

LEARNING TO WRITE POETRY BY USING AN ACROSTIC TECHNIQUE ON CLASS X STUDENTS IN SMK

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Abstract

Learning to write poetry by using an acrostic technique on the class X students in SMK. The background problem in this research is that most students are not interested in writing poetry because poetry is considered as difficult; they have difficulty finding imagination and figurative words. The researchers have three research objectives based on this problem. Namely to describe the teachers and students activities when learning to write poetry by using an acrostic technique, to describe students' responses on learning to write poetry using an acrostic technique, to discover the difference between the results of the initial test and the final test in class X students at SMK. In this research, the Pre-Experimental Designs (non-design) method of one group pretest-posttest design is used and a research towards a class with 28 students is conducted. Observations, tests, and questionnaires are used as the research techniques. The results of the data obtained are the increase in student value. The average value before using the acrostic technique is 40.35 and the average value after using the acrostic technique in learning to write poetry is 79.00, the significance value indicates 0,000 based on the t test. The value is smaller than 0.05, thus the data is different from the results of the initial test and the final test. In other words, H₀ is rejected and H_a is accepted. Thus, it can be concluded that learning to write poetry using an acrostic technique increases students' ability to write poetry.

Keywords: Writing poetry, acrostic techniques.

INTRODUCTION

Writing is one of the language skills that must be possessed by students. However, in reality, writing is an activity that is rarely sought by students. Several factors affect students who do not like or are not interested in this skill. According to Sobari, T (2012: 17) writing is a complex process that allows writers to explore thoughts and ideas. Based on that understanding, we can understand that writing is a complex matter, so it is natural for students to have difficulties in writing skill. The students' difficulties in expressing ideas and composing words to be made into writing are the biggest obstacle faced by students. In addition, learning methods or learning techniques that are used during the learning usually do not attract students, thus it cannot improve the creativity possessed by students. In this research, poetry is taken as learning material to be analyzed. It is expected that students can write their poetry with the creativity gained from the learning techniques that can also improve their poetry writing skills and creativity. Thus, students can easily write poetry without having to be constrained by factors that can reduce their writing skills.

Acrostic technique is a technique used to support learning that can enhance students' creativity. It helps students to perform the creative process so they can easily pour their ideas. This is in accordance with the research conducted by Hidayat and Indihadi (2018: 108). The acrostic technique that has been used in the poetry of class V students at SD Negeri 1 Gunungpereng is known that the word pattern with writing poetry is relevant; this shows that most students have been able to apply acrostic techniques in writing poetry.

Based on these results, the researchers believe that the acrostic technique can improve the ability to write poetry in class X students in SMK. The purpose of this study is to describe the teachers and students activities when learning to write poetry using an acrostic technique. Second is to discover the students' responses of to learning to write poetry using an acrostic technique. Third is to find out the difference between the results of the initial test and the final test before and after using the acrostic technique on class X students in SMK.

METHOD

Learning is an activity or process performed by teachers and students during the learning takes place. According to Jihad (2013: 11), learning is the process of teaching and learning activities planned by the teacher to create conducive learning environments and activities so the students could gain knowledge from it. It is the process of communication and interaction between students and teachers and it will be fun if combined with methods or techniques that are in accordance with the material being taught.

According to Tarigan (2008: 03), he stated that writing is a productive and expressive activity. According to Oktavia (2015: 02), Writing is one of the language skills that every student must have. However, writing is also a difficult skill and must be trained continuously so students become more productive. Whereas according to Sobari T (2012: 17), writing is a complex process that allows writers to explore thoughts and ideas.

Poetry is one of the written works. It is one of the most preferred forms of literature because it is presented in beautiful language and imaginative, in fact, it is considered as a series of words that describe the author's feelings. (Ministry of Education and Culture, 2016: 243). Whereas according to Mustika and Azis (2012: 47), poetry is a form of literature described in short, dense, and beautiful languages.

Technique is a way to implement a method. The technique used in this research was the acrostic technique. According to Echols et al (2000: 9), acrostic means a poem or arrangement of words in which all the initial letters or final letters in each line are a word or self-name. Whereas according to Sutisno (2008: 31), acrostic is the use of each, first letter of a group of words and other syllables so it becomes a whole or sentence. This technique is much easier for students to remember a word or material. In this technique, students are required to make poetry which at the beginning of the line compose a word or several words if read vertically. According to Harianti (2008: 100), acrostic technique is the right technique for transferring short-term memory into long-term memory.

The acrostic technique helps the students' creativity in pouring their ideas into poetry. The media used in this technique is the word and it facilitates students to develop their imagination. This technique has several benefits, namely, it can help students maximize their learning time, it can help students remember information faster and longer, and it can increase students' imagination because they can enthusiastically compile words according to their desire.

