Picture-Based Poetry Writing Book To Develop Poetry Writing Skills For Elementary School Students

Buku Menulis Puisi Berbasis Gambar Untuk Mengembangkan Keterampilan Menulis Puisi Siswa Sekolah Dasar

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Abstract
This study aims to develop a product in the form of a poetry writing book with the help of image media. This research is a Research and Development research using the Borg and Gall design. This research was conducted in the Rembang sub-district using a sample of four elementary schools. The products developed will be tested for quality and feasibility based on their validity, practicality, and effectiveness. Data was collected using observations, interviews, and writing skills tests. After the data is collected, the data will be analyzed using descriptive qualitative techniques to analyze qualitative data and statistical analysis techniques to analyze quantitative data. The mean obtained from the statistical analysis was converted into a qualitative value. The results showed that the product in the form of teaching materials for writing poetry with the aid of picture media obtained valid, practical, and effective categories for use in learning.
Keywords: teaching materials, poetry writing skills, poetry

Abstrak
Penelitian ini bertujuan untuk mengembangkan sebuah produk berupa buku menulis puisi berbantuan media gambar. Penelitian merupakan penelitian Research and Development dengan menggunakan desain Borg and Gall. Penelitian ini dilaksanakan di Kecataman Rembang dengan mengambil sampel empat sekolah dasar. Produk yang dikembangkan akan diuji kualitas dan kelayakannya berdasarkan validitas, praktikalitas, dan efektifitasnya. Pengumpulan data dilakukan dengan cara melakukan observasi, wawancara, dan tes keterampilan menulis. Setelah data terkumpul, data akan dianalisis dengan teknik deskriptif kualitatif untuk menganalisis data kualitatif dan teknik analisis statistik untuk menganalisis data kuantitatif. Rata-rata yang diperoleh dari analisis statistik dikonversi menjadi nilai kualitatif. Hasil penelitian menunjukkan

bahwa produk berupa bahan ajar menulis puisi berbantuan media gambar memperoleh kategori valid, praktis, dan efektif untuk digunakan dalam pembelajaran.
Kata kunci: *bahan ajar, keterampilan menulis puisi, puisi*

Introduction

Language skills are instrumental in sustainability in our daily lives, especially interacting with others (Sudiarta, 2015). This means that language skills are used for the communication process. Learning Indonesian has four skills that must be understood, including reading skills, listening skills, writing skills, and speaking skills. Learning Indonesian has a goal to improve communication skills in students, both oral and written communication. The development of writing skills aims so that students able to express ideas and ideas through an essay based on their knowledge and experience (Fatmasuci, 2017).

The benefit of writing skills for students is to foster creativity in expressing their thoughts. Therefore, writing skills are needed to foster character in students (Wiratsiwi & Kurniawati, 2021). Poetry writing activity is a type of literary work that can help develop creativity and foster character in students. Poetry writing skill is a writing ability that must be understood by students in learning Indonesian (Wicaksono, 2014). Poetry is a form of expression in which a writer expresses imagination, thoughts, emotions, feelings, and ideas into beautiful sentence structures that the reader can enjoy as stated by Rokhmansyah that poetry is a branch of literature that uses the arrangement of several words as a medium of delivery in order to give birth to fantasy and fantasy, for example. This painting uses lines and colors when describing the author's ideas (Rokhmansyah, 2014). While Anwari's opinion, poetry is a person's philosophy substantially or creatively in emotional language and has a rhythm (Anwari, 2012).

Poetry writing activities are productive and expressive, so their implementation requires intensive guidance for students (Cahyati, 2019). Writing skills are more challenging to understand than other skills and can be achieved if we learn and practice them regularly (Parnawi, 2019). Therefore, the teacher plays a vital and influential role in the continuity of learning. Poetry learning in elementary schools aims to foster students' love for literary works, fostering a sense of pleasure and interest in appreciating literary works (Farahiba et al., 2019; suhaendi et al., 2021). So that in learning to write poetry, students can express themselves more creatively. However, in actual conditions, many students do not like and avoid learning to write poetry. Students tend to be less interested and feel bored quickly in learning to write poetry. Many

students assume that this activity is an activity that is difficult to do, so when learning to write poetry, students are less active and less enthusiastic.

