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THE LITERARY APPRECIATION OF DRAMA APPLIES SEVEN READER RESPONSE STRATEGIES TO ENCOURAGE STUDENTS' LITERACY ABILITY THROUGH LESSON STUDY

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Info Artikel

ABSTRAK

Tujuan dari penelitian ini untuk mengetahui tujuh strategi respon pembaca yang dapat mendorong kemampuan literasi mahasiswa melalui *lesson study*. Metode penelitian yang digunakan adalah Penelitian Tindakan Berbasis *Lesson Study*. Sedangkan subjek penelitian tindakan dalam *lesson study* ini adalah mahasiswa semester lima prodi Pendidikan Bahasa Inggris yang berjumlah 28 mahasiswa. Instrumen yang digunakan adalah observasi dan tes. Data yang digunakan dalam penelitian ini adalah data kualitatif dan kuantitatif. Terkait dengan hasil nilai mahasiswa pada siklus I menunjukkan bahwa terdapat 3 mahasiswa dikategorikan sangat baik, 10 mahasiswa yang dikategorikan baik, 15 mahasiswa yang dikategorikan cukup, dan ada yang tidak dikategorikan kurang baik dan sangat kurang. Berdasarkan hasil observasi dan nilai mahasiswa tergolong belum baik sehingga perlu perbaikan pada tahap atau siklus selanjutnya yaitu siklus II. Terkait dengan hasil nilai mahasiswa pada siklus I menunjukkan bahwa terdapat 10 mahasiswa dikategorikan sangat baik, 13 mahasiswa dikategorikan baik, 5 mahasiswa dikategorikan cukup, dan ada yang tidak dikategorikan kurang baik dan sangat kurang. Berdasarkan hasil observasi dan nilai mahasiswa sebagian besar berkategori sangat baik dan baik artinya ada peningkatan dari siklus satu ke siklus dua, maka dari itu tujuh strategi respon pembaca dapat mendorong kemampuan literasi mahasiswa.

ABSTRACT

The aim of the research is find out seven reader response strategies can encourage students' literacy ability through lesson study. The method of research is Lesson Study-based Action Research. While the subjects in the action research in this lesson study are the fifth semester students of English education study program which consist of 28 students. The instruments used are observation and test. The data used in this study are qualitative and quantitative data. Related to the result of students score in cycle one shows that there are 3 students who categorized in very good, 10 students who categorized in good, 15 students who categorized in enough, and there were not categorized in poor and very less. Based on the result of observation and students score have not good enough categorized so it needed improvement on the next

stage or next cycle that is second cycle. Related to the result of students score in cycle one shows that there are 10 students who categorized in very good, 13 students who categorized in good, 5 students who categorized in enough, and there were not categorized in poor and very less. Based on the result of observation and students score have mostly very good and good categorized so it means that there are improvement from cycle one to cycle two, so seven reader response strategies can encourage students' literacy ability.

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INTRODUCTION

Literature is a tool to teach the wisdom of life. Wicaksono, Rakhmawati & Suhita (2018) also express the opinion that the essence of literary works is that the life presented by motion on the stage is not real life, but life that has gone through the process of the author's imagination and creation or life according to the author's interpretation. According to Wicaksono, Rakhmawati & Suhita (2018) drama is a literary genre whose physical appearance shows verbally the existence of dialogue or conversation between existing characters. There are so many life lessons that the author has adopted and reproduced into a drama script. Nurgiyantoro (2013) asserts that fiction is the result of dialogue, contemplation, and the author's reaction to the environment and life. It is not true that fiction is judged only in terms of the results of imaginary work, but there is also deep appreciation and reflection. The existence of a very strategic drama script makes drama scripts a necessity of conscience that cannot be separated from education. Education also seeks to preserve and educate the moral message built by the author in the drama script. This makes drama scripts very important to study.

