The Effectiveness of Poetry Reading Learning using Draladater Model on Extrovert and Introvert Senior High School Students

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Article Info

Abstract

The purpose of this study was to examine the effectiveness of poetry reading learning using draladater model on high school students with extrovert personality, examine the effectiveness of poetry reading learning using draladater model on high school students introvert personality, and investigate the comparison of the effectiveness of poetry reading learning using draladater model on extrovert and introvert personality students. To achieve these purposes, this study used quasi experimental design (Non Equivalent Control Group Design). Meanwhile, the samples of this study were taken from the ability of students' poetry reading in class X or tenth grade of State Senior High School (SMA Negeri) 1 Kajen and State Senior High School (SMA Negeri) 1 Wiradesa. The results of this study showed that the mean score of the posttess of poetry reading learning by using draladater model on extrovert personality of 82.3, while the mean score of poetry reading learning with draladater model on introvert personality student was 77.4. It shows that the average score of poetry reading with draladater model on extrovert personality student was greater than on introvert students. Thus, poetry reading learning with draladater model is more effective to be applied on extrovert personality students than the introvert one.

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INTRODUCTION

Language is the most important medium of communication in life. Without language, any kind of communication will be inhibited. As Rosiana & Mulyani (2017) reveal that language has a central role in the intellectual, social, and emotional development of students. In fact, learning Indonesian eases the students to interact with others. In line with this assumption, Widianto & Zulaeha (2016) say that Indonesian language is studied with various purposes, both as a means of communication in tourism, education, economic, cultural, and so on. In other words, language can be the bridge of communication with the wider community. Thus, it is necessary to teach languages to the students in school, especially Indonesian language learning.

According to Rosiana & Mulyani (2017), learning language is essentially learning to communicate and learn literature is one of ways to respect human beings and human values. In addition, this learning introduces the culture of a nation and instills moral as well as character to students especially in literary learning (poetry). It is in accordance with Hidayat & Supriyanto (2017) who argue that language and literature are the system in which their ability become absolute requirements to understand and fabricate literary works. Therefore, the students must master the language and good literature in order to understand literary works.

Suryadi & Nuryatin (2017) say that literary works are created to be understood and taken their advantages which are in the forms of value or message containing the suggestions or advices. Meanwhile Doyin (2017) explains that literary works are expressive symbols of human beings. They come as expressions of feelings or thoughts of the author. Also, they can not be separated from life because they are created from the circumstances that exist around. In this case, they are kinds of the crystallization of the values of a society. Hence, literary works are inseparable from the socio-culture and life of the society they describe (Setyatmoko & Supriyanto 2017). Again, Nafiyah & Mardikantoro (2016) argue

that literary works cannot be separated from social facts, social problems and society around the author. Therefore, great literary works can help their readers become cultured men (Ariyanto & Nuryatin 2017). With regard to above explanation, it proves that the learning of literature is necessary to be done by the students in the school.

Literary learning in schools is designed to achieve certain skills. One of which is the skill of reading (poetry). Haryadi (2007) says that reading is an activity to gain information from the read literary. To obtain information or messages in the literary, readers should be able to understand and fully comprehend every word and its aims. As revealed by Nisa & Supriyanto (2016), through reading activities, students are expected to be able to deepen, comprehend, and take the advantages or message from the literary work. Meanwhile, according to Afandi & Zulaeha (2017), reading is not only about the books but also the natural surroundings, either reading the environment of students and reading the social environment, or reading the circumstances of daily life. Therefore, good reading skills are required for students in studying both fiction and nonfiction.

Poetry reading is also one of the language skills needed to improve the quality of learning. According to Doyin (2008), the poetry itself is the expression of the author's feelings or thoughts. Through poetry, students can express themselves and train their sensitivity and richness of the language Aztry, 2012).

Then, according to Aminudin (in Suharyadi, 2014), generally the benefits of poetry reading covers at least five things: (1) leisure, (2) giving or obtaining entertainment, (3) for information, (4) developing media and enriching view of life, and (5) providing knowledge about the socio-cultural values of the literary work's. For these reasons, students obviously need to master the competence of reading poetry.

Indeed, one of the basic competencies contained in the curriculum of the 2013 in Indonesian subject for class X semester 1 in KD (basic competence) 4.16 is to demonstrate (recite or physicize) a poetry from a poetic anthology or

a collection of poetry with paying attention to its vowels, expressions and intonations (dynamic and tempo pressure). However, so far, the learning of poetry reading has not been in accordance with the curriculum 2013. The factors which are suspected being the causes of less success of literary learning, especially learning to read poetry, come from the development of literature, environment, model of learning, assessment model, teacher competence, teaching materials, textbooks, curriculum (Doyin in Suharianto, 2009). These factors must be considered in order to get the expected results.

