Poetry Writing Skills Assisted by Natural Media in Class V Elementary School

Rifandi Perdana ✉ **1, Isah Cahyani2**

1,2 Postgraduate School of Elementary Education Study Program, Indonesian University of Education

✉ rifandiperdana@upi.edu

Abstract. This study aims to describe the skills of writing poetry with the help of natural media in the fifth grade of SD Negeri 1 Lambheu. In practice, this study uses descriptive qualitative methods with data analysis methods according to Miles and Hubberman which has three steps, namely data reduction, data presentation and conclusion drawing. Data collection techniques in this study using observation, interviews and tests. By paying attention to the findings and discussion, this research has been able to prove that the skills of fifth grade students of SD Negeri 1 Lambheu in writing poetry with the help of natural media already have good skills. The good poetry writing skills assisted by the surrounding natural media is shown through aspects in the assessment of poetry writing skills, Among them are (1) the suitability of the theme and content, (2) the accuracy of diction, (3) the utilization of figurative language, and (4) imagining. The theoretical analysis in the discussion provides broad and in-depth information about the skills of students in writing poetry with the help of the surrounding media so that it will make it easier for students to explore ideas and ideas by observing the surrounding environment.

Keywords: Poetry Writing Skills, Environmental Media.

INTRODUCTION ~ Language serves as a communication tool. Humans can convey ideas, ideas, thoughts to others through language. Language itself consists of a variety of spoken and written. Oral variety is usually used by humans to interact directly with other people when the interlocutor is in front of them, and the form of verbal variety is in the form of speech or speech. While the written variety is usually used by humans to interact indirectly with other people and the interlocutor is not in front of him, the form of written variety is in the form of writing. Once the importance of language in one's life, various theories were born in studying language. These theories continue to develop according to the character and age of a person, in this case the learners. According to Cahyani & Sulistyowati (2018) Language skills usually include four aspects/components, namely listening skills, speaking skills, reading skills, and writing skills.

One of the language skills that are introduced at the beginning of students entering the world of school, namely writing skills (Rahman, 2020). Writing skills are very important, because they are needed by everyone in order to live and survive in modern society. Writing skill is a form of higher order thinking ability. In modern society, people who can grasp or conquer the world are people who have higher order thinking abilities. People who have high-order thinking skills will have sharp thinking, whose thoughts can move the minds of others (Cahyani, 2015).

Writing poetry is one part of writing skills in elementary school, but there are still many students who have difficulty in writing poetry, the low ability of students in writing poetry is caused by the lack of interest of students in learning to write poetry. (Budiastuti, Mulyono & Hastuti, 2014) One of the problems related to writing poetry is that learning to write poetry is often something that students don't like. Students think that writing poetry is something that is difficult to learn. When learning to write poetry, students feel they are faced with a tough job that often causes feelings of anxiety, doubt, and doubt because they feel they are not talented. Students often take a long time when assigned to write a poem.The lack of effective learning created by the teacher is also a factor in the low ability of students to write poetry. Students who are used to writing down an idea, idea, opinion, or feeling, then he will have no difficulty when he has to write. Unlike the case with students who rarely or even never make a written work (poetry), of course these students will experience many difficulties when asked to write a poem (Hadiani & Cahyani, 2020).

This ineffectiveness is caused by the lack of precise strategies applied by teachers in learning, teachers tend to use learning methods that are less varied and effective so that students feel bored and find it difficult to express their ideas and ideas in writing poetry, agrees with (Ardiansyah, Hodidjah & Suryana, 2018) That is, teachers generally teach poetry by giving examples in front of the class. However, when students are asked to make poetry, it is not uncommon for students to be confused about how to find ideas or ideas in writing the poetry they will make. As stated by Widjoko & Rubiansyah (2019) that the low ability of students in writing poetry is due to the way the teacher's teaching is less varied and boring and the teaching steps taken by the teacher are not appropriate in anticipating the difficulties experienced by students. Therefore, teachers need to learn how to set the right strategy in the learning process to write poetry, one of which is by using interesting and not boring learning media in order to effectively achieve learning objectives in the teaching and learning process.

