required to berprosa. Pronunciation demands it also gives color to the nature of prose and poetry. Poetry was created in an atmosphere of intense feeling that demands his own soul pronunciation means to express himself senndiri (Waluyo, 2008: 2). In the prose, lyrics I talk about stories of other people or of the world. Through poetry form and condense said people choose the language. Choosing the means to choose the words of the most beautiful and most appropriate way to represent the intent poet and had a vowel / consonant in accordance with aesthetic demands. Compacting language means words which expressed represent a lot of sense.

In an effort to understand poetry, many poems are capable of talking to himself (Rosenthal & Smith, 1967: 231). In such circumstances, the business understanding of poetry does not require reference to factors outside the poem. In such case, an objective approach can be used properly. To understand the great poems were already very well known, objective approach can indeed be used, without refer you to other approaches (Waluyo, 2008: 2-3). But in the dark poems or poems are unique, business understanding poetry poetry can not isolate itself. In other words, everyone can not look at poetry as an autonomous work. Kaenanya factors beyond poetry must take as a reference the understanding.

Poetry has the physical structure of poetry and inner structure. The physical structure of poetry disebuuut also the structure of language or also called the method of pronunciation poetry. Medium pronunciation poet is trying to convey language.

English poetry is unique (Waluyo, 2008: 76). In the poem chosen words that contain the poet awe of something incident. Deviations deviation poetic language is part of everyday language or languages other literature. The inner structure of the poem reveal what it intends to put forward by the poet with the feeling and atmosphere of his soul. Each poem has an inner structure or nature of which consists of a theme, mood, tone, and a message. The four represent a coherent poem (Moody, 1971: 67).

The development of learning writing include writing poetry in PGSD Studies Program in province of Central Java integrated into Indonesian lectures and implicitly given almost every semester (Interview Results, Observations and Questionnaire 2016). That is, coursework writing (poetry) is not a stand-alone subject, but the writing is part of the courses Proficiency and compose Indonesia.

This poem writing activities associated with the values contained in character education. Winarni and Slamet (2014: 45-46) split the three components of character education (characters) that can be implemented into learning to write poetry, yatu (1) diversity, which consists of the values of the specificity of the relationship with God, in retaliation for the actions, intentions both sincerity and good deeds; (2) independence, consisting of the values of self-esteem, discipline, work ethic, sense of responsibility, courage and passion, openness, self-control, 'and (3) morality, consists of the values of love and compassion, solidarity , mutual help, tolerance, mutual respect, decency, shame, honesty, acknowledgments and apology.

Learning writing including poetry writing is integrated into learning Indonesian is given in almost every semester. In the six agencies PGSD in Central Java (UNS, UMS, UNNES, UPGRIS, SWCU, and UMK), the main reference books used to write poems assessment yet. The lecturer of the course and the students feel their purposes / needs urgent publication of textbooks or textbook as a supplement / handles to the lecture writing poetry.

Handbook as the principal source for writing used in the lecture writing does not already exist, let alone guide books learning to write poetry still fused with the lecture material competence Indonesian language and literature. The lecturer and students feel the need or urgent need their textbooks write poetry to write the lecture.

Effective interaction between students and teachers is an important way for success in learning, as proposed by Suharto (2005: 89) a contextual approach is the concept of learning that helps teachers in linking between what is taught with the real world. In this case the teacher encourages students to connect between science (knowledge) which has to be applied in real life. With such a concept, learning outcomes expected to be more meaningful for students. The learning process takes place naturally. Students work and experience for themselves and not just menstrafer knowledge from his teacher.

For the purposes of fulfillment of these textbooks, the research & development (R & D) is implemented in PGSD in Central Java. Having held a preliminary study in Central Java PGSD covering PGSD of UNS (Surakarta), UNNES (Semarang), UKSW (Salatiga), UMK (Kudus), PGRI (Semarang) and UMS (Surakarta), then arranged a prototype textbook "Writing Methods of scientific work" for PGSD based contextual learning. The prototype is then developed into a textbook through expert judgment, limited testing and extensive trials and testing the effectiveness for the next stage.