Classroom action research is used as the research method. Observation, tests, questionnaires are used as the analysis techniques to retrieve data. This research consisted of two cycles. In the first cycle, the researchers conducted initial tests (pretest) on the students to write poetry with free theme. In the second cycle, the researcher gave treatment by giving poetry materials that had been adjusted and used the acrostic technique in the learning.

RESULTS AND DISCUSSIONS

The researcher used an acrostic technique in learning to write poetry on class X students at SMK Doa Bangsa Palabuhanratu. Writing poetry can express students' thoughts, imagination, and feelings. Thus, students are expected to be more creative and productive to create a work in the form of poetry. Learning to write poetry is one of the materials contained in the 2018 curriculum. Teacher and student activities when the learning process takes place are well materialized. It can be seen from the overall value of teacher activity by 73 with an average grade of 3.65 and students at 69 with an average grade of 3.45. This research uses a test technique using SPSS 22. Calculations were conducted after obtaining the pretest and posttest scores.

In the first cycle, students were given instructions to make poetry with free themes without being given treatment. The students' average grade in this cycle is 40.35; it is relatively low because the Indonesian Language KKM grade in the school is 75. The second cycle is conducted because, based on the results of the first cycle, the average value obtained is not too high.

In the second cycle, there are several stages of learning using an acrostic technique. The preparation phase, the teacher explained the learning objectives to be achieved on that day, and then the teacher explained what material will be delivered on that day along with the introduction of the acrostic technique. The delivery phase, the teacher delivered material about poetry, and then the teacher gave an initial question to the students so that students could master the learning material. The training phase, the teacher involved the students to practice using an acrostic technique after giving an explanation and how to use the acrostic technique. The competition phase, the students were given the task of making poetry using an acrostic

technique. Students made poetry based on their names, which they compose into a free theme poem. When read vertically, their names are read because they are written only at the beginning of the line in each verse. One example of poetry by students is entitled BAGUS. The title of the poetry is taken from the name of each student, and then arranged into poetry. At this phase, it turns out that students were able to increase their concentration and creativity in finding and composing the right words, so that a beautiful work could be created. After students made poetry, the teacher called several students to read the poetry they made. Giving applause after they recite poetry is a form of appreciation for what they have done.

Teacher guidance is required so that students have no difficulty in determining the right words to be arranged into poetry. Even though in reality, there are still students who have difficulty finding the right words because of the lack of vocabularies. Using an acrostic technique can help students to search for new vocabularies, thus adding to their vocabulary. The final phase, the teacher gives the opportunity for other students to ask questions and comments. The teacher and students reflect on the learning that day, and then the teacher closes the learning.

In the second cycle, an increase occurred after using an acrostic technique with an average value of 79.00. The results of this study showed that using the acrostic technique was more effective than using image media. Based on the values obtained, in SPSS 22 the t test calculation shows 0,000. With a value of <0.05 , the data contained differences in the results of the initial test and the final test before using the acrostic technique in learning to write poetry.

CONCLUSIONS

Based on the research that has been conducted on February 21, 2019, with the data that has been obtained, the researchers concluded in accordance with the objectives of the research question. The teacher and students activities at the time of learning to write poetry with the acrostic technique went well. It can be seen from the values given by the observer, in the students' activities with a value of 69 and teacher activities with a value of 73. It can be concluded that the activities of teachers and students have been implemented well. Students, with a 98% calculation that made students more creative and imaginative to find new vocabulary, responded positively to the learning to write poetry with an acrostic technique. There is a difference between the results of the initial test and the final test in students before and after using the acrostic technique in learning to write poetry. This can be seen with a

significant increase in the results of the initial test average value of 40.35 and the final test with an average value of 79.00.

Meanwhile, based on the tests conducted using the SPSS 22 application regarding the normality test, homogeneity test, t test in this research, from the calculation results that have been obtained for the normality test at the initial test of 0.709 and the final test of 0.546 shows P-Value (sig.) > 0.05, meaning that both data are normally distributed. The initial homogeneity test was 0.872 and the final test was 0.023. The value is > 0.05, and then H₀ is accepted, which means that the variants of the two groups of values are compared homogeneously. Whereas, the t test of 0,000 is < 0.05, so the data is different from the results of the initial test and the final test.

In accordance with the data above, it can be concluded that learning to write poetry by using an acrostic technique can improve students' ability to write poetry and increase students' creativity in learning to write poetry. As for researchers' suggestions, learning using this acrostic technique can be used as learning techniques used by teachers in the learning process. This technique also facilitates students to remember the material being taught by the teacher thus students can develop their creativity as much as possible. However, this technique has the disadvantage that requires a long time so the teacher needs to do repetitions until students can be well stimulated. Hopefully, the results of this research can increase knowledge in the field of education and development of science education.

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