Teachers are required to be skilled and able to apply learning media in the process of teaching and learning activities, because this greatly affects the effectiveness and smoothness of the learning process.The teacher has an important role in the smooth learning process, not only conveying learning in the classroom but also as a facilitator for the continuity of the learning process. (Mulyono & Ampo, 2020) The teacher's role in learning is not the transfer of knowledge, but only as a facilitator who provides a stimulus in the form of learning strategies, guidance and assistance when students have learning difficulties, or provide media and learning materials so that students feel motivated and interested in learning so that learning becomes meaningful until finally the students are able to construct their own knowledge. In fact, learning media are still often neglected for various reasons, including: limited time to prepare teaching, difficult to find the right media, and unavailability of funds. This actually does not need to happen if every teacher already has the knowledge and skills about learning media. Therefore, teachers need to create learning media even

though they are simple to create interesting, creative, and innovative learning so that they are able to make students motivated to learn.

One of them is the surrounding natural media, with the application of natural media in learning poetry writing skills, students will feel happy because they are directly connected to the natural surroundings, This agrees with Ratna (2019) that with natural media around students, students can be invited to go outside when learning takes place. This will attract the attention of students, so that learning objectives can be achieved, each individual can develop his personality through learning. Based on the results of previous research conducted by Ratna (2019) using natural media in learning Indonesian, the subject of poetry can improve poetry writing skills, this is indicated by the increase in the average score of students' poetry writing tests from the pre-cycle stage to the final test in cycle II. which has increased. The increase also occurred in every aspect of the assessment including aspects of the suitability of the theme with the content, aspects of imagery, aspects of diction, aspects of presentation, aspects of the mandate. The average value in the pre-cycle was 57.5, and the average value increased in the first cycle to 74.5 and then increased again in the second cycle of 94.25.

METHOD

The approach used in this study is a qualitative approach because in this study the data generated in the form of descriptive data obtained from data in the form of writing and words that come from sources that can be researched or trusted. According to Sugiyono (2016: 15)

"Qualitative research methods are research methods based on the philosophy of postpositivism, used to examine natural conditions, where the researcher is the key instrument, and the results of qualitative research emphasize meaning rather than generalizations".

The type of research used is descriptive research, namely the type of research that results from exploration or research subjects through observations with all its variants, and interviews are described in qualitative notes consisting of field notes, personal notes, methodological notes, and theoretical notes. By using data analysis according to Miles and Hubberman which has three stages, namely data collection, data presentation and drawing conclusions.

The research subjects were the fifth grade students of SD Negeri 1 Lambheu, totaling 26 people. Data collection techniques were observation, interviews and tests, interviews were conducted with fifth grade teachers and then a poetry writing test was conducted on all fifth grade students with the help of natural media to determine the students' ability to write poetry with the help of natural media.At the pre-test, students were asked to write a poem with the theme of the surrounding environment such as rice fields, mountains, rivers and so on, students were then invited to leave the class around while observing the environment outside the classroom. During the post-test, students were invited back into the classroom and then asked to rewrite a poem based on what they had observed while outside the classroom.

The assessment of writing skills in this study uses an assessment rubric in which there are aspects of assessment and

assessment criteria that are adapted to the characteristics of students and types of writing skills adapted from the 2013 Curriculum Teacher Book (Kemendikbud, 2017) and Nurgiyantoro (2012) there are several aspects used in this study. assessment of learning to write poetry, including (1) novelty of theme and meaning, (2) authenticity of pronunciation, (3) power of imagination, (4) accuracy of diction, (5) empowerment of expression and imagery, and (6) teacher's affective response. Based on the description, it can be concluded that the assessment of writing poetry uses several

aspects in the assessment, including (1) the suitability of the theme and content, (2) the accuracy of diction, (3) the utilization of figurative language, and (4) imagining.

