LEARNING TO WRITE POETRY TEXT USING PROJECT BASED LEARNING METHOD WITH THE HELP OF POWTOON MEDIA

Imas Sukaesih

IKIP Siliwangi

imassukaesih1967@gmail.com

ABSTRACT

The number of students who experience scores below the KKM in writing learning is the background for carrying out this research. Problem based learning (PBL) methods and Powtoon media are used in poetry text learning to provide solutions to these problems. The purpose of this study was to find out the results and difficulties experienced by students while participating in poetry text learning using the Problem Based Learning (PBL) method with the help of Powtoon media. The research method used is descriptive qualitative. Data collection techniques used are observation sheets and test sheets. The results showed that as many as 81.82% of students were able to get a score above the KKM and there were 18.18% of students still having difficulties. The difficulty of students is in the use of diction aspects when writing poetry texts, it is known from getting the lowest score in each aspect, which is only getting 43 points. But overall the problem based learning (PBL) method with Powtoon media in poetry text learning has a positive impact on student achievement.

Keywords: Problem-Based Learning, Powtoon, Poetry Text

ABSTRAK

Banyaknya siswa yang mengalami nilai dibawah KKM pada pembelajaran menulis menjadi latar belakang dilaksanakan penelitian ini. Metode Problem Based Learning (PBL) dan media Powtoon digunakan pada pembelajaran teks puisi untuk memberikan solusi dari permasalahan tersebut. Tujuan penelitian ini untuk mencari tahu hasil dan kesulitan-kesulitan yang dialami siswa selama mengikuti pembelajaran teks puisi menggunakan metode problem based learning (PBL) dengan bantuan media Powtoon. Metode penelitian yang digunakan yaitu deskriptif kualitatif. Teknik pengambilan data yang digunakan yaitu lembar observasi dan lembar tes. Hasil penelitian menunjukan bahwa sebanyak 81,82% siswa mampu memperoleh nilai diatas KKM dan terdapat 18,18% siswa masih mengalami kesulitan. Kesulitan siswa terdapat pada penggunaan aspek diksi saat menulis teks puisi hal tersebut diketahui dari peroleh nilai terendah pada setiap aspek nya yaitu hanya mendapatkan 43 poin saja. Tetapi secara keseluruhan metode Problem Based Learning (PBL) dengan media Powtoon pada pembelajaran teks puisi memberi dampak positif dalam pencapaian prestasi belajar siswa.

Kata Kunci: Problem-Based Learning, Powtoon, Teks Puisi

INTRODUCTION

Indonesian is one of the subjects that must be taught by every level of formal education. As for the goal, so that students have language skills, an adequate and effective standard of competence in Indonesian subjects is needed as a means of communication, social interaction, media for developing knowledge and a tool for unifying the nation.

The 2013 curriculum recognizes the importance of language as a vehicle for expressing feelings and thoughts aesthetically and logically. At a certain time, language is not required to be able to express something efficiently because it wants to convey it beautifully so that it can inspire the recipient. At other times, language is required to be efficient in conveying ideas objectively and logically so that it can be digested more easily by the recipient. Two approaches to expressing two dimensions of self, feelings and thoughts through language need to be balanced (Kemendikbud, 2013).

The form of feeling expressing feelings and thoughts in writing skills will generate ideas or ideas about something that is experienced, felt, heard, and seen. Everything is poured in writing in the form of poetry by considering aspects of the beauty of language. In writing poetry there is a moral message that has wisdom in learning so that it can appreciate students in increasing their appreciation of the artistic values contained in the work.

According to Tarigan (2015) there are 4 aspects of language skills, namely: a) listening, b) speaking, c) reading, d) writing. Given the four language skills, one of the skills possessed by students is writing skills, by writing students can appreciate their thoughts in the form of poetry. Poetry is a literary work of high value, especially in a form or typography that is different from other literary works. In writing poetry sometimes writers create it with different typography, with the aim of making the writing more beautiful and good when viewed, read, or heard. According to Mihardja (2012) poetry is a written art where language is used for its aesthetic qualities to add to, or in addition to its semantic meaning. Poetry is a world in words. The content contained in poetry is a reflection of the poet's experience, knowledge, and feelings that form a world with poetry.

According to Nurgiyantoro (2010) poetry is a literary genre that is very concerned with the selection of linguistic aspects so it is not wrong to say that the language of poetry is a language that is filtered in its use. This opinion is in line with the opinion of Perrine Siswantoro (2010) which states that poetry is a kind of language that says more and is more intensive than what is said by daily language.

The problem of writing poetry, namely the low creativity of students in writing poetry is influenced by several factors, namely: (a) students' experience in making poetry is lacking, (b) students' difficulties in expressing ideas or ideas. This is because it is not supported by facilities that are able to encourage their imagination and creativity, (c) the media and methods used by

teachers are not innovative and variative, so learning to write poetry is not interesting. Judging from these problems, learning to write poetry will be even better if it is presented using a learning model that is in accordance with the student's character.

