IMPROVE TEXT WRITING SKILLS
STUDENT POETRY USING IMAGE MEDIA

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ABSTRACT

This research focuses on the influence of image media on the ability to write poetry texts. In this research, qualitative descriptive research was used. The aim of this research is to find out whether the image media used can help and make it easier for students to improve their poetry text writing skills and see the differences in students' abilities before and after using image media in learning Indonesian. The research target was 20 class VIII students at SMPN 1 Naringgul for the 2021/2022 academic year. This research was carried out using qualitative descriptive research methods. Researchers collected data using test instruments, interviews and observations. In practice, before and after the learning treatment, students are given a pretest and posttest. The results of the research carried out obtained a score for writing poetry texts with an average pretest of 55.4 and posttest of 81.7. The SPSS analysis results show a significance of $0.000 < 0.05$ so that there is a difference between learning outcomes before and after treatment. The research results obtained show that the application of image media in learning to write poetry texts can increase in class VIII junior high school students.
Keywords: Image media, writing skills, poetry texts

ABSTRAK

Penelitian ini berfokus pada pengaruh media gambar terhadap kemampuan menulis teks puisi. Dalam penelitian ini, menggunakan penelitian deskriptif kualitatif. Tujuan penelitian ini adalah untuk mengetahui apakah media gambar yang digunakan dapat membantu dan memudahkan siswa dalam meningkatkan keterampilan menulis teks puisi serta melihat perbedaan kemampuan siswa sebelum dan sesudah menggunakan media gambar dalam pembelajaran bahasa Indonesia. Saranpenelitian adalah 20 siswa kelas VIII di SMPN 1 Naringgul tahun ajaran 2021/2022. Dalam penelitian ini dilakukan dengan menggunakan metode penelitian kulit deskriptif. Pengumpulan datapeneliti menggunakan instrumen tes, wawancara dan observasi. Dalam praktiknya, sebelum dan sesudah perlakuan pembelajaran siswadilakukan pretest dan postest. Hasil penelitian yang dilakukan diperoleh nilai penulisan teks penulisan puisi dengan rata-rata pretest 55,4 dan posttest 81,7. Analisis hasil SPSS menunjukkan signifikansi 0,000<0,05 sehingga terdapat perbedaan antara hasil belajar sebelum dan sesudah perlakuan. Hasil penelitian yang diperoleh menunjukkan bahwa penerapan media gambar dalam pembelajaran menulis teks puisi dapat meningkat pada siswa SMP kelas VIII.

Kata kunci: Media gambar, Keterampilan menulis, Teks puisi

INTRODUCTION

Poetry writing skills need to be instilled in students in junior high school, so that they have the ability to appreciate poetry well. Appreciating a poem is not only shown for the appreciation and understanding of poetry, but also has an effect on sharpening children's emotional sensitivity, reasoning, and sensitivity to human problems. This ability is determined by several important factors in the learning process of writing poetry. In addition to the application of appropriate models, methods and strategies, what is also very decisive is the role of teachers in the learning process for students. In addition to the application of appropriate

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According to Kasnadi (2016: 1) that, writing is one of the literary genres that should not be easy and in great demand". The term writing often refers to a creative process of scientific type. Writing as a skill is a person's ability to express ideas or thoughts to other people or parties with written media. Every writer must have a goal with his writing, including inviting, informing, convincing, or entertaining readers. In line with Darmawan (2011: 1) poetry is a form of literary media. The medium of poetry is usually short because there is a compaction of the content. Often, the content (message) contained in the poem is conveyed implicitly. The language of poetry is expressed by poets in a distinctive way. What is meant by distinctive language is a language with a structure and expression that is different from everyday language and with everyday language.

One of the skills that every learner must master to communicate, one of which is writing according to Zainurrahman (2013). The skill of writing poetry is the ability to express ideas or ideas in the form of a series of beautiful words that have meaning both intrinsically and extrinsically (Kurniawan (2009: 9) Writing activities are a must for students because they are in accordance with writing skills that cannot be obtained instantly. Being skilled in writing, one takes time and practice as often as possible on a regular basis. According to (Meryam &; Usman, 2017) states that writing skills are a manifestation of language skills after the ability to listen, speak, read. Writing is one of the language skills emphasized in learning Indonesian in the 2013 Curriculum. Based on this statement, a person will be able to write not because of his innate talent or nature but rather a process of continuous practice and practice so that the person is able to write.