The data obtained from the results of the speaking ability test were collected, processed, and then analyzed using a qualitative descriptive approach (Creswell, 2010). The category of students' speaking ability is determined using numbers in the range 0-100 based on the 2013 curriculum (Kemendikbud, 2017) as follows.

Table 1. Category of Poetry Writing Skills Assisted by Natural Media

NO	SCORE	CATEGORY
1	90 - 100	VERY WELL
2	80 - 89	GOOD
3	70 - 79	ENOUGH
4	60 - 69	NOT ENOUGH
5	<60	ONCE LESS

RESULTS

Based on the results of observations made by researchers when the learning process for writing poetry took place, students saw difficulties in writing poetry, during the pre-test students were asked to write a verse of poetry with the theme of the environment but they found it difficult to put their ideas and ideas into a poem. This is in accordance with the opinion (Hadiani & Cahyani, 2020) that there are still many students who have difficulty in writing poetry, the low ability of students to write poetry is caused by the lack of interest of students in learning to write

poetry, students feel that making poetry is difficult, The lack of effective learning created by the teacher is also a factor in the low ability of students to write poetry. Students who are used to writing down an idea, idea, opinion, or feeling, then he will not have difficulty when it comes to writing. Unlike the case with students who rarely or even never write a written work (poetry), of course these students will experience many difficulties when asked to write a poem.

At the time of the post test students looked happy and enthusiastic in learning. They are more focused in

learning and more active in learning, and they seem to be better able to write and pour their ideas and ideas into a poem based on what they see and observe in the school environment when outside the classroom, by inviting students around the school environment they feel Learning activities become more fun because they are directly connected to the natural surroundings. This agrees with Ratna (2019) that with natural media

around students, students can be invited to go outside when learning takes place. This will attract the attention of students, so that learning objectives can be achieved, each individual can develop his personality through learning.

The results of students' speaking ability tests on the pre-test and post-test are depicted in the following table:

Table 2. Categories and Students' Poetry Writing Ability on Pre-test and Post-test

NO	SCORE	CATEGORY	FREQUENCY	
			PRE TEST	POST TEST
1	90 - 100	VERY WELL		3
2	80 - 89	GOOD	2	16
3	70 - 79	ENOUGH	5	5
4	60 - 69	NOT ENOUGH	13	2
5	<60	ONCE LESS	6	
AMOUNT			26	26

Based on the table above, it can be concluded that in the pre-test students who achieved the good category were 2 people, the sufficient category was 5 people, the less category was 13 people and the less category was 6 people. Then the average poetry writing ability of students as a whole is 64. From the results of the pretest, it shows that students' poetry writing skills are still considered low.

The low poetry writing skills of students is also caused by the ineffectiveness of the poetry writing learning process. The ineffectiveness is caused by the lack of precise strategies applied by the teacher in learning. As stated by Widjoko & Rubiansyah (2019) that the low ability of students to write poetry is due to the way the teacher's teaching is less varied and boring and the teaching steps taken by the teacher are not appropriate in

anticipating the difficulties experienced by students.

Then in the post test poetry writing skills were higher than at the pretest, this was shown through the poetry writing skills of students with 3 very good categories, 16 good categories, 5 sufficient categories and 2 less categories. Then the average ability to write poetry of students as a whole is 82.

Through the application of natural media in the process of learning to write poetry, it is proven that the students' skills in writing poetry during the post-test increased compared to the pre-test. Natural media is one of the most effective media for learning to write poetry. Natural media is everything that is in the environment around us that can support learning to write poetry.

