APPLICATION OF RELATED WRITING METHOD WITH ONOMOTOPE TECHNIQUES TO IMPROVE POETRY WRITING ABILITY

Suherman[1], Teti Sobari[2], Rochmat Tri Sudrajat[3]

[1,2,3]IKIP Siliwangi

[1]suhesuherman381@gmail.com, [2]tetisobari@ikipsiliwangi.ac.id, [3]rochmatsudrajat@stkipsiliwangi.ac.id

ABSTRACT

This study aims to determine the effect of the Relay Writing method with the Onomatopoeic technique on writing poetry for class V at Hangan Elementary School. The object of this research is the fifth grade students of SDN Hangan as many as 25 people. This study uses a qualitative descriptive method using triangulation data collection techniques, data analysis is inductive. Based on the results of the initial and final tests, it can be seen that the average score of students on the initial test is 47.6. Meanwhile, the average score of students on the final test, which is 73.2, is in line with the results of the paired sample t-test which obtained a sig(2-tailed) value of 0.00 <0.05 which indicates an effect. So it can be said that there is an increase in the ability of fifth graders at SDN Hangan to write poetry in terms of determining the themes, messages, diction, images and figure of speech contained in poetry, although there are still some students who are not optimal in using pictures and pictures.

Keywords: Estafet Writing, Onomatopoeia, Poetry, Writing

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh metode Estafet Writing dengan teknik Onomatope pada penulisan pusi kelas V SDN Gantungan. Objek penelitian ini yaitu siswa kelas V SDN Gantungan sebanyak 25 orang. Penelitian ini menggunakan metode deskripstif kualitatif dengan menggunakan teknik pengumpulan data secara trianggulasi, analisis data bersifat induktif. Berdasarkan hasil tes awal dan tes akhir dapat dilihat rata-rata nilai siswa pada tes awal, yaitu 47,6. Sedangkan rata-rata nilai siswa pada tes akhir, yaitu 73,2 hal tersebut sejalan dengan hasil uji paired sampel t-test yang memperoleh nilai sig(2-tailed) 0,00 < 0,05 yang menyatakan terdapat pengaruh. Maka dapat disimpulkan bahwa terdapat pengaruh kemampuan siswa kelas V SDN Gantungan dalam menulis puisi mengalami peningkatan dalam hal menentukan tema, amanat, diksi, imaji dan majas yang terdapat dalam puisi, meskipun masih ada beberapa siswa yang belum maksimal dalam penggunaan majas dan imaji.

Kata Kunci*: Estafet Writing, Onomatope, Puisi, Menulis*

INTRODUCTION

Learning to write poetry is a literary appreciation that is closely related to the practice of sharpening feelings, reasoning, and imagination, as well as sensitivity to society, culture, and the environment, all of which are provisions for students to live in society. Writing poetry is more or less prioritizing thoughts and emotions that are depicted with full imagination, fictitious worlds or made-up worlds even though sometimes the content is factual.

Thabroni (2019) reveals that poetry is writing that is arranged in such a way using aesthetic wording and can produce multi-interpretation meanings that inspire and move the

reader's heart in the form of messages, mandates or just mood-forming. In line with that, Kosasih (2017) states that poetry is a form of literary work that uses beautiful words and is rich in meaning. Thus, it can be concluded that poetry is a form of literary work that expresses the thoughts and feelings of the poet imaginatively and is composed by concentrating all the power of language by concentrating the physical structure and inner structure.

Writing poetry is a form of literary appreciation which is an active and productive activity. It is said to be active because by writing poetry, someone has carried out a thought process and is said to be productive because someone in writing poetry can produce writing that can be enjoyed by others. Learning to write poetry is very important at every level of education because poetry can provide students with a healthy way to express their emotions. Poetry can also be a medium to teach other subjects such as English in terms of grammar and literary devices. To assist students in creating a work, namely poetry, a teacher should have the right technique or method so that students are more provoked and interested in listening to a literary work, namely poetry, then it will foster motivation to express their ideas and ideas in the form of poetry.