In theprocess of learning writing skills is actually not easy, because sometimes there are students who are able to speak actively but at the time of writing may experience a little difficulty, for example when writing poetry texts. In his book (Pradopo, 2009) said that poetry comes from a person's thoughts that can stimulate the imagination of the five senses in a rhythmic arrangement so that it can arouse the feelings of readers.

Image is one form of media used in writing poetry. Images are categorized as visual media in the form of reproduction of original forms in two-dimensional form. Image media is an important visual tool and easy to obtain because it can provide a concrete visual picture to the problem it describes. Image media is also called photo media, which is media that depicts an object clearly.

The use of image media can provide information more clearly because in delivering information not only using words, but accompanied by pictures to clarify information. Image media has a function that is to make it easier for people to capture ideas or information contained in it clearly. Image-based media plays a very important role in the learning process. Image media can facilitate (e. g. through the elaboration of structure and organization) and strengthen memory. Images can also foster student interest and can provide a relationship between the content of the subject matter and the real world (Arsyad 201: 0: 91).

Arsyad (2011: 17) stated that: Image media also has a function to accommodate students who are weak and slow to accept and understand the content of lessons presented with text or presented verbally. That is through the following functions: The visual media attention function is the core, which attracts and directs students' attention to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text of the subject matter. The affective function of visual media can be seen from the level of enjoyment of students when learning (or reading) illustrated texts. Visual images or symbols can evoke students' emotions and attitudes, such as information concerning social or racial issues. The cognitive function of visual media can be seen from research findings that reveal that visual symbols or images facilitate the achievement of goals to understand and remember the information or messages contained in images. The compensatory function of learning media can be seen from the results of research that visual media that provide context to understand the text helps students who are weak in reading to organize the information in the text and recall it.

METHOD

The method used in this study is a descriptive method, which is a method aimed at describing or describing existing phenomena, both engineered by nature and humans, with the nature of research using size, number or frequency (Supriatno & Romadhon, 201:8). In addition, the approach used is a quantitative approach. The data used in this study is quantitative data conducted using survey methods, namely through pre-test-post-test questions as the main research instrument. The subjects in this study were 20 grade VIII students at SMPN 1 Naringgul, and the objects in this study were obtained from the results of students' pre-test and post-test in writing poetry texts before and after using image media.

RESULT AND DISCUSSION

Result

Based on the research objectives, the results and discussions in learning to write poetry in students of SMPN 1 Naringgul, Naringgul District, Cianjur Regency class VIII with the help of image media, including the following.

Table 1. Value of Knowledge and Skills

NO	NIS	NAME	VALUE		FINAL GRADES
			PENG.	KET.	
1	202107001	Student 1	80	80	80
2	202107002	Student 2	76	80	78
3	202107003	Student 3	83	90	86,5
4	202107004	Student 4	83	80	81,5
5	202107005	Student 5	80	85	82,5
6	202107006	Student 6	83	80	81,5
7	212207086	Student 7	86	85	85,5
8	202107007	Student 8	76	78	77
9	202107008	Student 9	90	85	87,5
10	202107009	Students 10	76	90	83
11	202107108	Students 11	86	80	83
12	202107010	Students 12	76	80	78
13	202107011	Students 13	80	90	85
14	202107012	Students 14	80	80	80
15	202107013	Students 15	76	85	80,5
16	202107014	Students 16	76	80	78
17	202107015	Students 17	83	80	81,5
18	202107016	Students 18	76	90	83
19	202107017	Students 19	80	80	80
20	202107018	Students 20	83	85	84
	AVERAGE		80,45	83,15	81,8

The data above is data on the value of knowledge and learning skills to write poetry using the Image media model product. The data was taken in an implementation test at SMPN 1

Naringgul. The average knowledge of students was 80.45 and the skill score of students was 83.15, while if averaged the two scores were 81.8. This means that the three final data have exceeded the minimum completeness criteria (KKM), which is 75 for the junior high school level grade VIII. The data resulting from the value of knowledge and skills are continued in calculating the Normality Test in SPSS to assess the distribution of data in a group of data or variables, whether the distribution of data is normally distributed or not.