Drama is a form of literature that liked by the wider community. In fact, almost every society in every corner of the world is familiar with drama. This is because drama has its own specialties when compared to other literary genres. In poetry and prose (such as short stories and novels), the reader can immediately enjoy the work because the author presents it directly to the reader. In contrast to drama, in this literary genre the author gives the reader space to imagine (Wicaksono, Rakhmawati & Suhita, 2018). Through literary works, the author can express all the ideas he has, for example in the

form of messages of character education values. The values of character education appear in many literary works. Everything in life that does not match expectations can be a source of inspiration for authors in creating literary works. The author's thought experience conveyed through a distinctive language is able to arouse imagination, arouse feelings, and thoughts of the reader (Wicaksono, Rakhmawati & Suhita, 2018). Not only that, another goal of creating literary works such as drama scripts is also in the world of education to increase students' love of reading and improve literacy skills.

Literary works have relevance to the problems of the world of education and teaching. It can open the reader's eyes to know social, political and cultural realities in a moral and aesthetic frame. From the past until now, literary works have never faded and died. In fact, this creative writing can be used to develop the nation's thinking insight. This is what causes the need for literature as a medium of learning in education (Yanti & Neisya, 2021).

The relationship between literature and education, especially in the formation of the personality of students, can be seen from the decline in social values and norms which resulted in the rise of social issues such as drugs, free sex, vandalism, liquor, brawls and many more. This confirms that education is not only about exact sciences, but character education for students also needs to be considered. The purpose of teaching literature actually has two goals, namely so that students gain knowledge and experience of literature. First, literary knowledge is obtained by reading theory, history, and literary criticism. Second, literary experience by reading, watching literary performances, and writing literary works. While its application in teaching Indonesian or appreciation of literary works must acquire knowledge that departs from the experience of literary works. That is, to teach literature, lecturers must be able to provide experiences based on these literary works. For example, to obtain a theory about the elements in romances/novels or other literary works, a lecturer must introduce romances/novels by reviewing and appreciating them. Reading and appreciating literary works is one part of the activities of human life (Kemal , 2013). When the reader appreciates one of the titles of the short story or short story, after the reader carries out the reading activity of the entire short story, the reader further presents questions, such as the way of characterization, the setting, the character of each character and questions about other intrinsic elements contained in the short story that the reader then re-reads it while trying to analyze each element that he has determined, the most important of which is how to describe a student's ability to use Indonesian to understand the intrinsic elements in one of the literary works. This shows that literary works (short stories) have several contents that are useful for society. With these steps, the development of Indonesian literature will experience rapid progress (Yanti & Neisya, 2021).

In fact, so far the ability to understand literary works by students in general only serves as entertainment. Students have not thought of a way to be able to understand and understand the value contained in a literary work that is read. In other words , the benefits and enjoyment of the literary works faced are reduced. In fact, students often do not get anything from literary works that have been read or heard or seen. Based on

the observations made by researchers in the literature/ course at the Muhammadiyah Kotabumi University, it is known that the ability of students to analyze the intrinsic elements of drama texts is still lacking. This is mainly due to the students' lack of interest in studying literature and lack of interest in reading. Other problems faced by students include feeling burdened, complaining and having difficulty understanding the content in analyzing the intrinsic elements of drama. These difficulties may be caused by a lack of student knowledge and low interest in reading or the selection of learning methods that are not appropriate. To realize the learning objectives, various efforts are taken and various learning strategies are used. One of the appropriate strategies used to overcome this problem is the Seven Reader Response Strategies Strategy (SRRS) in appreciating drama literary works through the intrinsic elements of the drama itself through lesson study. Lesson study is one of the coaching efforts to improve the learning process carried out by a group of teachers collaboratively and continuously, in planning, implementing, observing and reporting learning outcomes, which can encourage the formation of a learning community that consistently and systematically conducts learning activities. self-improvement, both at the individual and managerial levels (Effendi, 2016). Lesson study is one of the coaching efforts to improve the learning process carried out by a group of teachers collaboratively and continuously, in planning, implementing, observing and reporting learning outcomes, which can encourage the formation of a learning community that consistently and systematically performs self-improvement, both at the individual and managerial levels. Effendi (2016) states that lesson study has a large enough role in making systemic changes.