Slavin (2010) reveals that the learning method is the main element in the class arrangement pattern and is widely used in every subject that can be conceptualized at the class level. The method used by the teacher in teaching so that the knowledge transfer process runs easily so that students become more understanding. One method that can improve poetry writing skills is the relay writing method which can make it easier for students to express their ideas and ideas in the form of free poetry writing through onomatopoeic techniques. The application of the Relay Writing method with onomatopoeic techniques is more effective for learning to write because students will be more motivated by studying in groups than by studying individually.

According to Wahyu (2019) in his journal the relay writing method is one of the active learning methods or learning by doing which aims to make students associate learning as a fun activity. The application of the relay writing method is one of the means to increase their learning motivation. In line with this, Syatariah (2011) suggests that writing activities using the relay writing method make students actively develop imagination, imagine, and immediately produce a product. The resulting product is a work with a group of friends, for example a drama review text made together (chain).The technique used in this research is onomatopoeic technique. Onomatopoeic technique is a technique for converting sounds in the

natural environment into written form. This technique is usually used in comic writing, to bring out sounds into written form. Onomatopoeia has a very important role in the formation of new words. This technique focuses more on students' creativity in combining words with voice diction chosen by students Wardoyo (2013). According to Kridalaksana (2008) states onomatopoeia as naming objects or actions that imitate sounds and then associate them with objects or actions. Correspondingly, Chaer (2011) onomatopoeia is the imitation of sound which refers to the impression or sound of an object, situation, and action. In conclusion, the onomatopoeic technique is a technique of writing poetry by imitating the sounds around us and pouring it into written form.

Research on writing poetry using the relay writing method has been conducted by Rohilah (2020) with the title "Improving Poetry Writing Skills in Indonesian Language Subjects Through the Relay Writing Method". The result is that writing poetry using the relay writing method can improve poetry writing skills. In line with that, Novianti (2017) carried out a research entitled "Application of the Relay Type Cooperative Learning Model to Improve Free Poetry Writing Skills for Class V Students of SD Negeri 34 Pekanbaru". The results The results showed that the basic score of students increased in cycles I and II, namely 61.81, increased to 74.72 and increased again to 84.17.Based on the description above, the researcher became interested in carrying out research with the title "Application of the Relay Writing Method with Onomatopoeic Techniques to Improve Poetry Writing Ability". The purpose of this study was to determine the effect of applying the relay writing method with the onomatopoeic technique on improving poetry writing skills for class V at Hangan Elementary School.

METHOD

This type of research is qualitative research. Qualitative research method is a research method used to examine the condition of natural objects where the researcher is the key instrument, data collection techniques are carried out by triangulation, data analysis is inductive and qualitative research results emphasize meaning (actual data) rather than generalization Sugiyono (2015).

In this study, the researcher used descriptive analysis on the grounds that it is an investigative activity in solving problems which is carried out by describing the state of the

object in the study whose results are presented in the form of a research report. The data that has been collected will be processed and then analyzed.

The object used by the researcher in this research is the fifth grade students of SD Negeri Hangan, totaling 25 students. The data source used by the researcher is the result of student worksheets in writing poetry with sounds or sounds found in the surrounding environment.

RESULTS AND DISCUSSION

Results

Researchers in this study conducted an initial test to determine the poetry writing ability of the fifth grade students of SDN Hangan and a final test to determine the results of students' poetry writing skills after the implementation of the relay writing method with onomatopoeic techniques in poetry writing. The following are the results of the initial and final test scores.

Table 1. Pretest

STUDENT	ASPECT ASSESSMENT					SCORES	TEST SCORES
	Theme	Diction	Imaginary	Majas	Mandate		
Student 1	2	2	1	0	2	7	35
Student 2	3	3	2	1	3	12	60
Student 3	4	3	2	1	3	13	65
Student 4	2	2	1	0	1	6	30
Student 5	3	2	2	1	3	11	55
Student 6	4	3	1	1	3	12	60
Student 7	4	2	1	1	3	11	55
Student 8	4	3	2	1	3	13	65
Student 9	2	2	1	0	2	7	35
Student 10	4	3	2	2	3	14	70
Student 11	3	2	1	1	3	10	50
Student 12	4	3	2	2	3	14	70
Student 13	4	2	1	1	2	10	50
Student 14	4	2	2	1	3	12	60
Student 15	2	1	1	0	2	6	30
Student 16	3	2	1	0	2	8	40
Student 17	2	2	1	0	2	7	35
Student 18	3	2	1	1	3	10	50
Student 19	3	2	1	1	2	9	45
Student 20	3	2	2	1	2	10	50
Student 21	4	2	2	1	3	12	60
Student 22	4	3	2	1	3	13	65
Student 23	2	2	1	1	2	8	40

