

ANALYSIS OF POETRY WRITING ABILITY IN CLASS IV STUDENTS AT ELEMENTARY SCHOOL LEVEL

Erika Apriscilla Verdianti^{1*}, Tyasmiarni Citrawati²

^{1,2} Elementary School Teacher Education, Faculty of education, Universitas Trunojoyo
Madura, East Java, Indonesia

correspondence e-mail: 180611100190@student.trunojoyo.ac.id,
tyasmiarni.citrawati@trunojoyo.ac.id

ABSTRACT

Writing skill is one aspect of language skills that is very important to be developed from an early age. One of the materials for writing skills at the elementary school level is writing poetry. The purpose of this study was to determine the ability to write poetry in class IV students. This research is a qualitative research type with research subjects namely 31 grade IV students at SDN 232 Gresik, 31 grade IVA students and 30 grade IVB students at SDN 234 Gresik with the main objective to improve poetry writing skills. Data collection techniques were carried out through observation techniques, interviews, questionnaires and tests. The focus of this research is the fourth grade elementary school students. The data analysis technique used is descriptive qualitative analysis technique. Based on the results of this study, it was obtained that 17 students had completed it while 73 students had not completed it. These results indicate that the ability to write poetry in class IV elementary school students still has not achieved the expected results. There are several influencing factors, namely the absence of learning media and the learning model used is still not appropriate.

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A. Introduction

The development of Science, Technology and Communication (IPTEK) has had a significant impact on change, especially in the field of education. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System article 1 stipulates that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

The world of education cannot be separated from Indonesian subjects. Indonesian language lessons themselves are sound symbols that people use to communicate and identify themselves in everyday life to direct life's potential in the form of learning abilities which can later experience changes in themselves (Pratiwi, 2015). Indonesian language learning is taught with the aim of training students to be proficient in language, both orally and in writing. Language skills have 4 main components, namely listening, speaking, reading and writing skills. These four components must be owned by students. (Sarahena, Mazukii, & Halidjah, p. 4). From some of these skills there are still many students who have not been able to write properly and correctly, especially in writing poetry.

Poetry material is the scope of Indonesian language subjects. Indonesian language learning is applied in elementary schools to achieve several language skills, one of which is the skill of writing poetry. Poetry itself is self-expression that describes his thoughts (Pitaloka & Sundari, 2020). Aspects of language skills in which there are ideas, opinions, and feelings are poetry writing skills. This writing skill must be possessed by students from an early age. Writing is a language skill that is useful for expressing opinions and feelings to other people through writing (Jumadi, 2021).

Writing skills are part of communication activities with other people, therefore this is very important. Based on the understanding of (Hatmo, 2021) it is explained that the notion of writing skills is a directed and conscious human activity to express ideas, ideas, thoughts, feelings, or experiences in written form which is systematically organized using logical sentences. Meanwhile, according to (Setiyadi, 2021) explaining the skill of writing poetry is one of the literary skills in learning Indonesian. Poetry writing skills are motor activities in using writing instruments and can produce works (Rahmawati, Apriliya, & Mulyadiprana, 2021).

Several factors affect writing skills, namely external and internal factors. External factors, namely the unavailability of facilities to support writing skills for students while internal factors, namely experience or habits and also needs, where the need factor forces individuals to write (Telaumbanua, 2020).

B. Method

This study uses a qualitative approach. The subjects of this study were 31 students in grade IV at SDN 232 Gresik and 31 students in grade IV at SDN 234 Gresik and 30 students in grade IV b with the main goal being to improve their ability to write poetry. The time of this research was Thursday 21 October 2020 at SDN 232 Gresik and Saturday 15 January 2021 at SDN 234 Gresik. Data collection techniques. This study uses data collection techniques of observation, interviews, questionnaires and tests. The data analysis technique used in this study is descriptive qualitative data analysis.