The use of project-based methods (Project Based Learning) is a learning method that uses projects/activities as a medium. Students explore the assessment of interpretation, synthesis, and information to produce various forms of learning outcomes. Project-based learning or project-based learning is a Student Centered Learning model to do something in-depth investigation of a topic. Students constructively carry out deepening learning with a research-based approach to problems and questions that are weighty, real and relevant. According to Grant (2002) defines project-based learning or project-based learning is a Learner Centered Learning model to conduct an in-depth investigation of a topic. In line with that according to Afriana (2015) project-based learning is a Learner Centered Learning model and provides a meaningful learning experience for students. Students' learning experiences and concepts are built based on the products produced in the project-based learning process. Based on the opinions of these experts, it can be concluded that problem based learning (PBL) is a learning method that encourages students to know how to learn and work together in groups to solve problems in the real world. Problem simulation is used to activate students' curiosity before starting to study a subject. PBL prepares students to think critically and analytically, as well as to be able to obtain and use appropriate learning resources.

Powtoon learning media is used to complement the Problem-Based Learning (PBL) learning model. According to Subyantoro (2014) suggests that "the use of media can support students' understanding of the material and raise their motivation to be more enthusiastic in learning as well as active in learning". Thus, it is known that the use of media can improve understanding and increase student activity in the learning process.

This research was conducted to find out the results and difficulties experienced by students when carrying out learning to write poetry texts using the Problem Based Learning (PBL) method assisted by media in class IX students of SMP 56 Bandung City.

METHODS

This study used descriptive qualitative method. According to Mukhtar (2013) descriptive qualitative research is a method used by researchers to find knowledge or theory for research at a certain time. Qualitative descriptive method is a research method that describes or describes the object of research based on the facts that appear or as they are. The data collection technique uses observation techniques to determine class conditions or student activities during learning, test techniques to find out the difficulties students face in writing poetry texts.

RESULTS AND DISCUSSION

Results

Learning to write poetry texts using the Problem-Based Learning (PBL) method with Powtoon media is designed to adjust the competencies that students must have in the syllabus. The lesson plan implementation plan is made with reference to basic competencies from the introduction, core activities to closing activities. Based on the implementation of writing poetry texts using the Problem Based Learning (PBL) method with Powtoon media, it is known that there are positive results, it is known from the number of graduation students who get scores above the KKM as many as 81.82% of students and there are only 18.18% of students only still having trouble. The following is a breakdown of student scores for each grade category.

Table 1 Value categories

Value Category	Total students	Percentage
93,33	3	13,64%
86,67	7	31,82%
80,00	8	36,36%
66,67	4	18,18%

There are four categories obtained by students, the first category with a value of 93.33 was obtained by 3 students, the second category with a value of 86.67 was obtained by 7 students, the third category with a score of 80 was obtained by 8 students and the category of scores below the KKM with a value of 66.67 obtained by 4 students. To find out the difficulties experienced by

students, we can see from the results of writing student poetry texts which are then analyzed according to the aspects of the assessment, which aspect has the lowest achievement. The following are the results of the assessment of students' writing poetry based on their aspects.

Table 2 Obtaining student scores for each aspect

NO	NAME	TITLE	THEME	MANDATORY	DIKSI	RIMA	Total score	Mak score	Score
1	S1	2	3	2	1	2	10	15	66,67
2	S2	3	3	3	2	3	14	15	93,33
3	S3	3	3	2	2	2	12	15	80,00
4	S4	3	3	3	2	2	13	15	86,67
5	S5	3	3	1	3	2	12	15	80,00
6	S6	3	3	2	2	2	12	15	80,00
7	S7	3	3	3	2	3	14	15	93,33
8	S8	3	2	1	2	2	10	15	66,67
9	S9	3	3	3	2	3	14	15	93,33
10	S10	2	2	3	3	3	13	15	86,67
11	S11	3	3	2	2	2	12	15	80,00
12	S12	3	3	2	2	3	13	15	86,67
13	S13	3	3	2	2	2	12	15	80,00
14	S14	3	3	2	2	2	12	15	80,00
15	S15	3	3	3	2	2	13	15	86,67
16	S16	2	3	3	1	1	10	15	66,67
17	S17	3	3	3	2	2	13	15	86,67
18	S18	2	3	3	2	2	12	15	80,00
19	S19	3	3	2	2	2	12	15	80,00
20	S20	3	3	2	2	3	13	15	86,67
21	S21	3	3	3	1	3	13	15	86,67
22	S22	3	2	2	2	1	10	15	66,67
Total score on each aspect		62	63	52	43	49			

Based on the table of student scores for each aspect, there are five aspects of assessment with the highest score being in the theme aspect as much as 63 points, then the second highest aspect is in the title aspect with a score of 62 points, the third place is in the mandate category with a score of 52 points, fourth place found in the rhyme aspect with the acquisition of 49 points and the smallest is in the aspect of using diction which only obtained 43 points.

DISCUSSION

So we can know that the difficulties of students in writing poetry texts are found in the difficulty of students using the diction aspect when writing, these difficulties are based on the results of the smallest score that only gets a score of 43 points. Although there are still difficulties experienced by students, overall learning to write poetry texts using the Problem-Based Learning (PBL) method with Powtoon media can help improve students' abilities. This is in line with what was stated in Sobari (2018) there are significant differences in students' writing skills using the problem based learning (PBL) method.

CONCLUSION

The researcher concludes that learning to write poetry texts using the Problem-Based Learning (PBL) method with Powtoon media is able to help students improve their writing skills, it is known from the number of students who get scores above the KKM as much as 81.82%. The students' difficulties when writing poetry texts were found in the aspect of diction which got the smallest score of 43 points. So, the use of Problem-Based Learning (PBL) methods with Powtoon media has a positive impact on students in carrying out learning.

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