Practicality of Literary Theory Teaching Materials

Yenni Lidyawati[1,*], Didi Suhendi , Subadiyono

Bahasa Indonesia Language and Literature Study Program, FKIP, Sriwijaya University, Indonesia
*Corresponding AuthorEmail: yennilidyawati@unsri.ac.id

ABSTRACT

Literary theory is a compulsory course that must be taken by students of Bahasa Indonesia Language and Literature study program FKIP Sriwijaya University in the fifth semester. This course provides guidance for students in understanding the basic theory and applications of literary theory. To find out the practicality of literary theory textbooks that have been developed and validated by experts and have been published. The method usepart of the fourth phase of research and development, is descriptive quantitative. The research subjects were 5th semester students of Inderalaya class and Palembang class. Data collection techniques used were questionnaires, interviews and tests. Data analysis used was descriptive statistical analysis. The level of practicality used refered to the following criteria. 1) impractical (0-54), 2) less practical (55-59), 3) quite practical (60-75), 4) practical (76-85), and 5) very practical (86-100). The practicality test of the Literary Theory teaching materials can be seen from 4 fulfilled aspects, including: effective, creative, efficient, and attractive. The results of the practicality test from the one to one data obtained an average value of 80.05 and from the small group it was obtained an average of 75.49, meaning that this teaching material was classified as practical.

Keywords: Teaching Materials, Practicality, Literary Theory.

1. INTRODUCTION

History of literature is a branch of literature that studies the growth and development of a nation's literature. History of literature includes writing literary developments within the flow of history and its context [1]. History and literature are two different terms. They are different in structure and substance. History is "referential symbolism", whereas literature is "evocative symbolism". History refers to something outside itself, whereas literature refers to itself. However, both of them are symbolic form complementing each other [2].

In historical books written by several experts, the history of Indonesian literature begins with the presence of literary works of the Balai Pustaka period, especially after the publication of the *Azab dan Sengsara* novel by Merari Siregar. Not a few of these views have received sharp criticism, and even there has been a prolonged polemic in the Indonesian literature. The placement of a milestone in the birth of Indonesian literature that began with the novels of the Balai Pustaka period is considered to rule out romances that were not published by Balai Pustaka, including those produced by Chinese descendants, which put more emphasis on the theme of *"pernyaian"*[3]. In fact, [4] argues that the milestones in

the birth of Indonesian literature must be traced through ancient texts as a traditional writing system because the existence of Indonesian literature cannot be separated from traditional literature. Therefore, there is a view that Indonesian literature will not be comprehensive if the historical literature of Indonesia ignores regional activities that do not meet the central criteria [5].

In an interview with several fourth semester students (who had taken the History of Literature course in the third semester), it was found out some reasons for the difficulty of studying the course. First, History of Literature covers a very broad area ofmaterial, including the development of literature from its birth to its last development. In other words, History of Literature material starts from the 1920s to 2019, which is a time span of 99 years. Second, students have difficulty accessing historical reference sources, especially materials published before the 1960s. It is very difficult to find books published by the 1920s-1930s written by H.B. Jassin, for example, in big bookstores especially in Palembang. The available books about history of literature written by literary experts are not comprehensive or fragmentary in nature, although there are one or two History of Literature books, such as *Pengantar Sejarah Sastra Indonesia* by Yudiono K.S.

and *Sejarah Sastra Indonesia Modern* by Sarwadi, both books do not reflect the representation of the substance of literary history as a whole. From that point of view, research on the development of the History of Literature textbook is considered relevant and urgent to do.

