

Improving Poetry Writing Skills Through Concept Sentence Learning Models in Students

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Abstract

The purpose of this study was to improve poetry writing skills in Indonesian language learning for SD Negeri 03 Jatisari students through the concept sentence learning model. This research involved fifth grade students with a total of 14 students. The research took place in two cycles. Acquisition of value from pre-cycle to cycle I increased by 7.6%. Even though the average score obtained in cycle I did not meet the KKM because it received a score of 74.3, this was already good because it had increased from 66.7 to 74.3. From cycle I to cycle II there was an increase in value of 5.8% with a total value in cycle II of 80.1 and the percentage of completeness was 83.7%, which means it was successful. In cycle II, the average student has met and exceeded the set KKM. The conclusion of this study is that the poetry writing skills of SD Negeri 03 Jatisari students can be improved through the application of the concept sentence learning model. The findings in this study are First, students are not familiar with group work activities because so far students have not worked much in groups. Second, students are not familiar with the Concept Sentence learning model. Third, students are still not very enthusiastic about working with groups because maybe they are not in the same group as the friends they want. Fourth, in terms of reading poetry in front of the class, group representatives still looked shy and also when the teacher asked student representatives to conclude today's lesson, none of the students wanted to and in the end the teacher had to appoint.

Keywords: *Writing Skills, Poetry, Learning Model, Concept Sentence*

Pendahuluan

The teacher's role is crucial in teaching Indonesian (Rohilah et al, 2020). Therefore, teachers are required to master Indonesian and its learning. Likewise, Indonesian should be an interesting subject for students. This interest ultimately brings students to a smooth level of communication (Lubis, 2019). Because one of the goals of learning Indonesian is for students to have the ability to communicate effectively and efficiently in accordance with applicable ethics both orally and in writing (Putri, 2020). To achieve the objectives of learning Indonesian, the ability to design learning is needed so that quality learning is created.

One of the quality learning Indonesian is students who are skilled in written language. Rinawati (2020) emphasized that writing skills are not automatically mastered by students, but must go through lots and regular training and practice. There are several types of writing skills in Indonesian language subjects, one of which is the skill of writing poetry. Poetry is concrete and artistic human thought in emotional and rhythmic language (Safitri et al, 2022). To achieve

the artistry and emotionality of poetry, the poet uses figurative means, images, and his language is full of feeling (Nur et al, 2021). Teaching writing poetry is inseparable from teaching literature in general. Teaching literature, especially writing poetry, aims to provide literary sensitivity to its readers and provide guidance for students to be able to recognize and critically assess the events they experience (Maulida, 2020).

The ability to write poetry is one of the literary abilities that students need to have. Having the ability to write poetry is not as easy as people imagine (Habibi et al, 2018). Many students complain when the teacher gives them the task of writing poetry. Students' ability to write poetry is still far from adequate (Wahyudi, 2016). Various aspects that affect the ability to write poetry in students include a lack of motivation in learning, students are less able to develop ideas, students lack vocabulary and students are less able to write poetry (Agusrita et al, 2020). In writing poetry, students should pay attention to the elements contained in the poem so that the poetry they write becomes more beautiful (Dewi, 2017). However, if students are unable to write poetry using elements of poetry, this may be due to factors that make students feel difficult (Melasarianti et al, 2019). This condition is the same as the condition during the learning process in class V SD Negeri Jatisari 03.

One alternative to solving this problem is carrying out Indonesian language learning materials for writing poetry using the concept sentence learning model (Wahid, 2020). The concept sentence learning method is a cooperative learning technique in which the teacher gives several key words to students and then students can develop these words according to their wishes (Amalia et al, 2019). Concept sentence is a learning model that emphasizes students forming heterogeneous groups and then each group that has been formed each makes a sentence with a minimum of 4 keywords according to the material presented (Susilo, 2022). The concept sentence model has various advantages, including increasing student learning enthusiasm, helping to create a conducive learning atmosphere, making it easier for students to understand the subject matter with keywords, and encouraging students to think creatively (Hapsari et al, 2018; Sumini, 2019). Based on the description above, the purpose of this study was to determine the improvement of poetry writing skills in the Indonesian language subject of poetry writing using the concept sentence learning model for fifth grade students at SDN 03 Jatisari. The novelty in this research is to improve students' skills in writing poetry through a learning model concept sentence.