Besides, the learning of poetry reading is a part of learning Indonesian Language and literature in school. Therefore, in the learning activities, there is a need of an appropriate model for the learning so that it can be effectively delivered. Moreover, according to Zulaeha (2013), learning model is a conceptual framework that describes the systematic procedures in organizing learning experiences to achieve certain learning goals. As explained by Mubaroq & Subyantoro (2017), model is defined as a conceptual framework used as a guide in conducting activities. It is in accordance with Pujianto, Nuryatin, & Subyantoro (2015) who state that the learning model is the way that teachers do to deliver learning materials that can stimulate students' learning spirit. Meanwhile, the learning model that can generate learning spirit of students is a model that matches the characteristics of students.

There are many models of poetry reading learning that can be used to improve the skills of students in reading poetry. Therefore, there is a need to use one learning model that fits the demands of active, innovative, creative, effective, and fun learning (Zulaeha, 2016). As for Hadi & Rustono (2017) said that the creativity of the teacher is the main key in the use of the model for the learning process. A creative teacher will provide the right model for students. Thus, from many learning models, the researchers chose a draladater model. The draladater model is an active, innovative, creative, effective, and fun learning model. In addition, it also includes the models that can build students' knowledge independently and enhance the students' activity.

Again, Dasiman (2012) says that the draladater model is a model used in poetry reading learning by combining the elements of dramatization and basic theater exercises. In addition to dramatizing poetry, students also do basic theater exercises such as body, sound, and breathing. In this study, the draladater model will be applied to high school extrovert and introvert personality students.

A research on learning poetry reading with draladater model on extrovert and introvert students needs to be done because poetry reading learning is still common and does not pay attention to personality type, especially extrovert and introvert personality. As well known that every student has different behavior patterns. Some of them behave sociable and cooperate with other students which belong to extrovert personality, while others behave aloof and feel comfortable to students who are close to them. They belong to introvert personality. Atkinson (1992) explains that people with extrovert personality are characterized as people who are fluent in speaking, fear free, not confused, holding on objective data, sociable, and cooperative with others. In contrast, the characteristic of introvert personality types tends to develop the symptoms of fear, irritability, apathy, and their autonomic nerves are stable. Conversely, the different personality types in reading poetry learning require different ways of teaching.

Based on above-mentioned explanation, a research on poetry reading learning with draladater model for extrovert and introvert personality students in Senior High School needs to be done in order to get more optimal result in the learning poetry reading for students. In addition, it will also to prove the difference in the effectiveness of reading poetry learning with draladater model in high school extrovert and introvert personality students.

METHODS

This study used the experimental method. According to Subyantoro (2013), method is the overall plan for a neat and orderly presentation of language material, with no contradictory parts, and any of which is based on the chosen approach. The reason for choosing the experimental method was based on its standardization and proofs of reliable being used in various research activities. Further, the design of this study was quasi experimental. Quasi experimental design is a design used to examine any influences of one or more variables on other variables. In relation to this, this study was conducted to know the effectiveness of poetry reading learning with draladater model on extrovert and introvert students in SMA 1 Kajen and SMA 1 Wiradesa. For more, the design used was Non Equivalent Control Group Design. However, the groups were not randomly selected.

Before conducting the experiments, an instrument or pretest was conducted in order to know the stability and clarity of group's circumstances. If the pretest result is different, it means that the group is unstable, uncertain, and inconsistent. Sugiyono (2014) explains that after the stability of the group situation has been clearly known, then only a treatment will be given. Accordingly, the samples in this study were the tenth grade students' of SMA Negeri 1 Kajen and SMA Negeri 1 Wiradesa in the academic year of 2017/2018. Then, the sampling technique was done by purposive sampling.

There were three independent variables in this study. They were dependent, independent and moderator variables. The draladater model belonged to independent variable, poetry reading learning on the tenth grade students of Senior High School was dependent variable, while the moderator variable were extrovert and introvert personality of the tenth grade students of Senior High School.

There were two types of instrument used in this study, namely test instrument for poetry reading test and personality test for extrovert and introvert students, and non-test instruments which consisted of observation guidelines, questionnaires and photo documentation guidelines.

