

Development of Short Story Appreciation Textbook Using Contextual Approach at Junior Secondary Schools

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ABSTRACT. Short story appreciation learning enables the students to reach the language level of appreciation, expression, and creation. In short story learning, the aspect of appreciation has not been emphasized. It happens due to unfamiliarity with various kinds of short story. Besides, the learning process is only dominated by teachers due to the limited number of short story appreciation textbooks. This research applied the R&D method with the following stages: (1) exploration; (2) model development; (3) model testing; and (4) dissemination. Through the stages, a short story appreciation textbook for Junior Secondary Schools was designed. The model development was done through the stages of textbook drafting, limited textbook testing, extended textbook testing, and workshop with expert judgement. The designed textbook included constructivism, inquiry, learning community, inquiry exercise, modeling, reflection and authentic assessment. The result of this research shows that in the learning process of short story appreciation, a reliable textbook was required. The textbook was experimentally reliable and significant. It was also acceptable in the dissemination stage.

Keyword: textbook, short story, contextual

1. Introduction

Short story appreciation is a part of general literary appreciation. Gani (1999:12), classifies the functions of short story appreciation in life into five, namely:recreative, aesthetic, educative, moral and religious.Short story appreciaton is an activity of reviewing a short story in the aspects of listening or reading with a sincere appreciation, discussing its contents, and writing a short story(Waluyo, 2003:44). The learning of short story currently is still focused on the knowledge of short story, not its appreciation (Gani, 1981:1). According to Lattuputy(2005: 13), the matter which makes the students unfamiliar with the various kinds of short story but with the author's works and its appreciation is the limited number of short story textbooks.Short story is presented as a subject matter with the competency standards of listening, speaking, reading and writing. The Literary Appreciation's Basic Competencies consist of 36-38 topics of discussion in each semester. Literary Appreciation subject matter consists of 16-18 topics of discussion(Depdiknas, 2006). The main issue is that the learning process is teacher-centered due to the limited number of short story appreciation textbooks (Hermawan, 2005: 13). The issue has successfully started the revolution of the current learning model into a tested contextual learning model.Suparno (2003: 34) states five steps of work in the contextual approach; they are the learning styles of relating, experiencing, applying, cooperating, and transferring. Thus, the research entitled *Development of Short Story Appreciation TextbookUsing Contextual Approach at Junior Secondary Schools* needs to be conducted at once.

Based on the background, the problem statements the research are as follows:(1) How is the condition of short story appreciation textbooks used in the learning of Indonesian language atJunior Secondary Schools all this time?(2) How much do the teachers and studentsneed the short story appreciation textbook using contextual approach?(3) How is the development of short story appreciation textbook using contextual approach at Junior Secondary Schools?(4) How is the effectiveness of the short story appreciation book textbook using contextual approach in Junior Secondary Schools?(5) How is the acceptability of short story appreciation textbook using contextual approach based on the stakeholders' testimonies for Junior hSecondary Schools?

The general objective of this research is to develop a short story appreciation textbook using contextual approach at Junior Secondary Shools, and the specific objectives of this research

are to describe and explain: (1) the condition of short story appreciation textbooks used in the Indonesian language learning at Junior Secondary Schools; (2) the teachers' and students' needs for a short story appreciation textbook using contextual approach; (3) the development of a short story appreciation textbook using contextual approach at Junior Secondary Schools; (4) the effectiveness of the short story appreciation textbook using contextual approach at junior Secondary schools; and (5) the acceptability of the short story appreciation textbook using contextual approach based on the stakeholder's testimonies for Junior Secondary Schools.

2. Literature Review and Theoretical Basis

2.1 Literature Review

A research related to the learning of short story appreciation was conducted by Bruss & Macedo (1999). The representation of relating, experiencing, applying, cooperating, and transferring learning styles is related to contextually literary learning activity. Each individual needs to understand or appreciate the experience, concept, and perspective of every student (Suminto, 2003: 117). Another research related to the learning of short story appreciation was conducted by Kabilan (2000). The result of his research concludes that aside from short story appreciation teaching in class, for the students, short story appreciation can also grow adequately outside class.