Method

The method used in this research is classroom action research (CAR), which is the activity of collecting, managing, analyzing, and concluding data to determine the level of success of the types of actions carried out by the teacher in the learning process (Farhana, 2019) with actions in the form of applying concept sentence models that is a variation in learning Indonesian material for writing poetry (Prayogi et al, 2019). This research was conducted at SDN Negeri Jatisari 03, Geger District, Madiun Regency with the research subjects being fifth grade students, totaling 14 students.

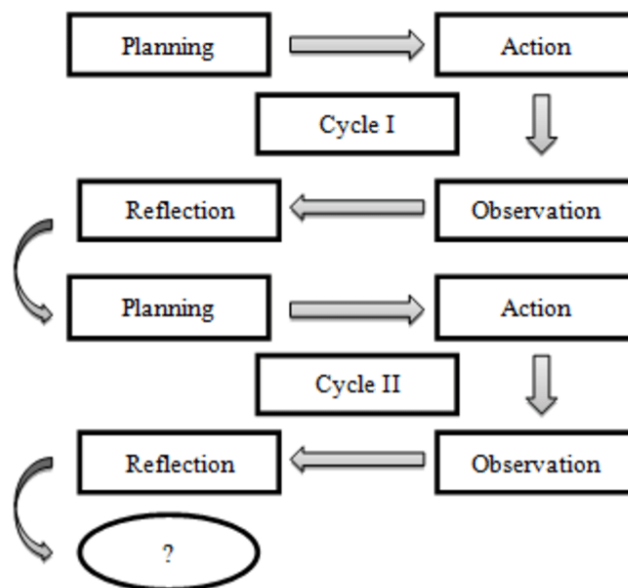


Figure 1. Stages of Class Action Implementation

Data collection techniques that will be carried out by researchers are observation techniques, interviews, tests, and documentation with instruments in the form of observation sheets, interview questionnaires, poetry assessment rubrics. The data collection technique will be carried out by researchers in an effort to obtain valid data (Maulida, 2020). The research procedure was carried out in four stages, namely planning, implementing, observing and reflecting which lasted for two cycles.

Results and Discussion

Before carrying out the research process, the researcher first conducted initial observation activities. In the initial conditions, students' poetry writing skills were still low, many students still scored below the KKM. Poetry writing skills data were obtained from the results of product analysis of students conducted in two cycles. Meanwhile, data on the application of the Concept Sentence learning model were obtained during teaching and learning activities, namely from teacher and student observation sheets (Supriyati et al, 2019).

The stages in the observation began with the pre-cycle, namely the researcher collected initial data about the writing skills of the fifth-grade students at SD Negeri Jatisari 03. The researcher obtained information from interviews with the class teacher that on average students were less able to write well, especially on poetry writing material if there was no method. applied learning or media. So far, teachers only use lecture and discussion methods but learning has not been achieved optimally. There are only a few students who are able to write poetry well. After making the initial observations, the researcher began to carry out the first cycle using the concept sentence method.

Stages of planning (planning): Researchers develop lesson plans (RPP), compile and prepare observation sheet instruments. While the stages of implementing class action in cycle I are carried out in one meeting with a time allocation of 3 x 35 minutes. Teaching and

learning activities in the morning on Friday April 12 2019 starting at 07.00 WIB until 09.00 WIB. Researchers act as executors (teachers) while colleagues as observers. The subject used in this study is Indonesian. The learning process refers to the Learning Implementation Plan (RPP) that has been made.

Observation and Data Analysis: (1) Observation of Teacher Activities, namely this observation is carried out by observing teacher activities during the teaching and learning process using the concept sentence learning model for writing poetry from the beginning of learning to the end of learning. Based on the results of observations of the first cycle of teacher activity in teaching and learning activities, the total score obtained was 43 with a maximum score of 56. The results of the observation score obtained were 76.7 with sufficient criteria. While Observation of Student Activities: This observation was made by observing student activities during the teaching and learning process using the concept sentence learning model for writing poetry from the beginning of learning to the end of learning. The results of observations of students participating in learning in cycle I got a score of 76.9, meaning that they got sufficient criteria. In other words, it would be even better if improvements were made to obtain good criteria.

Reflecting: Referring to the results of the observations made, the researcher found several things that caused the failure of cycle I. The obstacles in cycle I were; First, students are not familiar with group work activities because so far students have not worked much in groups. Second, students are not familiar with the Concept Sentence learning model. Third, students are still not very enthusiastic about working with groups because maybe they are not in the same group as the friends they want. Fourth, in terms of reading poetry in front of the class, group representatives still looked shy and also when the teacher asked student representatives to conclude today's lesson, none of the students wanted to and in the end the teacher had to appoint.