Student 24	3	2	2	1	3	11	55
Student 25	3	2	1	1	2	9	45
Amount							1.190
Average							**47,6**

Table 2. Postest

STUDENT	ASPECT ASSESSMENT					SCORES	TEST SCORES
	Theme	Diction	Imaginary	Majas	Mandate		
Student 1	3	2	3	2	4	14	70
Student 2	4	3	3	2	4	16	80
Student 3	4	3	3	3	4	17	85
Student 4	3	2	1	1	2	9	45
Student 5	4	3	3	2	4	16	80
Student 6	4	3	3	3	4	17	85
Student 7	4	3	2	2	4	15	75
Student 8	4	3	3	2	4	16	80
Student 9	3	2	1	1	2	9	45
Student 10	4	3	3	3	4	17	85
Student 11	4	3	3	2	4	16	80
Student 12	4	3	3	3	4	17	85
Student 13	4	3	3	2	4	16	80
Student 14	4	3	3	2	4	16	80
Student 15	3	2	3	2	4	14	70
Student 16	3	2	1	1	3	10	50
Student 17	3	2	3	2	3	13	65
Student 18	4	3	2	2	4	15	75
Student 19	3	2	2	2	3	12	60
Student 20	3	2	3	2	4	14	70
Student 21	4	3	2	2	4	15	75
Student 22	4	3	3	2	4	16	80
Student 23	4	3	3	2	3	15	75
Student 24	4	3	3	2	4	16	80
Student 25	4	3	2	2	4	15	75
Amount							1.830
Average							**73,2**

Based on the results of the initial and final tests above, it can be seen from the average score of students on the initial test conducted before applying the onomatopoeic writing relay method, which is 47.6. Meanwhile, the average score of students on the final test after using the relay writing method with the onomatopoeic technique was 73.2. So it can be concluded that the ability to write poetry in fifth grade students of SDN Hangan has increased after the

implementation of the relay writing method with onomatopoeic techniques in poetry writing learning activities.

The results of the research above are still lacking in students in writing poetry. These shortcomings, among others, the average student has not been able to apply figure of speech and imagery in writing a poem. However, overall there are differences in the scores of the initial and final tests that have been collected by the researcher. This can be seen from the recapitulation of the following initial and final test scores.

Table 3. Pretest and Postest

X	Pretest	Postest
Amount	1.190	1.830
Average	47,6	73,2
Lowest Value	30	45
The highest score	70	85

The improvement of students' ability in writing poetry can also be seen from the following examples of student learning outcomes.

Name : Student 22

Value: 65

Title : About Trees

Tree

If there is no tree the world will be flooded

Thanks to the tree

Because rain protects the earth from all disasters

    If there is a natural tree, it feels fresh

    Can't cut down trees carelessly

    Trees must be cared for

    Watered and protected

    I thank God Almighty

From the results of the poem above, it can be seen that students still have difficulty in determining the right choice of words or diction, students also still cannot use figure of speech and pictures to the fullest. The themes and student mandates can be more precise in determining them. The next sample is the writing result of students who get high scores.

Name : Student 3

Value: 85

Title : Rain

Rain oh rain

You are the source of life

Not raining

Life is so hard

The flowers are wilted

Because there is no rain

    Rain… when you come

    The sky is so dark with black clouds

    Lightning thunder and wind blowing

   The rain isn't too big

    Because human

    Flood hit

O Allah, thank you for your favor

And protect you from the flood

From the students' poetry works above, it can be seen that before the onomatopoeic technique was applied to the relay writing method, students were still not able to use diction, figure of speech, and imagery optimally. These results are different from the students' poetry written in groups using the relay writing method using onomatopoeic techniques, which overall shows that students are able to use diction, figure of speech, and images optimally based on the sounds they hear from the natural surroundings. Students are also increasingly proficient in determining the theme and message of the poetry they make.