Another research dealing with short story appreciation was conducted by a researcher from *Universiti Brunei Darussalam*. The research states that various disappointments on the status of short story teaching, how short stories are taught, how the evaluation of short story learning result is, and what the main focus of short story appreciation learning is have become an issue in the public talk (Brahim, 2005: 19).

The presentation of Ibrahim's research result uncovered various issues by interpreting what short story is and for what purpose it is taught. Various short story study orientations may function as a step for selecting the appropriate approach on short story learning at schools. The conclusion of Ibrahim's research shows that reposition or reorientation of short story teaching was done by determining the explicit target competencies. The provision of various short story textbooks, certain time allocation in curriculum, and the updates of the literary teachers' knowledge and skills are necessary. The alignment of accountable bill form for the needs of short story learning involves the students' common sense. The short story learning approach is used as the learning of inclusive literary (canon, multicultural literary, multigenre; social interaction; and multiform). In the design of student empowerment (reading

selection, reading practice and exploitative activity, performance criteria, and style of assessment), a concrete model of learning procedure is selected, the students' direct involvement and consistent support are necessary. Related to contextual approach, the result of the research conducted by Roesmiati (2005:1-22) shows that contextual learning produces positive results in literary learning; in its learning results and other cognitive aspects. Contextual learning has produced significant improvements in thinking ability, attitude and behavior. Five literary learning styles with contextual method applied in her research are the learning styles of relating, experiencing, applying, cooperating, and transferring.

The representation of relating, experiencing, applying, cooperating, and transferring learning styles is contextually related to literary learning activity. The representation is then realized by learning to apply the learning experience in practical use and needs.

2.2 The Short Story Appreciation Textbook

The Short Story Appreciation textbook is presented in the form of textual textbook. The materials are not in the form of textual books but in the form of audio visual. The materials are compiled by an institution or teachers (Richards, 2001: 257). All types of the textbook are provided for the students as the basic support of learning practice in class. The types of textbook are proposed by Richards (2001: 257). They include printed material, authentic textbook, and non-printed material textbook. In compiling a good textual textbook, several considerations are required. According to Dubin & Olshtain (1992: 39-42) the considerations are as follows: 1) the materials are compiled by a developer team; 2) the materials and the types of syllabus are relevant; and 3) the textbook is in the form of textual book. Richards (2001:257) states that most teachers use the textbook as their main sources or references in the learning process. According to Daoud and Murcia (1978: 302-304) in determining a good textbook, the criteria require three stages of activities, namely: survey, analysis, and judging. The textbook in this discussion is the introduction of first short story that emerged in the United States of America in the 19th century which later was popularized by Poe. In Waluyo (2002: 34), short story is a narrated story which is read in around half to one hour. The idea was proposed in a short story (Reid, 1991: 18-21); (Perrine, 1993; Sudjiman, 1997). The literary elements of a short story are plot, character, theme, the author's point of view, and setting. Short story appreciation involves emotive aspect which functions as the ability to have the values of literary aesthetics (Andayani and Suyitno, 2008: 34).