The results of the initial survey through interviews with teachers in several elementary schools in Rembang District revealed that students' skills when writing poetry were deficient. It was found that some students were unable to write poetry correctly and precisely; various aspects affected the ability to write poetry, including students not being motivated to learn and the lack of vocabulary that students had, so in writing poetry, students often found it challenging to put their ideas into a poem. When writing poetry, students did not understand the elements of poetry writing. They also do not understand well the use of words when writing poetry. In compiling sentences, students tend to move towards making a story. As for teaching and learning activities carried out by educators, they still use conventional learning models. The teaching materials do not vary, so students tend to be uninterested and bored when writing poetry.

Based on the problems above, the researcher found a situation that reduced students' ability to write poetry. The results of the initial survey through interviews showed that students' skills when writing poetry were low. In response to this, the teacher needs guidance, and it takes much time to practice writing poetry. In addition, teaching materials are also needed to help make it easier for students to write poetry. Innovative teaching materials are needed to increase students' motivation when learning to write poetry so that students' ideas and creativity can emerge through these intermediary media (Surahman & Kondo, 2021). Examples of innovative teaching materials that can help students write poetry are illustrated teaching materials. Picture teaching materials can trigger a person to be able to retrieve the information contained in them. Picture teaching materials can replace spoken words, concretize abstract ones and overcome human observations (Afifif & Damayanti, 2020; Gusman et al., 2021). Therefore, it is hoped that using visual media can encourage students to grow their ideas and ideas in writing and understanding poetry so that their writing skills can develop.

Method

This study uses Research & Development with a Borg & Gall design to Develop Teaching Materials for Elementary School Poetry Books. The stages of development of Borg & Gall can be seen in Figure 1.
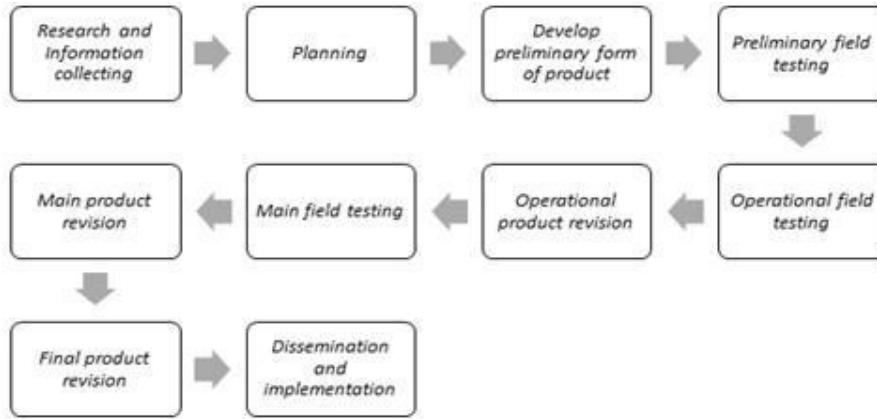

Figure 1 *Borg & Gall development stages*

This research activity was carried out in the Rembang sub-district by taking a sample of four elementary schools. Data were collected by conducting observations and interviews to analyze product needs, distributing validation questionnaires and student responses, and giving elementary school student poetry writing skills test sheets. After the data is collected, the researcher will analyze the data to obtain a decent product. The qualitative descriptive technique was used to analyze qualitative data. Statistical analysis techniques were used to analyze quantitative data. The mean obtained from the statistical analysis was converted into a qualitative value.

Result

Poetry Book Validity

The products developed will be validated by experts consisting of media experts, poetry content experts, and linguists. The validation results from the experts can be seen in table 1.

Table 1 *Results of expert validators*

No	Validator	Score	Category
1	Media expert	80	Worthy
2	Poetry content expert	84	Very Worthy
3	Linguist	85	Very Worthy
		83	**Very Worthy**

Based on table 1, the products developed are categorized as eligible. However, the product also received some suggestions and input related to product development. Some of these suggestions include using language that is easier for students to understand, instructions for using the book to clarify the contents, making the cover more attractive according to the book's content, and making the image size not too small.

The practicality of poetry book

In addition to validation, the product will be tested for practicality by users based on content, presentation, graphics, and language aspects. The results of the practicality test can be seen in table 2.

Table 2 *Practicality test results for poetry books*

No	Respondent	Score	Category
1	Teacher	86,28	Very Worthy
2	Student	84,87	Very Worthy
		85,57	**Very Worthy**

Based on table 2, the product is declared practical. Students like the product because it is easy to use and contains images in the form of genuine photos that reflect real life and are printed in color.