Discussion

From the explanation of the data above, it can be concluded that the ability of the fifth grade students of SDN Hangan in writing poetry has increased, although there are still some students who have slightly increased in the use of figure of speech and imagery. The increase in student learning outcomes can be seen through the diagram below:

Diagram of the Improvement of Students' Poetry Writing Learning Outcomes
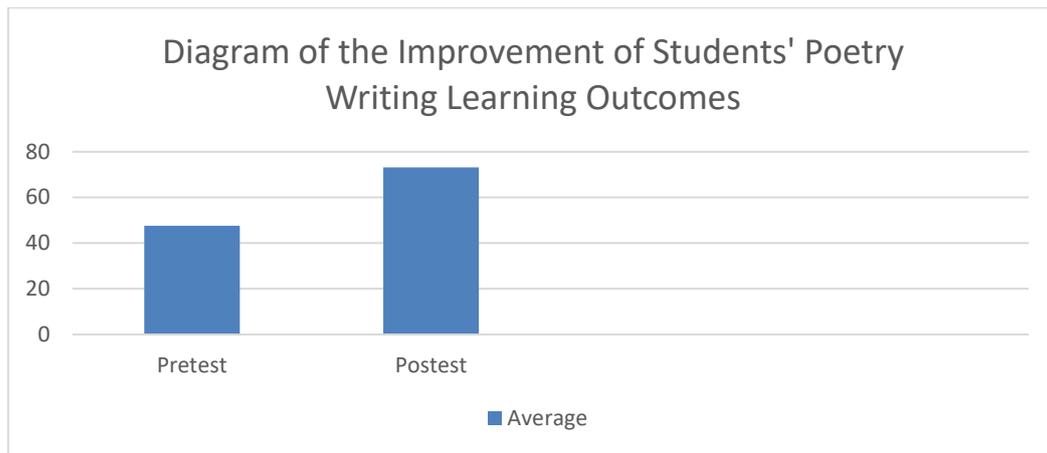
From the diagram above, it can be seen that student learning outcomes in writing poetry have increased significantly after the relay writing method with onomatopoeic techniques was applied. At the time before the method was applied the average value of student learning outcomes only reached 47.6. Meanwhile, after the method was applied, the average value of student learning outcomes reached 73.2. To determine the effect of using the relay writing method with onomatopoeic techniques on students' poetry writing skills, the researchers used the SPSS paired sample T-Test, as follows:

Paired Samples Test

| | | | | Paired Differences | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
					Lower	Upper			
Pair 1	Pretest - Postest	-22.200	8.175	1.635	-25.575	-18.825	-13.578	24	.000

To make a decision on the paired sample t-test, it is necessary to know if the result is < 0.05, it means that there is a change and if the result is > 0.05, it means that there is no effect. Based on the results above, it is known that the result of Sig.(2-tailed) is smaller than <0.05 according to the information above, so it can be stated that there is an influence in the use of the relay writing method with onomatopoeic techniques in students' poetry writing skills. The same thing was also obtained by Rohilah (2020) and Novianti20 (17) in their research using the relay writing method in learning to write poetry, the results of which have an influence on

students' ability to write poetry. So it can be concluded that the use of the relay writing method can influence and improve students' writing skills.

CONCLUSION

In this study, the researchers applied the relay writing method with onomatopoeic techniques as a method and technique to improve the ability to write poetry in fifth grade students of SDN Hangan, Ibun District, Bandung Regency. Based on the results of the study, it can be concluded that the ability of the fifth grade students of SDN Hangan in writing poetry has increased. This can be seen from the average score of student learning test results before the relay writing method with onomatopoeic techniques was applied which only reached 47.6. The results of the student learning test then increased to 73.2 after the relay writing method with onomatopoeic techniques was applied. In line with that, the results of the paired sample t-test also showed a change by looking at the results of the sig(2-tailed) which obtained $0.00 < 0.05$.

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