The phenomenon is less successful learning the Indonesian language (writing) in

PGSD can say the most dominant today is the low level of student mastery of writing. It is due to such limitations as a reference text books. The raw material to be learned in learning to write inadequate. Books lectures there (commonly used) are not yet fully support the success of speaking (writing) student (Slamet, 2013: 2).

Other issues still encountered adalahproses conventional learning. Learning is dominated by professors and lecturers lacking adequate teaching materials and presented not in accordance with the interests and conditions of student, causing the mastery level language into low (Slamet, 2004: 8). This happens because one of them teaching materials are presented not in accordance with the existing context.

The paradigm of modern education has changed some principles of learning. Originally direction which stresses the importance of learning repetitive exercise (drill) to cultivate the habit (hebit) is now developed and turned into a nature konstruktivistis learning, ie learning that emphasizes the importance of the cognitive role for constructing information (Roemiati, 2005: 90). Orientation teacher-oriented learning that are now abandoned by switching to a student-oriented learning (student-oriented), one of them with the implementation of the new paradigm, ie contextual learning.

The existence and quality of learning materials used by the lecturer in lectures (PGSD) wrote in a passing way in preliminary discussions with the lecturers (PGSD) vary widely. The books collected his own hold on the lecture of Indonesian books, journals, magazines, and materials from the Internet. Such materials have not been used as material written in a textbook but still a material that is served to a student or a separate book which is simber of learning for students.

At present, the subject matter is relevant to the lecture poems have been published and sold in bookstores (from the authors include: Herman J. Waluyo, WS Rendra, Sapardi Djoko Damono. Sutardji Calzoum Bachri, Toto Sudarto Bachtiar, Ratna Sarompaet, and so forth. However, of all the material which they set in the book have not arranged in a systematic and well organized. in other words, the preparation of the book is not in accordance with the needs and yet mengkhusus about learning to write poetry for PGSD. books are arranged must meet the standards: (1 ) in accordance with the standards of competence and basic competences defined by The National Standard Institute for Education (BSNP); (2) covers a range of up to about 2005; (3) include the author's capital, metropolis, and the author of the regions; (4) in accordance with the principle of multiculturalism; (5) easy to understand and improve the motivation to learn to write; and (6) the book is compiled using a contextual approach (Djanali, 2007: 21).

Based on interviews and observations beginning in PGSD (Central Java) which is then used as the initial data of this study showed that teachers and students need textbooks to write poetry as a guide book as a book study and enrichment qualifies as a textbook as expected. Preparation of textbook writing poetry must meet the requirements in accordance with the Regulation of the Minister of Education No. 46 of 2007 which states that the preparation of textbooks must meet the following requirements: (1) it feasible, (2) the feasibility of the presentation, (3) the feasibility of the language, and (4) the feasibility of the graphic aspect.

For the purposes of fulfillment of textbooks, the research and development (R & D) is performed in regional level. Having conducted preliminary studies, and compiled



prototype textbook "Assessment of Writing Puisi" for PGSD character-based contextual learning, Prototype, and then developed into a text book by an expert assessment, field testing early (limited), and test the main field (wider ) as well as the effectiveness of the test to the next stage through experimentation. the last stage is the development of research dissemination, published through scientific meetings / seminars nationwide, internnasional journals, and is marketed in the form of printed text books that have been registered in the International Standard Book Number (ISBN).

### 3. RESEARCH METHODS

The method used in this study is a research and development (R & D). R & D method is used to produce textbooks, namely to develop a textbook study of character-based writing poetry in contextual learning for PGSD study program in Central Java province, Indonesia. This type of research is the development of research. This study is the implementation of advanced research 3rd year (2016) of the planned three-year (multi-year study). Research was conducted in four semester student in PGSD Studies Program in the province of Central Java.