Context-based textbook aids the success of short story appreciation learning. Context-based textbook is a textbook designed for achieving and improving new knowledge (Johnson, 2002: 82). According to Nurhadi & Senduk (2003: 31) and Sanjaya (2007: 262-267), there are seven main components underlying the application of contextual approach, namely: constructivism component, which are modern constructivist ideas toward a perspective which emphasizes on cooperative learning, activity-based learning, and invention. In the forewords of the book entitled *In Search of Understanding the Case for Constructivist Classrooms* by Brooks and Brooks (1999: 77), Fosnot formulates five learning principles of constructivism paradigm, which are related each other; inquiry component. Joyce & Weil (2000: 197) use 'inquiry training' term in explaining the inquiry as a learning method to invent. Orlich, et al (in Nurhadi and Senduk, 2003: 46-47) in the matter of inquiry training, state that inquiry is a teaching strategy with a systematical technique development through cognitive and affective stages; in learning Society, as stated by Dryden dan Vos (1999: 325), most schools apply "cooperation system". Dryden and Vos (1999: 351) also state that each individual has social needs; modeling in learning process (Jonassen 1999: 231). The implementation of modeling in learning process is designed in the learning strategy which later is expanded to learning scenario; reflection (Johnson, 2002: 187). The students are given a chance to muse and interpret their own experience in order to obtain a conclusion; *authentic assessment*, where assessment is used to measure the abilities of short story scrutinizing, short story telling, short story reading and short story writing (Andayani, dkk, 2008: 32). The assessments are then compiled in the form of journal. (Johnson, 2007: 293).

3. Research Methodology

3.1 Methodology

The research applied the Research and Development (R & D) method. The definition of the method is stated by Gall, Gall, & Borg (2003: 569), that educational "Research and Development" is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard".

In this research, the product related to the statement of Gall, Gall, & Borg is the short story appreciation textbook using contextual approach for Junior Secondary Schools. As stated by Gall, Gall, & Borg (2003: 772-774), this research applied the following stages of R&D method: (1) exploration, (2) model development, (3) model examination, and (4) dissemination.

3.2 Exploration

The objective of this stage was to evaluate the available short story appreciation textbook and to do a need analysis on the appropriate model to be developed. The sources of data were Indonesian Language teachers of Junior Secondary Schools in six regencies of Surakarta ex-residency. The data of the research were analyzed by using the constant comparative method (Strauss and Glasser, 1990) with the *t* model. The research was conducted at State Junior Secondary School 4 of Sukoharjo, State Junior Secondary School 4 of Karanganyar, State Junior Secondary School 1 of Plupuh Sragen, State Junior Secondary School 1 of Karangdowo Klaten, State Junior Secondary School 1 of Sawit Boyolali, and State Junior Secondary School 1 of Selogiri Wonogiri. The selection of the settings was based on the schools' characteristics: (a) the schools are rated as the national standard school, (b) the schools have 18 to 21 study groups, (c) the schools are located next to main road and free of pollution, (d) the occupations of the students' parents are mostly farmers and traders, (e) the schools have language laboratory, and (f) the schools use BSE books which are not printed by publishers.

3.3 Model Development

The objective of this stage was to change the prototype into appreciation textbook using contextual approach. The steps were testing, studying, weakness identification, revision, feasibility study, and implementation of the steps in accordance with those of focus group discussion (FGD). The concrete steps of this stage were: Testing the prototype of short story appreciation textbook; identifying the weaknesses found in the prototype application practice; revising; and examining the feasibility of the developed textbook. The experts involved were Indonesian language expert, textbook assessment expert, Indonesian language book assessment expert, and textbook publisher expert.

3.4 Model Testing

The method of this research used an experiment to test the appreciation short story textbook with the *Before-After Research Design* (Christensen, 1978: 179). In this design, two groups of students, experimental group and control group, were compared. The data were collected through listening, reading, speaking, and writing tests on the short story. The data are analyzed by using one way ANOVA technique (Sudjana, 1989: 302-307). The test technique was conducted by using computer facility with the program of SPSS version 17.

3.5 Dissemination

This dissemination was done by: (1) doing a presentation in the scientific forum at Surakarta Ex-residency (2) Writing article in the International Scientific Journal, and (3)

Publishing the Short Story Appreciation Textbook using Contextual Approach through the publisher to be distributed and documented at libraries.