The Effectiveness of the Poetry Book

Valid products will be tested on students to determine the product's effectiveness. The product's energy will be tested by giving a poetry writing test sheet to the Experiment class and then seeing the comparison with the control class. The results of the pretest and post-test analysis of students' poetry writing skills can be seen in table 3.

Table 3 *The results of the pretest and posttest data analysis of students' poetry writing skills*

	Control Class		Experiment Class	
	Pretest	Posttest	Pretest	Posttest
N	2136	2237	2141	2640
Average	66,75	69,91	66,91	82,50
Maximum	75,00	77	75	92
Minimum	60,00	60	60	75
N-Gain	4,288		4,169	
	Low		High	

Based on table 3, there is a difference in the average post-test value between the control class and the experiment class. The experiment class that used the poetry writing book got the highest score of 92 and the lowest score of 75. While in the control class, the students got the lowest score of 60 and the highest of 77. In addition, the gain value obtained by the experiment class was higher than the control class. The comparison of the average value of the experiment and control class can be seen in Figure 2.
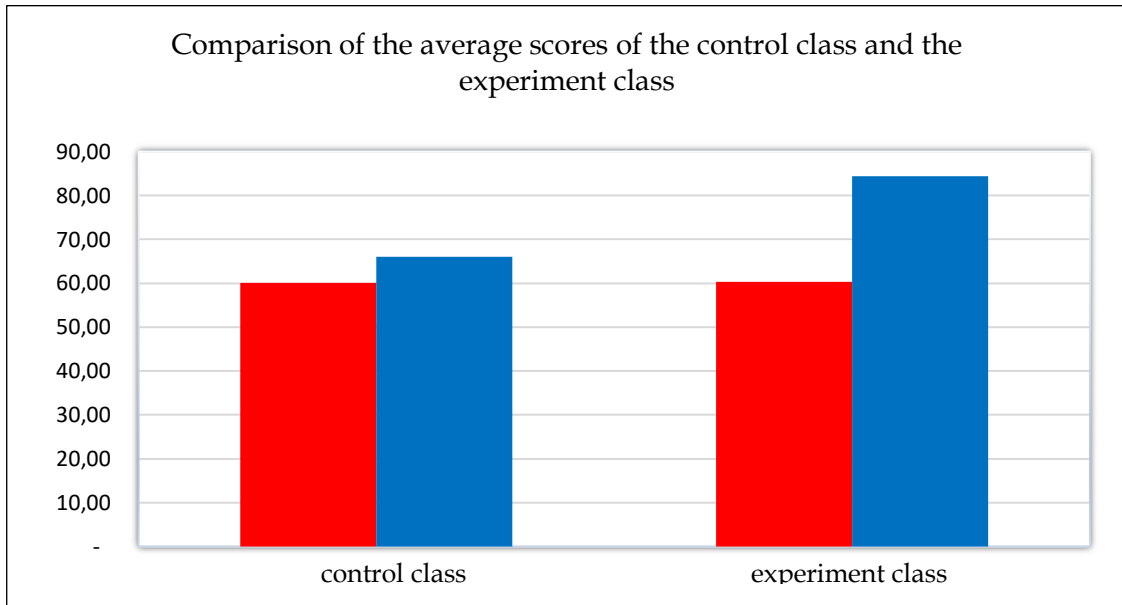

Figure 2 *Comparison of the average value of the control class and the experiment class*

Data Normality Test

A normality test was conducted to determine whether the data could be distributed normally. The results of calculating the normality test using SPSS on the pretest and posttest control class data and the experiment variable of poetry writing skills can be seen in table 4.

Table 4 *Normality Test Results*

	Control Class		Experiment Class	
	Pretest	**Posttest**	**Pretest**	**Posttest**
N	32	32	32	32
Asymp. Sig(2-tailed)	.350	.660	.580	.501
Test Significance Level	0,05	0,05	0,05	0,05
	Normal	Normal	Normal	Normal

According to table 4, it is known that each data has a significance value greater than 0.05 or p>0.05. Thus, at the 5% level, it can be said that all pretest and posttest data, both control and experiment classes, can be normally distributed.

Homogeneity Test

A homogeneity test was conducted to observe the similarity of variance in the control class and experiment classes. The results of the homogeneity test of poetry writing skills data can be observed in table 5.