The procedure of this study simplifies and summarizes the concept Borg and Gall (2003: 569), which consists of 10 stages into 4 stages (Sugiyono, 2013: 89), namely (1) the stage of preparation of the prototype, including: (a) literature, (b) exploratory study, (c) the identification of needs, (d) the analysis of the needs of textbooks (e) a description of the findings, (f) the design prototype, and (g) prototype workshop; (2) developing the prototype into a text book, include (a) the assessment of experts, (b) limited testing and revision, (c) extensive testing and revision, and (d) the products new textbooks; (3) the testing phase, which is testing the effectiveness of textbooks that have been developed; and (4) phase of dissemination, publication, and dissemination.

Source of research data in the form of (1) the event, (2) the informant, and (3) document. Data collection techniques are: (1) interviews; (2) observation; (3) Focus Group Discussion (FGD); (4) questionnaire, and (5) test. This study uses a questionnaire, observation sheets, and test instruments ability to write poetry. The data analysis was conducted during the development stage with a t-test statistics Non-independent in the trial area (main field testing), while at the stage of testing the effectiveness of statistical analysis by t-test Independent. Data analysis is quantitative and qualitative.

As described before, that these experimental tests using an experimental class in the course PGSD (UNS) in grades 4 A with 40 people. Before performing data analysis to compare the effectiveness of new textbooks used in PGSD (UNS) with a book that is commonly used in PGSD (UNNES) class 4 and as many as 38 people as a class of the comparison, it is important to do: (1) analysis of variance homogeneity; and (2) analysis of samples of normal distribution. The data must be tested with normality distribution of samples is: (a) the data the ability to create an experimental class student papers (PGSD UNS); (B) the data the ability to create a paper control class (class comparison) students (PGSD UNNES).

Techniques used variant homogeneity test is the test of Bartlett. Testing criteria used is that  $H_0$  is rejected, if in fact  $\chi^2$  count  $\geq \chi^2$  table. Conversely, if  $\chi^2$  count  $\leq \chi^2$  table, then  $H_0$  is accepted because the calculation was found that  $\chi^2$  count = 0.864 and 0.00

$\chi^2$ - table ts = 0356, then  $H_0$  is accepted. This means that the data is the ability to make paper in the experimental group and the control group compared are homogeneous. Test sample distribution normality test was used Kolmogorof-Smirnof, for data generated Z experimental class of 1,253, while the value of Z table = 0.087. Thus, the experimental class data were normally distributed. Normality test the ability of a paper in the control group obtained Z value of 0.798, while the value of Z table = 0.547. Thus, data is the ability to make paper normally distributed control class.

Testing the hypothesis in testing the effectiveness of this text by Independent t-test. Independent t-test by comparing the experimental class with the class of the comparison (control) on the results of statistical calculation, obtained by value t count = 5.470, while the value of the t-table in t.s. 0,01 = 2.144, then the hypothesis  $H_0$  is rejected and accepted. This means that the assessment of writing poetry textbook developed in this study is more effective than books for teaching commonly used in the classroom (conventional book).

#### 4. RESULTS AND DISCUSSION

Based on the analysis and the research results can be concluded: (1) the exploration stage as a preliminary study found that the quality of writing yet standardized textbooks and textbook writing scripts for primary schools is not yet available. Needs playwriting textbooks for elementary school-based character education can be categorized as urgent; (2) development of a prototype into a text book is based on expert testing and field testing. The results of preliminary field testing recommend the content and scope of textbook material sharpened. The book should also be revised in terms of the feasibility of the content, text readability, and layout; (3) The results of testing the effectiveness of textbooks by paired t-test and SPSS  $H_0$  and significant research. Thus, textbook writing scripts for elementary school-based character effectively to improve the ability to write a play for primary schools for students of PGSD in the region of Surakarta, (4) Dissemination done by printed and already registered numbering according the International Standard Book Number (ISBN) and distributed in bookstores. In addition, the book was also published through scientific meetings and international journals.