With the natural media around students, students can feel nature and get to know nature in the surrounding environment. So that it can eliminate the boredom and saturation of students who are always carried out in the classroom while learning is taking place. This matter agree with Fauziah in Isenberg & Jalongo (2010) The application of natural media in learning to write poetry is as a tool for teachers to increase the creativity of students in carrying out learning. Children will also feel more free and free to express their ideas and thoughts in writing poetry. The use of materials will affect children's knowledge, play and express ideas. The materials used by children can stimulate the creative power of children's imagination and artistic expression (Fauziah in Isenberg & Jalongo, 2010)

DISCUSSION

The description of the results showed that the process of learning to write poetry in class V of SD Negeri 1 Lambheu at the time of the pre-test was still found by students who felt that writing poetry was a difficult activity so that the learning objectives of students' poetry writing skills were still low. Based on the results of interviews with fifth grade teachers, it can be concluded that it is true that students find it difficult when asked to write a work such as poetry, this happens because of several factors including the learning process which is still monotonous and less varied so that it makes students tend to get bored in participating in writing learning activities. poetry. So it can be seen that the process of learning to write poetry should be done using the right strategy, namely by using effective and fun learning methods. To realize the

process of learning poetry writing skills that are in great demand by students, it is necessary to have interesting learning media in the activities of the poetry writing learning process to improve writing skills.

Utilization of Surrounding Natural Media as Learning Media

Learning media plays an important role in the continuous learning process. (Tafonao, 2018) explains that the role of learning media in the teaching and learning process includes: (1). Can avoid the occurrence of verbalism. (2). Generating interest or motivation. (3). Draw attention. (4). Overcome the limitations of space, time and size. (5). Enabling students in learning. (6). Streamlining the provision of stimulation to learn. Meanwhile, according to (Rahman in Karwati & Priansa 2015 p. 225) explains that there are at least some benefits of learning media which are described as follows.

a. Overcoming differences in experience. Learning media can overcome the limitations of students' experiences. Each student's experience is different from each other either in terms of family background or environment.
b. Concrete abstract concepts.
   Concepts that are still abstract and difficult to explain directly to students can be concretized or simplified through the use of learning media.
c. Overcoming Media limitations.
   Learning allows direct interaction between students and their environment. Learning media can overcome the limitations of the senses, space, and time. There are many things that are not possible for students to experience directly.

d. Produce uniformity of observations.
    The material presented by the teacher is often understood differently, giving rise to various kinds of perceptions. Efforts to reduce differences in perception are by creating learning activities that are not only limited to listening. However, students are given the opportunity to observe, feel, or feel it.

e. Stimulate and generate motivation to learn.
    The presence of pictures, showing videos, listening to audio, observing concrete objects are certain stimuli towards the stimulation and motivation of students to learn. The use of learning media will expand experiences, perceptions, and concepts so that it creates a desire and interest in learning.

f. Providing an integral experience.
    Media provides an integral or comprehensive experience from the concrete to the abstract.

Learning media that is in accordance with the material to be delivered is able to make students more focused and increase their interest in learning the material. Writing poetry in learning is one of the efforts to train students to improve their poetry writing skills. By writing poetry, students are taught to practice expressing ideas or ideas through words without having to have a direct speaking partner, so students are free to express what they think without fear (Wahyudi, 2016).

(Pebrianti in Arsyad, 1997) Learning media is one component of learning that has an important role in teaching and learning activities. The use of media should be part of the teacher's attention in every learning activity. Therefore,

teachers need to learn how to determine learning media in order to effectively achieve learning objectives in the teaching and learning process. In fact, learning media are still often neglected for various reasons, including: limited time to prepare teaching, difficult to find the right media, and unavailability of funds. This actually does not need to happen if every teacher already has the knowledge and skills about learning media. For this reason, teachers need to create learning media even though they are simple to create interesting, creative, and innovative learning so that they are able to make students motivated to learn.

One of the media that is easy to find and use in the learning process is natural media, the media used are materials that come from the natural surroundings. Natural materials are found in nature and are found in the soil or parts of animals or plants (Fauziah in Whittaker, 2004 p. 46). Natural materials are easy to find around the child's environment. Natural materials are also found outside our doors or can be obtained near where we live (Fauziah in Miller, 2009 p. 64). Natural materials are unlimited and easy to find almost in the environment. The use of materials will affect children's knowledge, play and express ideas. The materials used by children can stimulate the creative power of children's imagination and artistic expression (Fauziah in Isenberg & Jalongo, 2010 p. 279).