Table 5 *Homogeneity test results*

	Class	Significance	Condition	Result
Poetry Writing Skills	Control Experiment	0,189	p > 0,05	Homogen

Based on table 5, poetry writing skills have homogeneous data. This is because the significance of poetry writing skills is more than 0.05.

Test Independent sample t-test

An Independent sample t-test was conducted to compare the average increase in poetry writing skills in the control and experimental classes. The test was carried out by analyzing the post-test data of students in the control and experimental classes. The results of the independent sample t-test can be seen in table 6.

Table 6 *Test results of independent sample t-test*

	Class	Significance	Condition	Result
Keterampilan Menulis Puisi	Control Experiment	.000	p > 0,05	Ho rejected

Table 6 shows significant differences between students' post-test abilities in the control and experiment classes. The results of the t-test resulted in a significance value of 0.00 for poetry writing skills. Because 0.00 < 0.05, then Ho is rejected, and Ha is accepted. Therefore, it can be concluded that there is a significant difference in the average increase in poetry writing between the control class and the experiment class.

Discussion

This development produces a product in the form of teaching materials for writing poetry books. This book contains material about learning poetry and practice questions and is equipped with attractive pictures and bright colors. The language used in the teaching materials is simple according to elementary school student's level of understanding. The selection of images is in the form of photos of students' daily lives, some of which are taken from the internet.

After the product is developed, the product will be tested for quality through validity, practicality, and effectiveness tests. Several experts will validate the product. The product is a poetry writing book with pictures that were developed and adapted to the environment, needs, and conditions of students so that students can more easily understand and practice directly through books. The validity of the developed poetry writing book is based on the validation results of media experts, poetry content experts, and linguists. Based on the analysis of the product assessment results by experts, the product received an assessment with a very decent category, so it was feasible to be used in learning. However, in the validation process, the experts also gave some suggestions and input for product development, such as using language that is easier for students to understand, instructions for using the book to clarify the contents, making the cover more attractive and according to the book's content, and the image size is not too small. Researchers then use suggestions from the experts as a reference in revising the product to produce a valid and high-quality product.

The product's practicality is measured by analyzing student and teacher responses to the product developed through a questionnaire sheet. The questionnaire contains a product assessment of the content, presentation, graphic, and linguistic aspects. Based on the questionnaire analysis of teacher and student responses as users of poetry writing book products, the product received a very decent category. Users say that they find it easy to use the product because of the clear instructions and pictures familiar to their daily lives.

The products developed are also tested for their effectiveness to users. The effectiveness test was carried out by distributing poetry writing test sheets to the experiment class to see the comparison with the control class. The results of the analysis

of the poetry writing test sheet showed that there was a significant improvement in poetry writing skills in the experiment class. Thus, there is an increase in poetry writing skills in the experiment class that uses poetry writing books than in the control class that does not. Additionally, the independent sample t-test proves a significant difference in the posttest ability of students' poetry writing skills using poetry writing books and those who do not use them. In conclusion, the product is declared effective for improving poetry writing skills to be suitable for learning.

Compared to previous research, the advantage of this developed poetry writing book product is its presentation, which uses clear photo images and keyword guides to make it easier for students to understand. Students tend to prefer picture books with attractive colors. Therefore this poetry writing book is designed according to the characteristics of students. The application of learning by using poetry writing books affects the response of students who look enthusiastic when participating in teaching and learning activities. Students are more excited when participating in learning to write poetry with various themes.

Conclusion

Learning to write poetry in elementary schools cannot be carried out optimally. This incident was caused by the teacher providing material using only teaching materials available at school and lacking innovation with the teaching materials used and adapted to students' conditions so that students became less interested in learning to write poetry. The limitations of teaching materials used by teachers impact students' knowledge of poetry writing material. Students are still hesitant when conveying their ideas and choosing themes and words to be assembled into beautiful poetry sentences. Therefore, the researchers developed a product in the form of teaching materials for writing poetry books.

The development of poetry writing book products refers to the analysis of the needs of teaching materials, such as being able to improve the results of poetry writing skills, being valuable and effective, being able to explore students' abilities, providing stimulation to learning, according to the conditions and skills of students. The products developed are tested for quality based on their validity, practicality, and effectiveness.

The results show that the product is valid, practical, and effective in improving students' writing skills in learning.

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