Meanwhile, the data analysis techniques conducted included the analysis of prerequisite tests and hypotheses test. The prerequisite tests consisted of (1) normality test, (2) homogenity test, and (3) equality test (t test). Then, the hypotheses test consisted of (1) descriptive test of poetry reading learning on extrovert and introvert personality students of Senior High School and (2) ANAVA test.
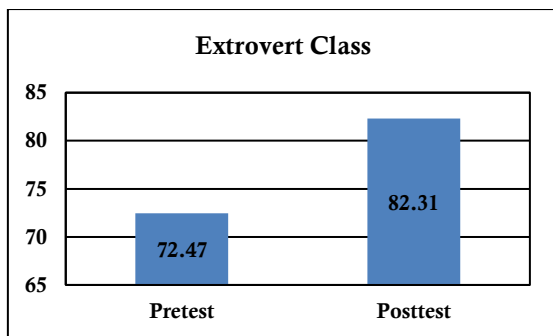
RESULTS AND DISCUSSION

The results of this study covered (1) the effectiveness of poetry reading learning with draladater model for Senior High School students' extrovert personality, (2) the effectiveness of poetry reading learning with draladater model for Senior High School students' introvert personality, and (3) the difference in the effectiveness of poetry reading learning with draladater model in Senior High School students with extrovert and introvert personality.

The Effectiveness of Poetry Reading Learning with Draladater Model on Senior High School Extrovert Personality Students

The process of poetry reading learning by using draladater model was carried out during four meetings with two hours for each meeting. Before the learning process of poetry reading, students received treatments with draladater model. First, a personality test was done to determine the personality of each student. The results of personality tests conducted on the tenth grade students of SMA N 1 Wiradesa found that there were 38 students having extrovert personality.

The average score of the initial test of the extrovert class was 72.47, while the final test score score was 82.31. The highest score of pretest on extrovert personality students was 78.00 and the lowest was 65.00. Meanwhile, the highest score of posttest on extrovert personality students was 89.00 and the lowest was 75.00.

Based on the results of normality test using Kolmogorov, it was known that the average score of poetry reading learning with draladater model on Senior High School extrovert personality students was 82.31 with the standard deviation of 3.84 and the significant value of 0.225. It means that the value of significance exceeded 0.05 that the data were normally distributed. The homogeneity test of poetry reading learning with draladater model on extrovert personality students using Levene test obtained the value of F_{value} = 8.460 > with the significance value of 0.000. It shows that the significance value was < 0.05, consequently H_0 was rejected. It means that the variance of both groups is different or not homogeneous.

Figure 1. The Average Score of Pretest and Posttest in Poetry Reading Learning with Draladater Model on Extrovert Students

Based on the diagram above, it can be explained that the results of the pretest on poetry reading learning with draladater model on Senior High School extrovert personality students was in average score of 72.47, while the average posttest score was 82.31. It proves that there was an increase in poetry reading learning by using draladater model in extrovert personality students, namely with the score of 9.84. Thus, the draladater model was effectively used for Senior High School extrovert personality students.
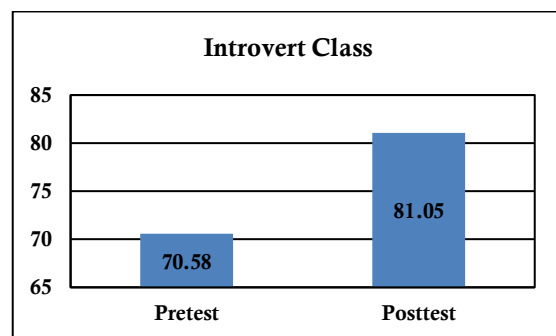
The Effectiveness of Poetry Reading Learning with Draladater Model on Senior High School Introvert Personality Students

The implementation of poetry reading learning by using dramute model was conducted during four meetings and each meeting was for two hours lesson. Before the process of poetry reading learning, firstly a personality test was conducted to determine the personality of each student. According to the test, it was known that there were 37 students having introvert personality in the tenth grade of SMA 1 Kajen.

The average score of the initial test of the introvert class was 70.58, while the final test score was 81.05. The highest score of the pretest of the introvert personality students was 78.00 and the lowest score was 65.00. Additionally, the highest score of posttest of extrovert personality students was 88,00 and the lowest was 75.00.

Based on the results of normality test using Kolmogorov Smirnov, it can be seen that the average score of poetry reading learning with draladater model of introvert personality students was 77.47 with the standard deviation of 2.16 while the significant value of 0.253. It shows that the value of significance exceeded 0.05. It means that the data were normally distributed. The homogeneity test of poetry reading learning with draladater model on students with introvert personality using Levene test obtained the value F_{value} = 8.460 > with the significance value of 0.000. It shows that the significance value is less than 0.05 so that H_0 was rejected. Thus, the variance of the two groups was different or not homogeneous.