Table 2. Tests of Normality

| | CLASS | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
		Statistic	df	Itself.	Statistic	df	Itself.
NILAI_AWAL	CLASS	,134	20	,200*	,935	20	,195
NILAI_AKHIR	CLASS	,101	20	,200*	,968	20	,703

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table, the normality test on 20 students statistical results of initial scores and final grades of 0.200 can be concluded in the normality test of the two normally distributed samples. The researcher concluded that 0.200 which means Ho = $\mu 1 = \mu 2$ which means that student learning outcomes are no better than before and after the product was applied.

Discussion

The results showed that writing poetry withthe help of image media used by teachers can make it easier for students to write poetry. The percentage obtained on the teacher observation sheet at the first meeting reached 77% with a high predicate, the second meeting 80% with a high predicate, and the third meeting 81% with a high predicate. It is evident from the three meetings that the learning activities carried out by the teacher are carried out very well, as well as the student observation sheet at the time of learning is in accordance with the steps of the learning model and media as evidenced by the percentage of students. If accumulated from three meetings for teacher activities obtained a score of 79.33% with a high

category and three meetings for students obtained a score of 78% with a high category. The conclusion of the implementation of teacher and student observations that have been observed by observer one and observer two is in accordance with the learning scenario that has been designed, with a high predicate.

The assessment of learning to write poetry assisted by image media is not only with observation sheets of teacher and student activities. The researcher also made a teacher and student response sheet in the form of a questionnaire consisting of 10 teacher questionnaire statements, 10 student questionnaire statements. This questionnaire was given to students at the end of the study which aimed to find out how teachers and students responded about the assisted use of image media.

The results of the analysis of teacher responses obtained a percentage of 83.4% of the 10 statements submitted by researchers. It can be concluded that the analysis of response result data teachers as follows: (1) Teachers find it helpful in delivering material using the help of image media, (2) Students are able to find inspiration in writing poetry texts, (3) Students are not burdened with learning to write poetry texts, (4) Students carry out learning to write poetry texts with enthusiasm and enthusiasm , (5) The teaching methods used by teachers today are adequate, (6) Provision of exercises according to the material, (7) Students are confident in starting to write poetry texts. (8) The teacher provides opportunities to ask questions to students. (9) The teacher delivers material that students can understand. 10) Teachers can foster students' interest in writing poetry by using methods assisted by image media. Meanwhile, for the results of the questionnaire sheet, students received a percentage response of 83.3%. The conclusion of the analysis of the results of student responses is as follows: (1) Students using image-assisted learning materials for writing poetry are easier to understand, (2) Students like learning to write poetry using image-assisted media , (3) Students prefer to learn using image media , (4) Students like learning to write poetry using the help of image media, (5) Students become more creative in writing poetry with the help of image media, (6) Students feel not bored when learning using image media, (7) Students by making it easy to interact with friends in the learning process, (8) Shiva feels easy In determining diction and majas to write poetry i (9) Model assisted by gambar is very suitable for use in learning to write poetry, (10) Students can complete the task of writing poetry with the image media provided. Based on the results of the responses of teachers and students, the results gave a "good" response to the help of image media in learning to write poetry.

CONCLUSION

In the process of learning to write poetry, researchers treat for three meetings, namely treatment and once to test questions and produce poetry writing works with Ok. Some conclusions that can be drawn from the results of this study are as follows.

1. The use of images can help students improve the ability to write poetry texts in the learning process to be more effective and innovative. The effectiveness of students in this model is proven by good results. This can be seen from the high percentage of active participation in the learning process.

2. Image media is one of the learning media that deserves to be used to improve the skills of writing poetry texts. The feasibility of writing poetry texts using image media increased significantly. It is feasibility of writing poetry texts of grade VIII students when using image media-assisted learning methods compared to ordinary learning models.

3. Thestudy found that there was no decrease from pre-test scores to post-test scores, meaning that all students experienced an improvement in the tests that had been taken. In addition, based on the test results, researchers found that image media was very influential in improving the ability to write poetry texts for grade VI I Istudents at SMPN 1 Naringgul.

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