4. Research Result and Discussion

4.1 Exploration Stage.

This stage explained the quality of all short story appreciation textbooks that have existed until today. The appreciation of literary textbook, especially for short story was limited in all State Junior Secondary Schools in 6 regencies of Surakarta ex-residency. The data were collected by through observation and interview at 6 (six) Junior secondary Schools. The data and kind of textbook used for learning short story appreciation at the schools are presented in the table below:

Table 1. Short Story Appreciation Textbooks for Junior Secondary Schools

No.	Names of Junior Secondary Schools	Teaching Book of Short Story Appreciation
1.	State Junior Secondary School 4 of Sukoharjo	<i>Aku Cinta Bahasa Indonesia</i> - Publisher Edu Media (ACBI)
2.	State Junior Secondary School 4 of Karanganyar	<i>Bahasa dan Sastra Indonesia untuk SMP</i> - Publisher Usaha Makmur (BSI)
3.	State Junior Secondary School 1 of Plupuh Sragen	<i>Pembelajaran Bahasa Indonesia</i> - Publisher Mediatama (PBI)
4.	State Junior Secondary School 1 of Karangdowo Klaten	<i>Berbahasa dan Bersastra</i> - Publisher Yudhamedia (BS)
5.	State Junior Secondary School 1 of Sawit Boyolali	<i>Pelajaran Bahasa Indonesia</i> - Publisher Depdiknas (PBI)
6.	State Junior Secondary School 1 of Selogiri, Wonogiri	<i>Mahir Berbahasa dan Bersastra Indonesia</i> - Publisher Pustaka Jaya (MBBI)

In addition, the data were collected through interview with the informants at the Indonesian Language teachers' forum of Junior Secondary Schools in the area of Surakarta ex-residency by using open question or in-depth-interview. The result of need analysis on the short story appreciation textbook shows that the short story appreciation learning used unreliable textbooks.

4.2 Development Stage

This stage was done by using Textbook Model Draft Validation: (a) The results of Expert Judgement were gained from 3 Professors and teachers. (b) In the limited testing (primary test) the prototype model was tested by 2 teachers. (c) In the extended testing, this prototype was implemented at 6 State Junior Secondary Schools to review the feasibility of textbook prototype in term of content, textbook presentation, and acceptability. (d) The

validation was done by using focus group discussion (FGD) and all validation was declared positive.

4.3 Model Testing Stage

In this stage, the effectiveness testing was done by using preparation stage, population and research sample determination, and experiment. The pretest and posttest instruments were taken from the textbook prototype. The pretest and posttest instruments were in the form of 100 objective-test questions and were validated by using the content validity testing. The average normal difficulty level ranged from 70% to 87%.

Table 2. The Results of Pres-test of Control Group and Experimental Group

No	Samples	Average Score of Control Group	Average Score of Experimental Group
1.	State Junior Secondary School 4 of Sukoharjo	68.00	65.75
2.	State Junior Secondary School 4 of Karanganyar	60.00	57.75
	State Junior Secondary School 1 of PlupuhSragen	68.45	66.15
3.	State Junior Secondary School 1 of KarangdowoKlaten	61.30	59.10
	State Junior Secondary School 1 of SawitBoyolali	69.80	66.70
4.	State Junior Secondary School 1 of Selogiri, Wonogiri	60.20	57.85

The average score of the result of pretest of the control and experimental groups at 6 State Junior Secondary Schools were 68.6 and 62.9 respectively. The Population of the research was all of the students in Grade VIII of Junior Secondary Schools in six areas of Surakarta Ex-residency. The samples of research consisted of 240, and they were divided into two, 120 as the control group and 120 as the experimental group. They were determined through cluster sampling technique. The result of effectiveness testing on the short story appreciation textbook model was used as the step of extended testing with the experimental qualitative method and Before-After Research Design. Before the implementation, those two groups were given the pretest with the samples.