Implementation of lesson study on campus by implementing the Seven Reader Response Strategies have gained acceptance across the curriculum at every grade level, but there are questions that remain about the nature of response. Rosenblatt's work (1978) in the area of response suggest that three factors impact a reader's response to books: unique characteristics of the reader, the various features of the text, and the nature of the context from which the transaction between reader and text takes place . Over the years, research has challenged the response theory, in an effort to isolate and identify the specific factors that play a role in the child's interaction with the text.

Reader response promotes student interactions with each other and the text, and in today's diverse classrooms, incorporating reader response into the curriculum, as opposed to traditional teacher talk, will result in increased reading comprehension and engagement. When reading literature, students are often bombarded with their teachers' interpretations of a particular text. Teachers commonly immerse students in their personal analysis of a literary text simply because they are familiar with the piece and feel more comfortable expressing their thoughts rather than allowing students to interpret it "incorrectly." However, teachers shared their personal responses to a text before asking students to divulge their own reactions mistakenly taught students that there is only one correct interpretation of a piece of literature, which could result in students creating an unfavorable opinion about reading in general (Mitchell, 1993).

Reader response is a reader's reaction to the text being read. The reaction is directed to the intensity of the reader's understanding of the text is read and the totality

of meaning contained in the text. According to Al-Bulushi (2011) reader response strategy is a strategy of reading literary text which the reader plays an integral part in bringing meaning to the text, his thoughts, reaction and ideas analyzing and learning different aspects of literary text. There are seven reader response strategies from Beach and Marshall (1991), namely engaging, describing, conceiving, explaining, connecting, interpreting and judging. Moreover, Inderawati, Sofendi, & Zuraida (2013) composes the guiding questions based on the strategy and show in the following table.

Table 1: Seven Reader Respoense Strategies

No.	Response	Indicators	Questions to Guide
1.	Engaging	Involving readers' feeling and emotional reaction in reading literary works.	1. Can you feel what is felt by the character? What does he/she feel? 2. Would you do the same thing if you were the character? Explain it? 3. Can you imagine what happens? Explain it
2.	Describing	Characters, characterizations, settings, themes , and styles.	4. What do you think of the character of the story? Is he/she good or bad? Do you like or dislike him/her? 5. Where does the story happen? Do you like the settings? Why? 6. Does the story tell about good/bad things? 7. What event/word in the story do you think is very important? Why?
3.	Conceiving	Understanding the character, background of the story and the language used by the characters	8. Do you understand the characters, background of the story and the language used by the characters
4.	Explaining	Character's action, agreement	9. What do you think of the character's action?
5.	Interpreting	Opinion	10. In your point of view, what does the story talk about ?
6.	Connecting	Experience, other story, film, social life, culture, religion	11. Do you have the same experience with the character? your brother?

No.	Response	Indicators	Questions to Guide
7.	Judging	Story line, moral values, the author	Parents? Neighbors? friends? 12. Is the story interesting? 13. Is the story valuable? What values do you get from reading the story?

From these seven steps of reader response, it can be inferred that reader response help readers appreciate literary works. Readers are guided step by step starting from engaging to judge in order to appreciate the text. These strategies explore intrinsic and extrinsic elements of the story. What readers think and feel would enable them in appreciating the text.