Natural materials include stems, twigs, leaves, stones, seeds, sand, mud and water. Children can experiment and explore using natural materials (Fauziah in Isenberg & Jalongo, 2010). Students will indirectly recognize objects or

materials that are around them such as sand, soil, corn husks, seeds from pine trees, bricks, various grasses, native plants and flowers. Children can interact through nature's songs and walk through parks and trees. Many things can be introduced to children about nature (Fauziah in Miller, 2009). The advantage of using material media is that it does not incur expensive costs, or even costs nothing at all. In addition, the materials needed are easily available. The use of this media supports children to start learning, stimulates imagination, is easy to remember about meaningful experiences and builds communication (Fauziah in Isenberg & Jalongo, 2010). In addition, bringing students closer to nature will develop the naturalist intelligence of students and students will be closer to nature. Nature provides a lot to learn. For example, students can directly learn about plants, animals, soil, rocks, and so on.

Implementation of Surrounding Media in Learning Poetry Writing Skills

Besides being fun, learning media must be able to provide a pleasant experience and meet the individual needs of students which must be designed in a good learning implementation plan (Sanjaya, 2008). One of them is natural media, with the application of natural media in learning poetry writing skills, students will feel happy because they are directly connected to the natural environment, such as writing a poem with the theme of rice fields, children will see firsthand how the atmosphere and conditions in the fields will lead to the ideas and thoughts of participants. Students are easily poured into the form of written poetry after seeing and feeling firsthand the atmosphere. When they are in the fields, this is a learning process while playing. For students, playing is a serious but fun activity.

(Ariawan, Agustin & Rahman in Montessori, 2013) true learning arises from the freedom of children to choose their activities. Play is an activity chosen by children because it is fun, not because of a gift or praise. Through play, all aspects of a child's development can be improved. Children can explore to strengthen what they already know and discover new things when playing (Ariawan, Agustin, & Rahman in Brooker, 2017). In addition, children can also develop all their potential optimally, both physical and mental intellectual and spiritual potential. Therefore, playing for early childhood is a bridge for the development of all aspects.

With the hope of realizing maximum learning and learning objectives will be achieved so that students feel not bored and bored because learning is not always done with textbooks and the learning atmosphere is always in a closed room. Then beyond that the relationship between students and educators must go well so that the learning process goes well as expected. This is in line with Rahman in Nata (2001) Interaction between educators and students within the scope of learning is the main requirement for the learning process to take place, educative interactions are interactions that go beyond just the relationship between knowledge providers and students of knowledge, educative interactions are values-laden interactions. goodness that is built between educators and students,

It is not only limited to educators and students, even between students with one another must also have a good relationship, in line with what was conveyed (Prawiyogi, Rosalina & Rahman, 2018) to each student also instilled an understanding of the importance of a collaboration in learning . Each student is directed to help each other and empower each other; the smart help those who are not smart; the skilled help the unskilled, so that learning becomes more interactive, fun, and full of responsibility to achieve common goals.

CONCLUSION

It can be concluded that the students' ability to write poetry in the pre-test obtained an overall average score of 64. From the results of the pre-test, it showed that students' poetry writing skills were considered low. Then in the post test poetry writing skills were higher than at the pretest, this was shown by the average score of students' poetry writing skills that increased overall, namely 82.

Writing poetry is an activity of expressing ideas, feelings, and experiences that have been passed into a form of art in the form of writing or a series of meaningful and rhythmic words. Writing poetry is a form of creative writing. Poetry is a poet's tool. Writing poetry in learning is one of the efforts to train students to improve their poetry writing skills. By writing poetry, students are taught to practice expressing ideas or ideas through words without having to have a direct speaking partner, so that students are free to express what they think without fear.

The application of natural media in learning to write poetry is a tool for teachers to increase the creativity of students in carrying out learning. Teachers will be more innovative in preparing learning media. This is in accordance with the task of the Indonesian language teacher, which is to create interesting, creative, and innovative Indonesian learning, one of which is by using natural media.

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