Table3. The Result of Average Score Comparison of the Short Story Appreciation Ability of the Contextual Group Students Based on Pretest and Posttest

No	Samples	Pretest Average Score	Posttest Average Score
1.	State Junior Secondary School 4 of Sukoharjo	65.75	83.05
2.	State Junior Secondary School 4 of Karanganyar	57.75	75.80
3.	State Junior Secondary School 1 of PlupuhSragen	66.15	81.85
4.	State Junior Secondary School 1 of KarangdowoKlaten	59.10	73.70
5.	State Junior Secondary School 1 of SawitBoyolali	66.70	89.45
6.	State Junior Secondary School 1 of Selogiri, Wonogiri	57.85	79.75

The result of the average score comparison of short story appreciation ability of the contextual group students based on the pretest and posttest were 62.21 and 79.93. The difference of average score was 17.72.

Table 4. The Result of Average Score Comparison of Short Story Appreciation Ability of the Control Group Students based on Pretest and Posttest

No	Sample	Textbook	Pre Average Score	Post Average Score
1.	State Junior Secondary School 4 of Sukoharjo	ACBI	68.00	71.50
2.	State Junior Secondary School 4 of Karanganyar	DDSI	60.00	67.50
3.	State Junior Secondary School 1 of Plupuh Sragen	PBI	68.45	73.05
4.	State Junior Secondary School 1 of Karangdowo Klaten	BDBI	61.30	64.05
5.	State Junior Secondary School 1 of Sawit Boyolali	PBI	69.80	80.70
6.	State Junior Secondary School 1 of Selogiri, Wonogiri	MBDBI	60.20	64.70

The results of average score comparison of short story appreciation ability of the control group based on the pretest and posttest at 6 Junior Secondary Schools with the textbooks of ACBI, DDSI, PBI, BDBI, PBI, MBDBI respectively was 64.62 (pretest) and 70.58 (posttest). There was an increase of 5.96.