From the results of questionnaires that have been distributed to teachers and students in the study program PGSD in Central Java province has obtained the data that textbook writing poetry used in PGSD turned out to be inadequate. Therefore, the teachers expect the publication of a textbook study poetry writing in order to enrich the learning material to write poetry. Based on the results of questionnaires collected input from Indonesian language and literature lecturer in the province of Central Java PGSD teaching materials to write poetry book their expectations contain poems problem child, how to understand the poetry, the concept of poetry, poetry appreciation, poetry analysis, and how to assess poetry.

Textbooks are printed instructional materials in the form of books published and is designed as a teaching material in the classroom. The book is usually used together with other learning resources such as workbooks, reference books teachers or text support (Tamlinson & Masuhara, 2008: 14), According to Tarin (1985: 12) textbooks are books that are used to study a subject of knowledge, science, technology, and art so that it contains the presentation of the principles of scientific work and kependitan associated with it. The book should contain materials of knowledge or the discipline of subjects included in the curriculum. The contents of the book must fit or support

learning in school. It can also be stated that the textbooks enrich textbooks used in schools (Trihartati, 2010: 17). Meanwhile, Sabarti, Maidar, and Sakura (2006; 2) the contents of the textbook include: (1) Foreword; (2) Table of contents; (3) the body of which is divided into chapters or sections; (4) Bibliography; (5) Glossary; and (6) Index.

Textbooks are distinguished by the book to teach because the book is very closely related to the curriculum, syllabus, standard of competence and basic competence. It can also be said that the book to teach is published books to support the curriculum and syllabus and published by the government, in this case is the Ministry of Education and Culture of Books. Books to teach is printed in the form of electronic books (Pusbuk, 2010). Textbooks developed in this study is the book to supplement textbooks that have been published by the government. Can be expressed also this text book is a companion book (books enrichment).

In observation and interviews with faculty and students in the study program of PGSD in the province of Central Java, data showed that the book writes commonly used in the study program of PGSD inadequate. Therefore, the faculty expects textbooks to enrich student learning materials. When all the professors interviewed, they revealed that the teaching materials are given inadequate. The contents of teaching materials provided by the lecturers at a university is different from other universities. This implies that students can not master well as teaching material was packed from various sources and delivered lectures. The introduction of teaching materials, which target quite spacious (a lot), can not be adequate for the average student does not master the problem and they just make a note that given the lecturer. Of course, the process of writing the notes may not be completed. In the absence of reference, a lecturer likely to provide an interesting study material for students and at least give the burden to learn more.

In an effort to understand poetry, many poems are capable of talking to himself (Rosenthal & Smith, 1967: 231). In such circumstances, the business understanding of poetry does not require reference to factors outside the poem. In such case, an objective approach can be used properly. To understand the great poems were already very well known, objective approach can indeed be used, without refer you to other approaches (Waluyo, 2008: 2-3). But in the dark poems or poems are unique, business understanding poetry poetry can not isolate itself. In other words, everyone can not look at poetry as an autonomous work. Therefore, factors outside the poem must take as a reference the understanding.

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Five steps systematically poetry writing is as follows. First, the preparations write poetry based character education. Second, the collection of data, information, themes, and materials to write poems based character education Third, the development of an



outline for writing a poem based character education. Fourth, the process of writing a poem based on character education. Fifth, the process of editing (editing) the results of the writing of poetry based character education.

This poem writing activities associated with the values contained in character education. There are three components of character education / character that can be implemented into learning to write poetry, yatu (1) diversity, which consists of the values of the specificity of the relationship with God, in retaliation for the actions, sincerity good intentions and good deeds; (2) independence, consisting of the values of self-esteem, discipline, work ethic, sense of responsibility, courage and passion, openness, self-control, and (3) morality, consists of the values of love and compassion, solidarity, mutual help, tolerance, mutual respect, decency, shame, honesty, acknowledgments and apology.

Character refers to a series of life (attitudes), behaviors, motivations, and skills. Attitudes such as the desire to do the best, the intellectual capacities such as critical thinking and moral reasons, such behavior honest and responsible. And a commitment to contribute to the community and society. Characteristic is the realization of positive development as individuals. Individuals who have good character is trying to do the best thing (Battistich in Musfiroh, 2008: 27)

In improving the learning-based characters used to write poetry contextual learning. Contextual learning (Elaine, 2002: 10) is done in the context of learning, both linguistic context and nonlinguistic context. Meanwhile, according to (MONE, 2002: 5) contextual learning is learning to associate the material being taught to the real world of students and encourage them to make links between knowledge possessed by the knowledge in everyday life in the community.