Diagram 2. The Average Score of Pretest and Posttest of Poetry Reading Learning with Draladater Model on Introvert Personality Student

Based on the above diagram, it can be explained that the results of the pretest of poetry reading learning with draladater model on Senior High School introvert personality students had

the average score of 70.58, while the average score of the posttest score was 81.05. It proves that the improvement of poetry reading learning by using draladater model on introvert personality students was 10.47. Thus, the draladater model was effectively used for Senior High School introvert personality students.

The Differences in the Effectiveness of Poetry Reading Learning with Draladater Model on Senior High School Extrovert and Introvert Personality Students

Based on the results of poetry reading learning using the model of draladater on the students of SMA Negeri 1 Kajen and SMA Negeri 1 Wiradesa with extrovert and introvert personality, there found differences between poetry reading learning by using draladater model on high school extrovert and introvert personality. The poetry reading learning with draladater model on extrovert personality students had higher mean score rather than on introvert personality students. The differences can be seen in the following diagram.

Based on the results of the difference of the effectiveness of poetry reading learning with draladater model on extrovert and introvert personality students, it obtained the results of the average score of students' result in extrovert class (experiment 1) equal to 82.31, while the introvert personality students obtained the average score of 77.47. Thus, poetry reading learning with draladater model was more effectively used in extrovert personality students rather than on introvert students.
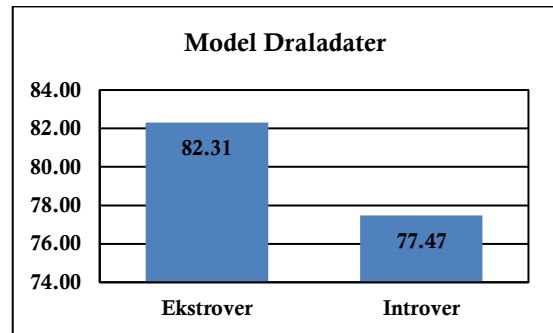
Figure 3. The Differences Test in the Effectiveness of Poetry Reading Learning using Draladater Model on Extrovert and Introvert Student Personality.

Table 1. Normality Test Results
One-Sample Kolmogorov-smirnov Test

			Draladater model on ekstroverts	Draladater model on introverts
N		38	34	35
Normal parameters	mean	82.315	77.470	78.571
	Std. deviation	3.8421	2.1635	2.6820
Most extreme	Absolute	.169	.174	.156
Differences	Positive	.132	.174	.156
	Negative	-.169	-.127	-.101
Kolmogorov-smirnov Z		1.044	1.017	.922
Asymp.sig. (2-tailed)		.225	.253	.364

a. Test distribution is Normal

b. Calculated from data

Based on the results of normality test using Kolmogorov Smirnov, it can be seen that the average score of reading poetry learning using draladater model on Senior High School extrovert personality students was 82.31 with the standard deviation of 3.84 while the significant value of 0.225. Meanwhile, the poetry reading learning using draladater model on Senior High School introvert personality students obtained 77.47 with the standard deviation of 2.16 and the significant value of 0.253. It shows that the value of significance exceeded 0.05 which means that the data were normally distributed.

Based on Table 2, it was known that the homogenity test using Levene test obtained the value of F_{value} = 8.460 > with the significance value of 0.000. It shows that the significance value was greater than 0.05, so H_0 was rejected. It means that the variance of the two groups was different or not homogeneous.

Table 2. Homogeneity Test

Levene's Test of Equality of Error Variances[a]

Dependent Variable: Kemampuan membaca puisi

F	df1	df2	Sig.
8.460	3	140	.000

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+Model+Kepribadian+Model * Kepribadian

CONCLUSION

Regarding the description of analysis, the conclusions that can be draws are as follows. First, the draladater model is effective to be used in poetry reading learning for extrovert students. It is proven by the increase of 9.84 from an average of 72.47 to 82.31.

Second, the draladater model is effective to be used in poetry reading learning for introvert personality students by the increase of 10.47, from an average of 70.58 to 81.05.

Draladater model on Senior High School introvert personality students which was in the average score of 82.31 77.47. It proves that the use of draladater model on extrovert personality students; poetry reading learning is more effective than those on introvert personality students.

Third, there is a difference between reading poetry learning using draladater model for the tenth grade of Senior High School extrovert and introvert personality students. It was proven by the results of the average score of poetry reading using draladater model on Senior High School extrovert personality students which was in the average score of 82.31. Meanwhile, the average score of poetry reading learning using draladater model on Senior High School introvert personality students which was in the average score of 77.47. It proves that the use of draladater model on extrovert personality students; poetry reading learning is more effective than those on introvert personality students.

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