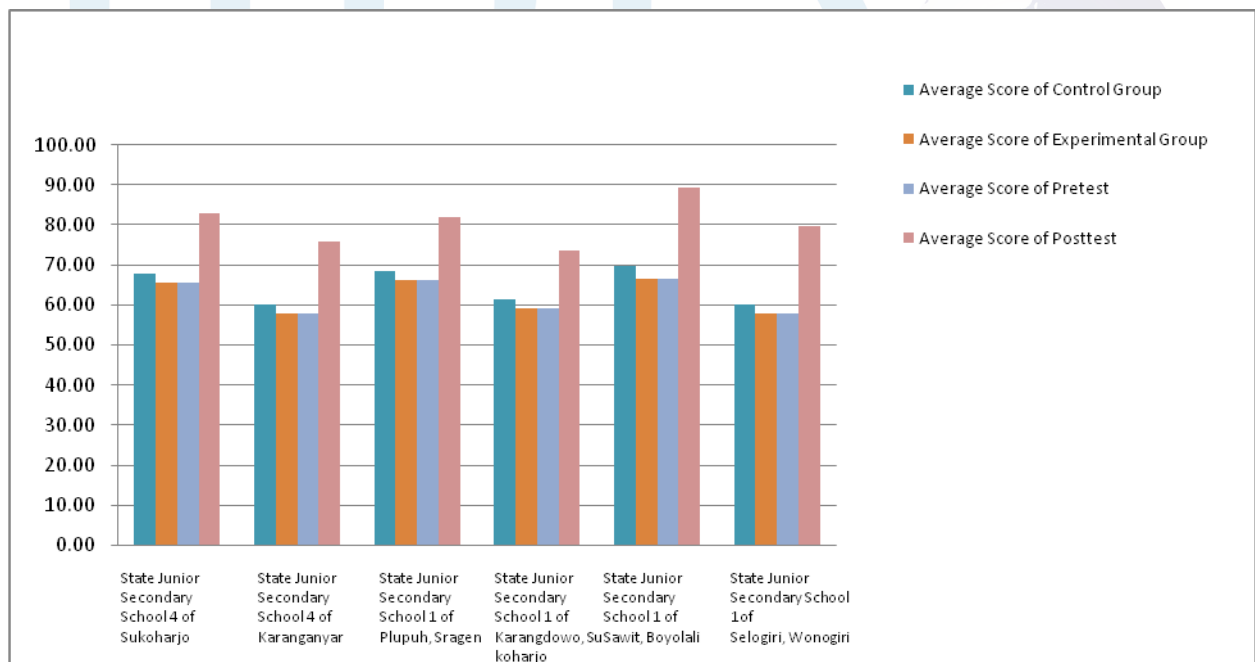


Figure 1. The Comparison of Pretest-Posttest Scores of the Short Story Appreciation Ability of the Contextual Group and the Control Group

In addition to the effectiveness of the textbook, this test was accompanied by hypothesis test. The formula of hypothesis test was that the difference between pre-test and post-test scores of the group of students who use the short story appreciation textbook using contextual approach is better than the difference between pre-test and post-test scores of the group of

students who used the other textbooks. The hypothesis testing used the one-way analysis of variance (ANOVA) to analyze the data. Because the samples came from the normally distributed population and had the same variances, before applying the difference testing by using the one-way ANOVA, the researcher conducted the normality and homogeneity testing. The further description about the normality and homogeneity testings is explained as follows: (1) Data Analysis Requirement Test with the normality and homogeneity testings. (a) Normality testing, means that the data were calculated from the sample cluster group of 20 learning participants ($n = 20$) on the group exposed to the textbook using contextual approach and 20 participants for the group exposed to the textbook using different approach. Based on α (Significance level) = 0.05, $D\text{-count} < D\text{-table}$ was 0.338. Thus, the data had normally distributed population at the significance level α of 0.05

Table 5. The Summary of Normality Testing for the Comparison Contextual Textbook Group in Each Cluster Sample

Comparison Textbook Group		N	D-count	D-table	Description
1. ACBI	Pretest Score	20	0.135*	0.338	*Normal
	Posttest Score	20	0.231*		
2. BDSI	Pretest Score	20	0.130*	0.338	*Normal
	Posttest Score	20	0.223*		
3. PBI	Pretest Score	20	0.130*	0.338	*Normal
	Posttest Score	20	0.221*		
4. BDBI	Pretest Score	20	0.138*	0.338	*Normal
	Posttest Score	20	0.213*		
5. PBI	Pretest Score	20	0.147*	0.338	*Normal
	Posttest Score	20	0.200*		
6. MBDBI	Pretest Score	20	0.120*	0.338	*Normal
	Posttest Score	20	0.200*		

Homogeneity Testing with the calculation result shows that the Lavene's test was greater than the p-value at significance level of $\alpha = 0.05$. Thus, all short story appreciation scores of both the contextual group and the comparison group had homogeneous variances with the significance level of $\alpha = 0.05$. It can also be concluded that the students who used the short story appreciation textbook using contextual approach had homogeneous variances both in the pre-test and post-test scores. The result of calculation shows that the value F_{test} was greater than the p-value at the significance level of $\alpha = 0.05$.

Table 6. The Summary of the Result of Homogeneity Testing (Pre-test-Post-test) of the Contextual Textbook Group and Comparison Group

Contextual Textbook Group	Number of Sample		Comparison Textbook Group	Number of Samples		Lavene's Test Result	* $p > 0.05$
State Junior Secondary School 4 of Sukoharjo	Pretest	20	ACBI	Pretest	20	0.200.	*homogeneous
	Posttest	20		Posttest	20		
State Junior Secondary School 4 of Karanganyar	Pretest	20	BDSI	Pretest	20	1.700	
	Posttest	20		Posttest	20		
State Junior Secondary School 1 of PlupuhSragen	Pretest	20	PBI	Pretest	20	0.368	
	Posttest	20		Posttest	20		
State Junior Secondary School 1 of KarangdowoKlaten	Pretest	20	BDBI	Pretest	20	0.971	
	Posttest	20		Posttest	20		
State Junior Secondary School 1 of SawitBoyolali	Pretest	20	PBI	Pretest	20	0.486	
	Posttest	20		Posttest	20		
State Junior Secondary School 1 of Selogiri, Wonogiri	Pretest	20	MBDBI	Pretest	20	0.399	
	Posttest	20		Posttest	20		