METODHOLOGY

The method of research is Lesson Study-based Action Research. This research design uses Hopkins (1993) Action Research model, the implementation of action research is carried out in a spiral that starts from feeling a problem, planning, carrying out actions, observing, reflecting, redesigning, implementing actions and so on (Effendi, 2016). The following is the flow of the implementation of lesson study (Yulianto, Fatchan, & Astina, 2017).
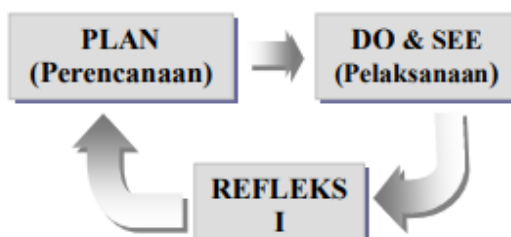

Figure 1. Lesson Study Flow

This action research was conducted in two cycles, namely on October 10 and 17, 2022. While the subjects in the action research in this lesson study are the fifth semester students of English education study program which consist of 28 students. The instruments used are observation and test. The data used in this study are qualitative and quantitative data. Qualitative data obtained from the recording system through observation activities. Data was collected through observers who were present in the open class process. The observers made observations and recorded field observations from the results. Meanwhile, quantitative data were obtained from the test results based on the categories as follows (Effendi, 2016).

Table 2. Students Score Categories

Interval score	Score criteria	Categories
86-100	A	Very Good
71-85	B	Good
56-70	C	Enough
41-55	D	Poor
< 40	E	Very Less

RESULT AND DISCUSSION

Result of First Cycle

The implementation of action research is carried out in a spiral that starts from feeling a problem, planning, carrying out actions, observing, reflecting, redesigning, implementing actions and so on (Effendi, 2016). The first stage of planning (Plan) at this stage a group discussion forum was held on October 3, 2022 between lecturer and colleagues who were also observers in the implementation of open classes, this was done to discuss together related to reviewing lecture models such as lesson plan, student worksheet, lesson design, chapter design, teaching materials, media and lecturing methods for the preparation of open classes in the Literature course with the topic of appreciation for literary works in the fifth semester of the English Education Study Program, Muhammadiyah Kotabumi University.

The second stage is "do", at this stage the lecturer implements the learning design that has been made collaboratively with colleagues. The lecturer conducts open classes to apply the lesson designs that have been made previously. The implementation of the open class in main activity of the first cycle which was carried out by lecturer Rulik Setiani, S.S, M.Pd on October 10, 2022 which was also attended by two observers namely Elis Susanti, M.Pd and Darwanto, M.Pd. in the opening stage of the open class, the lecturer presented material in the form of power point and learning videos with the topic of appreciation of literary works of drama through intrinsic elements. In the early stages, the lecturer gave lighter questions related to the topics discussed, students seemed enthusiastic in answering several lighter questions about what are the intrinsic elements and their definitions, after that the lecturer asked students to form classes into groups consisting of 5 students in each groups, the lecturer gave a worksheet to each group to discuss it together with the group members, the lecturer went around each group to monitor and control the work, namely about appreciation of literary works of drama through intrinsic elements. This is done to measure students' understanding in appreciating the literary work of drama. In the implementation of the lecturer applied one of the learning strategies, namely the Seven Reader Response Strategy (SRRS). From these seven steps of reader response, it can be inferred that reader response help readers appreciate literary works. Readers were guided step by step starting from engaging to judging in order to appreciate the text and it can encourage students' literacy ability. After each group finished working on the task, one of the group representatives presented the results of their discussion in front of the class.

The third or final stage in lesson study is see or reflection, at this stage each of the observers conveys their observations during the open class, the results of these observations can be summarized in the table below:

Table 3. Result of Observation in Cycle 1

Result of Observation	
Observer 1	**Observer 2**
• Group 1: not all of group members are active, some of passive. ▪ Group 2: there is one group member (male) just silent and do not follow the discussion. ▪ Group 3: all of group members are active in discussion and this group is more active than others. ▪ Group 4: one of group members (male) is not active in discussion and the others are active. ▪ Group 5: not all member are active in discussion, even one of members (male) is passive.	▪ in pre activity the students seem active to response lecturer's answer in apperception. ▪ Group 1: this group is active in discussion during doing a task. ▪ Group 3: there is a student who guides other members in discussion to discuss the work. ▪ Group 4: there are less intense in discussion among the members. ▪ Group 5: there is a student (male) is not active during discussion.