One of the researches by Wilson, et.al, Instructional Materials in Teaching Literature in the Unified Schools of the Archdiocese of Lipa14. This research was meant to investigate the instructional materials used by the English literature teachers in Philippines as well as to find the responses used materials. They found that the use of instructional materials could boost students' eager to learn literature subject especially when it suited the students' needs [6]

This research provides significant benefits, including providing teaching materials in the form of a genre-based History of Literature textbook for students of the Bahasa Indonesia Language and Literature Study Program, FKIP, Sriwijaya University. The material developed in the textbook covers the entire span of the periodization of Indonesian literature, from the Balai Pustaka generation period (1920s) to the post-reform force period (1998s). This study focuses on practicality test (fourth semester students) of the *Sejarah Sastra* textbook developed in the first year. The results of this study are useful for improving the quality of understanding of Bahasa Indonesia Language and Literature for the students towards the development of modern Indonesian literature from its birth to its last development.

History of Literature is a branch of literature, apart from literary theory and literary criticism. History of Literature is a branch of literature which discusses literature from its birth / emergence to its latest development [7]. The literary period is the part of time that is controlled by literary systems, norms, and literary conventions whose emergence, spread, diversity, integration, and disappearance can be traced [7]. Meanwhile, the literary batch is a group of writers who lived in a certain period whose works have the same or similar conventions.

The periodization of Indonesian literature is not homogeneous and simple. Literary scholars and writers differ in their opinion on the periodization of Indonesian literature. This difference is caused by differences in views and criteria which are used as references in providing Indonesian literature. In general, the periodization of Indonesian literature is divided into two major parts, which are Old Indonesian Literature (Malay) and Indonesian Literature (modern), most of which are strictly classified. That is, the year / time between one period and another period is strictly separated. In fact, the periodization of Indonesian literature, according to [7] is overlapping.

The writing of literary history can be done in two ways: (1) conventional method, by means of the theory of arranging a series of literary developments from period to period, from generation to generation and (2)

the reception aesthetic method or the response aesthetic method. In addition, the writing of Indonesian History of Literature can be done by (1) synchronous way and (2) diachronic way. Synchronous writing of literary history is the writing of the history of literature in one level of development or a period, such as the *Pujangga Baru* generation or *Angkatan 45*. On the other hand, diachronic writing is the writing of the history of literature in various stages of development from its birth to its last development. Conventional literary history writing is tracing the development of literary works into large and small groups according to authorship, genre, type, and language style. The compilation of literary history is not a series of discussions of literary works published at a time which are arranged chronologically. However, the preparation of literary history must be both historical and literary in the sense that it must be based on the time sequence and the development of its intrinsic literary characteristics.

Meanwhile, writing the history of literature by applying reception aesthetics is based on readers' responses, both readers in one period (synchronic) and readers in several periods (diachronic) to literary works. The diversity of readers' responses to the work is not seen as a negative difference, but rather as an enrichment in the meaning of literary works in their development trajectory from time to time, from generation to generation. The results of the responses are arranged chronologically, starting from the first response to the last response. In this way, the historical meaning of a literary work will be determined and its aesthetic values will be revealed [8]. When writing the history of literature based on reception aesthetics, the intended readersare not ordinary readers, but superreaders, capable readers who have mastered literary theory, literary history, and literary aesthetics.

The periodization of literature described below follows the opinion of Rakhmat Djoko Pradopo. It stands to reason that the periodization he described is both historical and literary in nature. Meanwhile, the intrinsic characteristics described below include two aspects: (1) aesthetic structural characteristics and (2) extra esthetic features. The first characteristic includes plot, characterization, setting, narrative center, storytelling style, and language style. The second characteristic includes the substance of literary works, such as problems, thoughts, philosophy, views of life, and images of life.

In the Balai Pustaka period, the literary works have an aesthetic structure as follows. (1) The language style uses clichés, sayings and proverbs. (2) In general, literary works of this period use a straight (forward) plot. (3) In general, the center of the narrative used is the romantic-ironic third person method. (4) Many characterization techniques use direct analysis and physical descriptions. (5) The plot uses a lot of digression in the form of descriptions of customs, fairy tales, poems, rhymes, and advice. (6) The story is

didactic. (7) The romance is romantic in character (escaping from the pressing problems of everyday life). Meanwhile, the extra esthetic elements of the Balai Pustaka period works have the following characteristics. (1) Problems raised regarding the custom of forced marriage. (2) The existence of opposition between young and old. (3) The setting of the story is the regional setting. (4) The story plays out in the present life, not in the middle of nowhere. (5) The problem is still regional in nature.