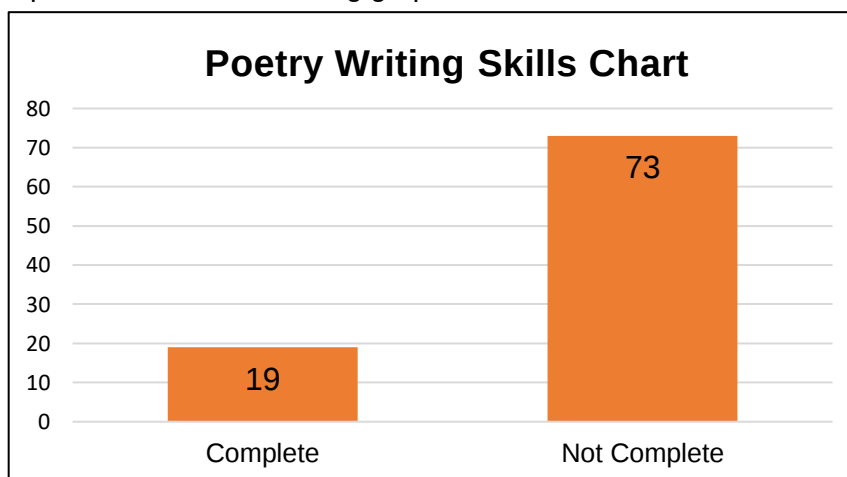
C. Result and Discussion

Based on the results of research conducted by interviewing class IV teachers, several problems were found when learning took place, especially in Indonesian language learning, namely students could not write poetry properly and correctly. Poems written by students do not use beautiful language and tend to make up ordinary stories. Writing itself is a language skill that is useful for expressing opinions and feelings to others through writing (Jumadi, 2021). Writing skills are part of communication activities with other people, therefore this is very important. Learning to write poetry in elementary schools aims to make students able to express their ideas and ideas using almost the same words and rhymes. In this case an assessment is needed to be able to achieve learning achievements that will be carried out aspects of the assessment that are used to assess poetry writing skills, namely typography, rhyme, diction, images, figures of speech, clarity of content (Rahmawati, Apriliya, & Mulyadiprana, 2021).

From some of the descriptions above, there are factors that influence children's ability to write, namely external and internal factors. External factors, namely the unavailability of facilities to support writing skills for students while internal factors, namely experience or habits and also needs, where the need factor forces individuals to write (Telaumbanua, 2020). In addition to the several factors already mentioned, the selection of methods, models and learning media to convey

material also influences the achievement of learning objectives. Based on the results of observations and interviews with fourth grade teachers, students were not able to write poetry well, as well as the methods, models and media used when the teacher delivered the material was less interesting so that students did not understand the material and tended to get bored during the learning process. So that the selection of methods, models and media in appropriate learning can make it easier for students to accept learning material.

From the results of the student needs questionnaire that had been distributed, it was obtained data that 85.9% of students had personal smartphones, 88.1% of students liked learning using pictures, 86.9% of students liked learning using videos and 82.7% of students liked learning using animation. From the results of the questionnaire it can be concluded that students are more interested in learning by using pictures, animation, audio and also video. To find out students' poetry writing skills on Indonesian language material, the researcher gave students a free poetry writing test. Based on these results, data is obtained in the form of numbers presented in the following graph:



Graph 1. Poetry Writing Skills

From the results of these tests it can be seen that 73 students in grade IV have not yet completed and 19 students are still completing poetry writing skills. With the elaboration of students at SDN 232 Gresik, totaling 31 students, only 5 students completed it and students at SDN 234 Gresik with a total of 61 students, only 14 students completed it. Based on these graphs, it can be seen that fourth grade students at SDN 232 Gresik and SDN 234 Gresik have not been able to write poetry properly and correctly, so that further action is needed from the teacher to improve students' poetry writing skills.

D. Conclusion

Based on the results of the research using a preliminary study, it can be concluded that the ability to write poetry in class IV elementary school students has not achieved the expected results. This is influenced by several factors, namely the selection of instructional media used by the teacher in conveying poetry writing material still does not exist. The selection and use of appropriate learning media can certainly make it easier for students to understand a material.

Based on the results of tests conducted with the research subjects of all fourth grade students at SDN 232 Gresik and SDN 234 Gresik, it was found that 17 students had completed, while 73 students had not yet completed. So from the results of these tests it can be concluded that the learning model and media used by the teacher are not appropriate so that students cannot write poetry properly.

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