Before the contextual approach was introduced to the world of learning, real world education has been using terms that have meaning associated with the context of student life. That term, among others, problem-based learning (problem based learning), student-centered learning (student centered), active student learning (student active learning), discovery strategy-inquiry.

Contextual approach is a concept study in which the teacher presents a real-world situations into the classroom. In addition, students are encouraged to make connections between knowledge possessed by the application in their lives as members of the family and society (Nurhadi, 2003: 4). With the concept of learning outcomes expected to be more meaningful for students. The learning process takes place naturally in the form of student activities work and experience, not menstransfer knowledge of lecturers to students. Learning strategies more important than the result (Nurhadi and Senduk, 2003: 6).

Within this contextual approach involved seven major components of effective teaching (Sanjaya, 2007: 262-267), namely (1) constructivism, (2) finding, (3) the exercise asks, (4) community learning, (5) modeling, (6) reflection, and (7) of authentic assessment. Constructivism is a cornerstone of contextual learning, the process of building a new structure of students' knowledge based on experience. The philosophy of constructivism learning taking an active process of constructing something (Paul Suparno, 1997: 62).

As mentioned before, given teaching materials for learning covers the theory and practice of writing scientific papers (making papers, articles, journals). Weakness in

delivering theoretical material to write scientific papers is the time available for a limited learning and writing is a skill that requires a lot of regular exercise. Therefore, scientific writing is to write complex. Moreover, the basic competencies and competency standards relating to writing the paper ilmiah merupakan very important thing to master. It also can not be realized because of the approach is still theoretical learning and just prioritize understanding the topic and memorize.

The procedure is the development of the operational measures to be taken in preparing the product, namely textbooks (Djanali, 2007: 16) which includes: (a) planning; (B) exploratory studies; (C) the development of a prototype, and testing the effectiveness of (d) products. Validation or testing prototypes to be developed into the book through three stages, namely: (1) validation expert (expert judgment) and revision: the prototype has been examined by experts and then proceed to the revision by the researcher; (2) The initial field test, followed by a revision: it amounts to 15 students and is led by a teacher; (3) The main field test followed by a revision: testing conducted at 2 campuses and is also known as a major field test and after that always held the revision. After completing the main field test and it is always followed by a revision of the prototype can be stated to be a textbook. Based on trial results more widely (main test) using t-test formula Non-Independent, the results show that  $t \text{ count} = 5.044 > t\text{-table with } t.s \text{ } 0.01 = 0.271$ . then the value of textbook writing poetry developed assessment is higher than the textbooks used in the classroom.

## 5. CONCLUSIONS

Based on the results of research and discussion in the future, it can be concluded as follows: (1) after discussions with several stakeholders in the FGD, it can be stated that the stakeholders responded positively to the development of a textbook study writing poetry. Lecturers and students are in need of textbooks; (2) prototype textbooks can be developed through the study of literature and exploration using contextual learning; (3) through three stages of validation that has developed a prototype of a textbook that has been tested meelalui t-test Non-independent, three development steps are: (a) the assessment of experts; (B) the initial field testing and revision; and (c) the main field testing and revision; (4) testing the effectiveness of textbooks is done with contextual learning and compared between the pre-test and post-test with statistical t-test non-independent. T-test results stated that there is a significant difference between pre-test and post-test on the results of teaching and learning character-based writing poetry is taught using contextual learning that has been developed effectively. Based on the research results, it can be suggested that the textbook assessment of writing poetry that has been developed and tested its effectiveness can be used in the study program PGSD. This book has been developed through expert assessment and a revised repeatedly so have reliability in use. Products produced in this research is the textbook Poetry Writing Assessment that can be used by users, lecturers, teachers, students, and stakeholders.

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