In the Pujangga Baru Period, the aesthetic structure of the works has the following characteristics. (1) The emergence of a new poem, namely sonnet. (2) The choice of words uses a more beautified word. (3) The main figurative language is comparison. (4) The form of the poetry is symmetrical. (5) The style of expression uses a romantic flow. (6) The style of rhyme is plain. (7) Rhyme is the main poetic medium. (8) Straightforward plot. (9) The leveling technique uses a round character. (10) Not much progression. (11) The center of the narrative with an objective third person (12) the style is romantic (13) the language style is used instead of parables. Furthermore, literary works of the *Pujangga Baru* period have the following extra esthetic structure characteristics: (1) The problems raised already concern urban communities. (2) The idea ofnationalism and national ideals has colored the *Pujangga Baru* novel. (3) Didactic in character.

In the *Angkatan 45* Period, the aesthetic structure of the work has the following characteristics. (1) The poetry is free. (2) Expressionism style. (3) The flow and style of realism. (4) Choice of words reflecting deep inner experiences (5) using everyday vocabulary (6) prismatic rhyme style with ambiguous and symbolic words. (7) the dominant figurative language is metaphorical and symbolic. (8) The style of expressing thoughts develops. (9) The style of irony and cynicism stands out. (10) Many using flashback plots (11) the plot is full (12) the importance of psychological analysis in a dramatic way. On the other hand, the literary works of the *Angkatan 45* period have the following extra esthetic structure characteristics: (1) Individualism stands out. (2) Expresses the human soul through observation of one's own soul. (3) The problems raised are universal (4) Presents the gap between rich and poor (5) Existential philosophy becomes known. (6) Expressing personal views to solve problems. (7) Generally, a war setting.

In the *Angkatan 66* Period, the aesthetic structure of the work has the following characteristics. (1) Epic style develops with the emergence of story poetry and ballads. (2) Mantra style begins to appear in ballads. (3) Repetition style begins to develop. (4) The lyric poetry style still continues *Angkatan 45* (5) The slogan and rhetorical style are growing. In contrast, the literary works of the *Angkatan 66* period have the following extra esthetic structure characteristics. (1) There is a picture of a gloomy atmosphere because it describes a life full of suffering. (2) Disclosing social problems:

poverty, unemployment, sharp differences between the rich and the poor, and there is no distribution of life. (3) Many reveal stories and people's beliefs as the points of ballad poetry. (4) The war story begins to wane. (5) Describe people's daily life. (6) Regional life and regional settings begin to be worked on. (7) Many raise political conflicts.

In the *Angkatan 70* period, the aesthetic structure of the work has the following characteristics. (1) Mantra-style poetry develops. (2) Using regional words prominently. (3) Using sound associations to get new meanings. (4) Imagism poetry uses indirect techniques. (5) Prosaic writing style (6) Naive poetry flourishes. (7) Convoluted plots (8) Surrealistic symbolic style (9) The rhetorical means of hyperbole are dominant. (10) Central to the romantic-ironic third-person method of narrating. (11) Narrow in essay style. In contrast, literary works of the *Angkatan 70* period have the following extra esthetic structure characteristics. (1) Presenting a religious inner life that tends to be mystical. (2) The painting story is allegorical or parable. (3) Demanding human rights, freedom, and free from oppression (4) Expressing social criticism of arbitrariness against the weak (5) Exploiting human life as individuals. (6) Presenting the absurd life (7) Suggesting existentialism philosophy (8) Prioritizing local colors, local cultural backgrounds. (9) Expressing human right demands to be free from arbitrariness.