The significant difference test of the students' short story appreciation ability based on the comparison of pre-test-Post-test scores shows that all of the cluster samples indicate that the value of t_{stat} was greater than the t_{crit} at the significance level of 0.05. Thus, the average ratio had the significance level of $\alpha = 0.05$. The group of students who used short story appreciation textbook using contextual approach had a better achievement than that of students who used the comparison short story appreciation textbook.

Based on the value of t_{stat} , it can be concluded that the group of students who used the contextual textbook had a higher score than that of students who used the comparison short story appreciation textbook. The data shows that H_0 was not verified, meaning that the experimental group was better than the control group. Thus, the implementation of textbook model using contextual approach was significant to improve the short story appreciation ability of the students of Junior Secondary Schools.

The summary of the result of effectiveness testing shows that the data of the students' short story appreciation ability both in the control and in the experimental groups had a population with a normal distribution. All of the students both in the control group and in the experimental group had the same variances, or they were homogeneous. The implementation

of textbook using contextual approach was significant to improve the short story appreciation ability of the students of Junior Secondary Schools in the areas of Surakarta Ex-residency.

4.4 Dissemination

Dissemination stage was done through: (1) presentation in a scientific forum, (2) writing an article on the International Scientific Journal, and (3) publishing the Short Story Appreciation Textbook using Contextual Approach through publisher and putting the book in the publication catalog at the local libraries. The dissemination stage was done through the presentation in a FGD (Focus Group Discussion). The scientific forum meant here was the Indonesian Language Teachers' Forum in Surakarta Ex-residency which includes six regencies, namely: Sukoharjo Regency, Karanganyar Regency, Sragen Regency, Klaten Regency, Boyolali Regency, and Wonogiri Regency. The indicator of the forum was the product's acceptability which is based on the teachers' feedback. The short story appreciation learning at Junior Secondary Schools was expected to be implemented at a wider scope. The proposed textbook model for short story appreciation learning at Junior Secondary Schools were acceptable for the teachers. The publishing of the scientific article of this research result was journalized based on a significant test result. The journal is an International Scientific Journal. The publisher of the book was "*Penerbit Widyasari Press-Salatiga*". The selection of the publisher was based on the involvement of the publisher's representative, namely: Drs. Triwidiarto, M.Pd. The number of Short Story Appreciation textbooks using Contextual Approach published by *Penerbit Widyasari Press* in the first edition was 150 exemplars, which were used for dissemination.

Conclusion

The conclusions of the exploration stage are as follows: there is a need of the teachers and students for the short story appreciation learning improvement at Junior Secondary Schools in Surakarta Ex-residency. The development was executed through limited testing, extended testing, and textbook model drafting through workshop and expert judgement. The model was tested through experimental test, and an improvement was shown in the result. The acceptability of the model at once was the dissemination stage. The former stage was done through the socialization of the final product which was the final form of Short Story Appreciation Textbook using Contextual Approach at Junior Secondary Schools.

Based on the results and conclusions as well implications of the research, Indonesian language teachers at Junior Secondary Schools are suggested not to leave behind the literary

materials for appreciation. In addition, the policy makers at Junior Secondary Schools are expected to be able to participate in resolving the problems encountered by the teachers. Future researchers are expected to be able to develop an empirical research with the development of the four aspects of language skills which are scrutinizing, speaking, reading, and writing.

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