Based on the result from observation done during learning activity especially during students' discussion on table above seen that the students activity in cycle one has enough active although there are some students still passive. Then based on the result of students achievement in doing a task in cycle one can be seen as follows.

Table 4. Students Score Result

Interval score	Score criteria	Categories	Number of Student
86-100	A	Very Good	3
71-85	B	Good	10
56-70	C	Enough	15
41-55	D	Poor	0
< 40	E	Very Less	0

Related to the result of students score in cycle one shows that there are 3 students who categorized in very good, 10 students who categorized in good, 15 students who categorized in enough, and there were not categorized in poor and very less. Based on the result of observation and students score have not good enough categorized so it needed improvement on the next stage or next cycle that is second cycle.

Result of Second Cycle

The implementation of the open class/do in the second cycle which was carried out by lecturer Rulik Setiani, S.S, M.Pd on October 17, 2022 which was also attended by two observers namely Elis Susanti, M.Pd and Darwanto, M.Pd. in the

opening stage of the open class, the lecturer presented material in the form of power point and videos with the topic of appreciation of literary works of drama through Seven Reader Response Strategy (SRRS). Lecturer asked students to form classes into groups consisting of 5 students in each. Groups, the lecturer gave a worksheet to each group to work on together with the group members, the lecturer went around each group to monitor the work, namely about appreciation of literary works of drama through intrinsic elements. This is done to measure students' understanding in appreciating the literary work of short story. In the implementation of the lecturer applied one of the learning strategies, namely the Seven Reader Response Strategy (SRRS). From these seven steps of reader response, it can be inferred that reader response help readers appreciate literary works. Readers were guided step by step starting from engaging to judging in order to appreciate the text and it can encourage students' literacy ability. After each group finished working on the task, one of the group representatives presented the results of their discussion in front of the class.

The third or final stage in lesson study is see or reflection, at this stage each of the observers conveys their observations during the open class, the results of these observations can be summarized in the table below:

Table 5. Result of Observation in Cycle 2

Result of Observation	
Observer 1	Observer 2
▪ Group 1: all of group members are active in discussion in doing the task. ▪ Group 2: there is one group member (male) just silent and do not follow the discussion. ▪ Group 3: all of group members are active in discussion and this group is more active than others and this group is fastest in finishing the task. ▪ Group 4: all members are active in discussion ▪ Group 5: all member are active in discussion, even one of members (male) is passive.	▪ in pre activity the students seem active to response lecturer's answer in apperception. ▪ Group 1: this group is active in discussion during doing a task. ▪ Group 3: there is a student who guides other members in discussion to discuss the work. ▪ Group 4: this group are enough active in discussion and doing the task given. ▪ Group 5: there is a student (male) is not active during discussion.

Based on the result from observation done during learning activity especially during students' discussion on table above seen that the students activity in cycle one has enough active although there are some students still passive. Then based on the result of students achievement in doing a task in cycle two can be seen as follows.

Table 6. Students Score Result

Interval score	Score criteria	Categories	Number of Student
86-100	A	Very Good	10
71-85	B	Good	13
56-70	C	Enough	5
41-55	D	Poor	0
< 40	E	Very Less	0

Related to the result of students score in cycle one shows that there are 10 students who categorized in very good, 13 students who categorized in good, 5 students who categorized in enough, and there were not categorized in poor and very less. Based on the result of observation and students score have mostly very good and good categorized so it means that there are improvement from cycle one to cycle two.

CONCLUSION

Based on the results and discussion of the research, the results of the observer's observations can improve the learning process. Not only lecturer, but also the observers took valuable experience and lesson learned from implementing this lesson study activity. Several lessons learned were obtained, among others, through lesson study forming a learning community, students think more critically through the seven reader response strategies, students are also required to think critically related to appreciation of literary works through intrinsic elements, literacy skill also increase because when students will appreciate literary works both manuscripts plays, short stories, or novels they have to read the entire content.

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