Textbooks are one of the supporting media in learning.Textbooks are one of the elements in supporting educational facilities and infrastructure as well as referring to the goals of national education [9].. Textbooks are mandatory references used in schools. Textbooks are books that contain material descriptions of certain courses or subjects that are systematically arranged and have been selected based on specific objectives, learning orientation,and student development, to be simulated [10].

As a learning medium, books have many advantages that facilitate learning in understanding course material.Textbooks have the following advantages. (1) Forces us to focus. (2) The theory is more profound. (3) Qualified. (4) Does not require additional equipment. (5) Can be used as decoration. (6) Is not easy to lose. (7) Does not attract the attention of thieves. (8) There is a sensation of reading a book. (9) More durable [11]

The standards for determining the quality of textbooks put forward by Tarigan in [10] are:Viewing angle, Clarity of concept, Relevant to the curriculum, Attract interest, Foster motivation, Stimulate student activity, Illustrative, Communicative, Support other courses, Respect individual differences, Establish values.

Text-based approaches are often referred to as genre-based approaches. Genre can be defined as a social process because through genre or text, members of society can communicate [12]. In addition [13] suggest that a genre-based approach is an approach that

refers to a broader social context of writing by considering the concept of the target discourse community and the purpose of the text.

In a genre-based approach, there are three stages of learning, namely: (1) the modeling stage, (2) the collaborative stage of building / developing text, and (3) the stage of building and developing the text independently [14]

2. METHOD

The approaches used in this research were qualitative and quantitative approaches (mixed methods). Furthermore, in the implementation of this research, Research and Development method was used. There were several methods used, including the survey method, the content analysis method, the *Delphi* method, the literature study method, and the experimental method.

2.1 Research and Development Steps

These research and development steps refer to the main steps of [15]. Meanwhile, detailed steps for developing textbooks refer to the theory of Jolly and Bolitho and Richards [16]. The steps in this research and development method are as follows.

Table 1. Research Steps

Borg and Gall's Main Steps	Steps to Develop Teaching Materials

Research and information gathering	1. Identification of Needs
	  a. Lecturer needs
	  b. Student needs
	2. Identification the objective conditions of literary history textbooks
	  a. Identification of lecturers' perceptions of the textbooks used today
	  b. Identification of students' perceptions of the textbooks used today
	  c. Identification of students' characteristics
	  d. Analysis of available textbook

Planning	1. Analysis of learning 2. Semester lesson planning

Development of early forms of product	Development of Literary History Textbooks Based on the Genre Approach
	  a. Development of learning units
	  b. Contextual Realization
	  c. Pedagogical Realization

Field Test and Product Revision	1. Feasibility test by experts 2. Product revision after feasibility test by experts 3. Small group test 4. Product revision after Small group test 5. Large group test
Final product revision	Final product revision

2.2 Practicality test

The practicality test of History of Literature textbook based on the genre approach consists of the one-to-one evaluation and the Small Group Test. The one-to-one test was carried out with 3 students consisting of 1 student with high ability, 1 student with moderate ability, and 1 student with low ability. The small group test was carried out with a total of 15 students consisting of 5 students with high abilities, 5 students with moderate abilities, and 5 students with low abilities. Test was performed by validating, observing and filling out the statistical test instrument in the form of a questionnaire.

The subjects of this study were 15 students of the 5th semester of Bahasa Indonesia Language and Literature Study Program, 2020/2021 academic year. Data collection techniques used were questionnaires, interviews, and tests. The questionnaire was arranged according to Likert scale. The test was in the form of 10 multiple choice questions examining the ability of students after using the book produced. The data obtained from the results of tests, interviews and questionnaires were analyzed and described qualitatively and quantitatively. The data analysis technique used was descriptive statistical analysis. The level of practicality refers to the following criteria. 1) impractical (0-54), 2) less practical (55-59), 3) quite practical (60-75), 4) practical (76-85), and 5) very practical (86-100), modified from [17].