To improve learning activities in cycle I, researchers and teacher collaborators agreed to conduct cycle II. And in the next cycle the learning process will be further enhanced. Efforts are being made by providing more fun motivation and explanations to students and adding more ice breaking at the beginning and end or in the middle of learning. Then for groups, students are given the freedom to choose their own group members. Furthermore, the teacher will give rewards or gifts to groups who can pay attention to the teacher from beginning to end. Then for the concept sentence learning model, the teacher will provide a theme of poetry that will be more easily understood by students.

Based on the results of observations made in cycle II, the overall results were obtained from observing teacher activities and observing student activities, and the results of poetry writing skills by fifth grade students had increased. The results obtained in cycle II, namely, student activity in learning experienced an increase from the score in cycle I, namely 76.9 to 81.9 in cycle II. Likewise, the teacher's activity also experienced an increase from the score in cycle I, which was 76.7 to 85 in cycle II. The increase in the average non-test score (product) of the skill of writing poetry writing material also increases in each cycle. In the first cycle of

74.3 to 80.1 in the second cycle. Thus, the application of the Concept Sentence learning model is said to be successful in writing poetry writing skills. In addition, the percentage of learning completeness also increased from cycle I, which in cycle I the percentage gain was 51.3%, increasing to 83.7% in cycle II.

The following is a table of research results on improving poetry writing skills through the concept sentence learning model:

Table 1. Comparison of Poetry Writing Skills

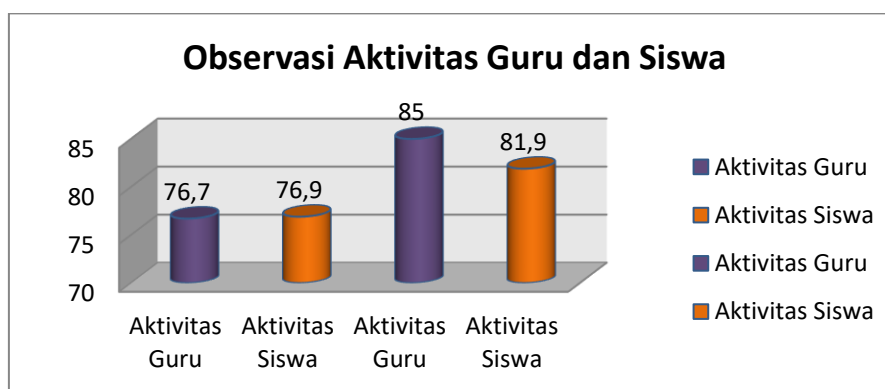
No.	Aspek	Pra Siklus	Siklus I	Presentase Peningkatan	Siklus II	Presentase Peningkatan
1.	Rata-rata Kelas	66,7	74,3	7,6%	80,1	5,8%
2.	Presentase Ketuntasan	29,7%	51,3%	21,6%	83,7%	32,4%

Writing learning activities on poetry writing material using the concept sentence learning model can be carried out properly through improvements in each cycle. Based on observations in cycle I and cycle II, the results of the Application of the Concept Sentence Learning Model for Writing Poetry Material in the Research Results of Teacher and Student Activities were obtained, namely:

Table 2. Observation Results of Teacher and Student Activities

No.	Aspek	Siklus I	Siklus II	Prentase Peningkatan
1.	Observasi Aktivitas Guru	76,7	85,0	11,0%
2.	Observasi Aktivitas Siswa	76,9	81,9	10,6%

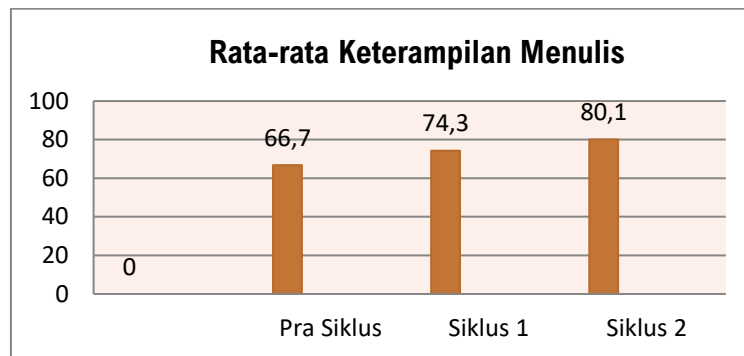
From the graphs and information in the table above, it can be seen that the process of teaching and learning activities of teachers and students in each cycle has increased. This can be seen from the final score on teacher activity increasing from 76.7 in cycle I to 85 in cycle II. Likewise, with student activity from 76.9 in cycle I to 81.9 in cycle II. The data can be seen from the bar chart below, which is as follows:



Gambar 1. Diagram observasi aktivitas guru dan siswa

Improving Writing Skills Through the Concept Sentence Learning Model for Writing Poetry Material in Class V Students at SDN Jatisari 03 Geger, namely the Average Writing Skills for Writing Poetry Material. Same with the scores obtained by observing the activities of teachers and students, the average student score has increased. Judging from the pre-cycle, the average value was 66.7 and this value still did not reach the KKM, which was 75. Then in cycle

It increased from 66.7 to 74.3 but this value still did not meet the KKM criteria, so the researcher do cycle II. In cycle II, the average student score has increased and exceeds the KKM score. In cycle II it obtained a value of 80.1. Below is a diagram of the average value of writing skills for writing poetry for class V in the Indonesian language subject for students at SD Negeri Jatisari 03.



Gambar 1 Diagram rata-rata keterampilan menulis puisi

Judging from the diagram above, it can be concluded that each process of learning Indonesian writing skills competence can be said to be successful because it has increased, namely from pre-cycle to cycle I increased by 7.6%. Even though the average score obtained in cycle I did not meet the KKM because it received a score of 74.3, this was already good because it had increased from 66.7 to 74.3. From cycle I to cycle II, the value increased by 5.8% with the total value in cycle II, namely 80.1. In cycle II, the average student has met and exceeded the set KKM. Thus, it can be said that by applying the Concept Sentence learning model in class V SD Negeri Jatisari 03 Geger can improve writing skills in learning Indonesian material for writing poetry. As well as the Concept Sentence model can be used as a reference for teachers to improve poetry writing skills.

One of the quality learning Indonesian is students who are skilled in written language (Pratiwi, 2020). There are several types of writing skills in Indonesian subjects, one of which is the skill of writing poetry (Marlani et al, 2019). Teaching literature, especially writing poetry, aims to provide literary sensitivity to its readers and provide guidance for students to be able to recognize and critically assess the events they experience (Saepuloh et al, 2021). The ability to write poetry is one of the literary abilities that students need to have. Having the ability to write poetry is not as easy as people imagine (Putri et al, 2014). In writing poetry, students should pay attention to the elements contained in the poem so that the poetry they write becomes more beautiful (Gunadi et al, 2022).

Various aspects that affect the ability to write poetry in students include lack of motivation in learning, students are less able to develop ideas, lack of vocabulary owned by students and students are less able to write poetry. In writing poetry, students should pay attention to the elements contained in the poem so that the poetry they write becomes more beautiful (Pratiwi et al, 2019). One alternative to solving this problem is carrying out Indonesian language learning materials for writing poetry using the concept sentence learning model (Yani et al. 2022). Concept sentence is a learning model that emphasizes students forming

heterogeneous groups and then each group that has been formed each makes a sentence with a minimum of 4 keywords according to the material presented (Pradana et al, 2022). The concept sentence model has various advantages, including increasing student learning enthusiasm, helping to create a conducive learning atmosphere, making it easier for students to understand the subject matter with keywords, and encouraging students to think creatively (Fadilah et al, 2022). The concept sentence learning method is a cooperative learning technique in which the teacher gives several key words to students and then students can develop these words according to their wishes (Avisya, 2022).

The findings in this study are First, students are not familiar with group work activities because so far students have not worked much in groups. Second, students are not familiar with the Concept Sentence learning model. Third, students are still not very enthusiastic about working with groups because maybe they are not in the same group as the friends they want. Fourth, in terms of reading poetry in front of the class, group representatives still looked shy and also when the teacher asked student representatives to conclude today's lesson, none of the students wanted to and in the end the teacher had to appoint.

Conclusion

The results of the research described above it can be concluded that the application of the concept sentence learning model in Indonesian language learning activities aspects of material writing skills for students of SD Negeri 03 Jatisari can be said to be successful. This can be proven by the activities that take place during learning. In cycle I there were students who were less active and did not understand the concept sentence learning model. In addition, the teacher is also less able to condition and control the class so that the value of writing skills and teacher and student observation scores can be categorized as sufficient. In cycle II students are getting used to it and become enthusiastic, active and happy during the learning process so that the value of writing skills is getting better.

Acknowledgment

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