3. RESULTS AND DISCUSSION

The practicality test of Theory of Literatureteaching materials consists of the one to one evaluation and the Small Group Test. The one-to-one test was carried out with 3 students consisting of 1 student with high ability, 1 student with moderate ability, and 1 student with low

ability. The small group test was carried out with a total of 15 students consisting of 5 students with high abilities, 5 students with moderate abilities, and 5 students with low abilities.

3.1 One-to-one evaluation

The individual evaluation or one-to-one evaluation was carried out on Wednesday, September 10, 2020. The evaluation was carried out with 3 students of the 5th semester of *Sriwijaya* University. The three students were selected based on the pretest scores obtained, with the following criteria 1 student with high ability, 1 student with moderate ability, and 1 student with low ability. Each student filled in the questionnaire that had been provided. Students gave an assessment of 4 components consisting of (1) effective, (2) creative, (3) efficient, and (4) attractive. The maximum score in this evaluation was 89.7 with very practical criteria.

The following is a description of the individual evaluation or one-to-one evaluation carried out by the first student (RF) on each component. The effective material component obtained a score of 2.9 (practical), on the creative aspect it got a score of 2.8 (practical), for the efficient aspect, the score was 3.2 (practical), and for the attractive aspect, the score was 3.0 (practical). The overall result of the individual evaluation or one-to-one evaluation carried out by the first student (RF), obtained the score of 2.97, which was considered practical. The comments given on were that the Literary Theory teaching materials are very good and very easy to understand and the book is also motivating students to be active in studying. The suggestions given was "there are pictures that are not clear, the image should be clearer."

The following is a description of the individual evaluation or one to one evaluation carried out by the second student (Z) on each component. In the effective aspect, score obtained was 3.0 (practical), on the creative aspect score obtained was 2.9 (practical), the efficient aspect obtained a score of 3.1 (practical), and in the attractive aspect, it got a score of 3.3 (practical). The overall result of the individual evaluation or one-to-one evaluation carried out by the first student (Z), obtained the score of 2.97, which was considered practical. The comments given on were that the Literary Theory teaching materials are very good and very easy to understand and the book is also motivating students to be active in studying. The suggestions given was "there are long and complicated questions that make me bored, so don't make them long".

Here is an individual evaluation or one to one evaluation carried out by the last student (ES) on every component. In the effective aspect, it got a score of 3.4 (practical), on the creative aspect it got a score of 3.2 (practical), on the efficient aspect it got a score of 3.0 (practical), and in the attractive aspect, it got a score of 2.9 (practical). The results of individual evaluations or one-to-one evaluation tests were carried out by student

(EF). The overall score obtained was 3.12, which is considered practical. The comments given on this Literary Theory teaching material were that it is good enough and easy to understand and this Literary Theory teaching material book explains the definitions, examples, and characteristics so that learning is easier to understand.

Table 2 shown a summary of the results of the one-to-one evaluation.

Table 2. Recapitulation of One to One Evaluation

No.	Name of Student	Score	Criteria
1	AF	2.97	Practical
2	RF	3.07	Practical
3	EF	3.12	Practical

3.2 Small Group Test

Small Group Test was conducted with 15 students of the 5th semester of Sriwijaya University. The fifteen students were selected based on the Bahasa Indonesia scores obtained, with the following criteria 5 students with high abilities, 5 students with moderate abilities, 5 students with low abilities. Each student filled in the questionnaire that had been provided.

Students gave an assessment of 4 aspects consisting of (1) creative, (2) effective, (3) efficient, and (4) attractive. The maximum score in this evaluation was 100 with very practical criteria.

The following is a description of the small group test carried out by the first student (Y) in every aspect. (1) Creative aspect obtained a score of 80 (practical), (2) in the effective aspect it got a score of 77 (practical), (3) efficient aspect got a score of 82 (practical), (4) the attractive aspect got a score of 81 (practical). The overall result of the small group test carried out by student (Y) obtained the score of 80, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "Additional pictures should be more varied".

The following is a description of the small group test carried out by the second student (YD) in every aspect, including (1) creative, obtaining a score of 79 (practical), in the aspect of (2) effective, obtaining a score of 83 (practical), in the aspect of (3) efficient, it got a score of 80 (practical), in the interesting aspect (4), it got a score of 78 (practical). The overall result of the small group test carried out by student (YD) obtained the score of 80, considered as practical. The comments and suggestions given on this Literary Theory teaching material are very good and easy to understand. The Literary Theory

teaching material book is also more motivating to be more active in studying. Suggestions given are "Selection of images in the essay description is less attractive".

The following is a description of the small group test carried out by the third student (BA) in every aspect. (1) Creative aspect obtained a score of 82 (practical), (2) in the effective aspect it got a score of 80 (practical), (3) efficient aspect got a score of 84 (practical), (4) the attractive aspect got a score of 81 (practical). The overall result of the small group test carried out by student (BA) obtained the score of 81.75, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "The picture should be clearer".

The following is a description of the small group test carried out by the fourth student (RF) in every aspect. (1) Creative aspect obtained a score of 80 (practical), (2) in the effective aspect it got a score of 78 (practical), (3) efficient aspect got a score of 83 (practical), (4) the attractive aspect got a score of 84 (practical). The overall result of the small group test carried out by student (RF) obtained the score of 81.25, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "The use of images makes learning easier".

The following is a description of the small group test carried out by the fifth student (A) in every aspect. (1) Creative aspect obtained a score of 84 (practical), (2) in the effective aspect it got a score of 80 (practical), (3) efficient aspect got a score of 81 (practical), (4) theattractive aspect got a score of 79 (practical). The overall result of the small group test carried out by student (A) obtained the score of 82, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "The questions provided are very easy to understand ".

The following is a description of the small group test carried out by the sixth student (F) in every aspect. (1) Creative aspect obtained a score of 84 (practical), (2) in the effective aspect it got a score of 80 (practical), (3) efficient aspect got a score of 83 (practical), (4) the attractive aspect got a score of 77 (practical). The overall result of the small group test carried out by student (F) obtained the score of 81, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "Give more exercises so that students can understand more".

The following is a description of the small group test carried out by the seventh student (AM) in every aspect.

(1) Creative aspect obtained a score of 81 (practical), (2) in the effective aspect it got a score of 80 (practical), (3) efficient aspect got a score of 84 (practical), (4) the attractive aspect got a score of 79 (practical). The overall result of the small group test carried out by student (AM) obtained the score of 81, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "The description of the material needs to be more concrete ".

The following is a description of the small group test carried out by the eighth student (EP) in every aspect. (1) Creative aspect obtained a score of 84 (practical), (2) in the effective aspect it got a score of 81 (practical), (3) efficient aspect got a score of 83 (practical), (4) the attractive aspect got a score of 79 (practical). The overall result of the small group test carried out by student (EP) obtained the score of 81.7, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "Give more practice questions so students can understand more".

The following is a description of the small group test carried out by the ninth student (Z) in every aspect. (1) Creative aspect obtained a score of 84 (practical), (2) in the effective aspect it got a score of 80 (practical), (3) efficient aspect got a score of 80 (practical), (4) the attractive aspect got a score of 79 (practical). The overall result of the small group test carried out by student (Z) obtained the score of 80.75, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "Good practice questions, quickly understood ".

The following is a description of the small group test carried out by the tenth student (DAO) in every aspect. (1) Creative aspect obtained a score of 84 (practical), (2) in the effective aspect it got a score of 83 (practical), (3) efficient aspect got a score of 83 (practical), (4) the attractive aspect got a score of 79 (practical). The overall result of the small group test carried out by student (DAO) obtained the score of 82.25, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "The language in the questions is easy to understand".

The following is a description of the small group test carried out by the eleventh student (ES) in every aspect. (1) Creative aspect obtained a score of 82 (practical), (2) in the effective aspect it got a score of 80 (practical), (3) efficient aspect got a score of 84 (practical), (4) the attractive aspect got a score of 78 (practical). The overall result of the small group test carried out by student (ES) obtained the score of 81, considered as practical. The

comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "Make the discussion of the questions more interesting".

The following is a description of the small group test carried out by the twelfth student (AES) in every aspect. (1) Creative aspect obtained a score of 84 (practical), (2) in the effective aspect it got a score of 80 (practical), (3) efficient aspect got a score of 85 (practical), (4) the attractive aspect got a score of 84 (practical). The overall result of the small group test carried out by student (AES) obtained the score of 83.2, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "Material discussion is easy to understand".

The following is a description of the small group test carried out by the thirteenth student (AYS) in every aspect. (1) Creative aspect obtained a score of 84 (practical), (2) in the effective aspect it got a score of 80 (practical), (3) efficient aspect got a score of 83 (practical), (4) the attractive aspect got a score of 87 (practical). The overall result of the small group test carried out by student (AYS) obtained the score of 83.5, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "Arrange the materials in more detailed and purposeful manner".

The following is a description of the small group test carried out by the fourteenth student (BK) in every aspect. (1) Creative aspect obtained a score of 83 (practical), (2) in the effective aspect it got a score of 80 (practical), (3) efficient aspect got a score of 78 (practical), (4) the attractive aspect got a score of 77 (practical). The overall result of the small group test carried out by student (BK) obtained the score of 79.5, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "Make the exercises and materials more interesting to be learned".

The following is a description of the small group test carried out by the fifteenth student (SI) in every aspect. (1) Creative aspect obtained a score of 80 (practical), (2) in the effective aspect it got a score of 80 (practical), (3) efficient aspect got a score of 83 (practical), (4) the attractive aspect got a score of 77 (practical). The overall result of the small group test carried out by student (SI) obtained the score of 80, considered as practical. The comments given were that this Literary Theory teaching material is very good and easy to understand and the book is also motivating the students to be more active in learning. Suggestion given was "It will be better and

easier to understand if the material is equipped with images".

Table 3. Recapitulation of Small Group Test Result

No.	Name	Score	Criteria
1	Y	80	Practical
2	YD	80	Practical
3	AR	81,75	Practical
4	RF	81,75	Practical
5	A	82	Practical
6	F	81	Practical
7	AM	79	Practical
8	EF	81,75	Practical
9	Z	80, 75	Practical
10	DAO	82,25	Practical
11	ES	81	Practical
12	AES	83.2	Practical
13	AYS	83,5	Practical
14	BK	79,5	Practical
15	SI	80	Practical
	Rata-rata	75.49	Practical

Table 4. Practicality scoring criteria

Practicality Value (%)	Reliability Criteria
86 – 100	Very Practical
76 – 85	Practical
60 – 75	Quite Practical
55 – 59	Less Practical
54	Not Practical

Based on the practicality value of the small group test, an average score of 75.49 was obtained. It means that this teaching material is classified as practical. This also explains that this teaching material can be used by students in lecturing activities. When viewed from each aspect, the efficient aspect received the highest score, 89.7, while the creative aspect got the lowest score, 81.5.

Some suggestions to be considered to improve this teaching material are adding learning models that are relevant to the progress of the times, using letters and layouts that are more attractive, and making the explanations of teaching materials more detailed.

4. CONCLUSION

Based on the results of the research and discussion that has been carried out, it can conclude that the textbook history of literature, teaching materials have a practical level with an average of 80 for the one to one evaluation and a small group test result of 75.49. So it

can be said that this Literary Theory? Textbook which has been developed and tested for practicality has been practically used in lectures for the 2020 even semester. It is recommended to use this book as a reference in other study programs, or even in other universities. In addition, it can also be used as a reference for teachers in the field. For future researchers, it is recommended that they be able to carry out similar research in different subjects or continue this research by conducting effectiveness tests.

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