LEARNING A POEM WRITING USING AUDIO VISUAL ASSISTED IMAGINATION SUGGESTIVE METHOD

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ABSTRACT

Background of the research is based by the difficulties of students in writing poem and learning to be student-centered, at the initial observation of the value of the students are less satisfactory. The purpose of this research is to know the difficulties of learners in writing poem and to understand student value acquisition using a method of audio visual assisted imagination suggestion that seeks to focus on learners. The research method used is a qualitative descriptive approach. The population in this study was 200 class X SMA Negeri 1 Banjaran. Sampling uses rendom sampling, obtained by class X-A as a sample in this study, as many as 32 students. The results earned the highest value students of 92, the lowest value of 67 and an average value of 78.6 with a percentage of 78.6%. A total of twenty-seven students earned their value on the minimal criteria prescribed by the school. The students ' difficulties in writing poem lie in the use of images and Magi. It can be concluded that after a tretment using the method of suggestive imaginary audio visual then the acquisition of grades of students become satisfactory and students are able to overcome the difficulties he faced.

Keywords: poem, imagination suggestive methods, audio visual, audio visual assisted imagination suggestive method.

ABSTRAK

Penelitian ini dilatarbelakangi oleh kesulitan siswa dalam menulis puisi dan pembelajaran berpusat pada siswa. Pada pengamatan awal nilai siswa kurang memuaskan. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan peserta didik dalam menulis puisi dan memahami perolehan nilai siswa dengan menggunakan metode sugesti imajinasi berbantuan audio visual yang berusaha untuk fokus pada peserta didik. Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif. Populasi dalam penelitian ini adalah 200 siswa kelas x sma negeri 1 banjaran. Pengambilan sampel menggunakan rendom sampling, diperoleh kelas x-a sebagai sampel dalam penelitian ini sebanyak 32 siswa. Hasil yang diperoleh siswa dengan nilai tertinggi 92, nilai terendah 67 dan nilai rata-rata 78,6 dengan persentase 78,6%. Sebanyak dua puluh tujuh siswa memperoleh nilai mereka pada kriteria minimal yang ditentukan oleh sekolah. Kesulitan siswa dalam menulis puisi terletak pada penggunaan gambar dan majus. Dengan demikian, dapat disimpulkan bahwa setelah latihan menggunakan metode sugestif audio visual imajiner maka perolehan nilai siswa menjadi memuaskan dan siswa mampu mengatasi kesulitan yang dihadapinya.

Kata kunci: *puisi, metode sugestif imajinasi, audio visual, metode sugestif imajinasi berbantuan audio visual.*

INTRODUCTION

The literary portion of Indonesian language learning in the 2013 curriculum revision is still very little compared to the genre of text, so it must be conveyed in depth to the students, so that the birth of interest and love to Indonesian literature. Poem is one of the literature that observe the aesthetic value in the writing, there is in the study of Indonesian language in the class X precisely in Chapter 9, become one of the basic competencies that must be presented to students. Poem is a compaction of short language, having rhymes, sound that harmonizes in the figurative Word (Waluyo, 2002). In practice, learning to write poem of students is still difficult in making or developing poem. The ability to write poem has a positive correlation with the habits and interests of reading literature (Mustika, 2016), of course the difficulties experienced by the students closely related with the students ' interest in the lack of reading poem literary works.

Currently, the learning process should be sought-after, learning to teach in the process can be done in various ways, one of them through audio visual assistance as a medium. Audio visuals make it possible to stimulate students through their sense of sight and hearing. Learning to write poem is something that can attract students if it is connected with audio visual that can be short movies, video clip, animated images and other forms of audio visual. Audio visuals are educational and learning media that make the ears and eyes of learners active (Azhar, 2015).

The learning method becomes one of the important components in achieving the prescribed indicators that students are able to write poem by observing diction, images and Magi. Writing is a process of creativity that can also mean the pouring of thoughts or ideas in the form of writing language (Dalman, 2016). Using a suggestive method of imagining audio visually tested in the class X SMAN 1 Banjaran, the steps taken are explaining the topic, preparing the media, playing the video clip. The steps as a preliminary step in the stimulus to the vision and hearing senses are directed to write poem in accordance with

each student's imagination, poem writing should observe the diction, Imaji, rhythm and the magistrating in his writings (Kosasih, 2012).

METHOD

Through a qualitative descriptive approach, and using rendom sampling as its sampling technique, an X-A-class sample of 32 students from 200 populations is available at SMA Negeri 1 Banjaran. Samples are representative of the population number as primary data, while the population is all subject to research (Arikunto, 2014). Rendom sampling or simple rendom sampling is a way of using randomly generated sample members and ignoring the strata within the population (Sugiyono, 2014). Instruments used in the form of tests and interview sheets, the test is used to determine the value of students in writing poem, while interviews are used to determine the difficulties faced by the students, the interview directly to the students who have the smallest value, aimed to make the students express their difficulties personally.

RESULTS AND DISCUSSION

Results

Students are given treatment using a suggestive method of audio visual assisted imagination, then students are given a psychomotor test. Aims to determine the acquisition of grades and difficulties in writing poem, of course in writing poem should pay attention to diction, images and Majas. Here are the student psychomotor value.

Table 1 Student Psychomotor Value Acquisition

No	Nama	Psikomotor			Skor	NA
		Diksi	Imaji	Majas		
1	Agung Eka Arifin	3	4	3	10	83
2	Andini Nurlaeli	4	3	4	11	92
3	Anza Sumanjaya	3	3	3	9	75
4	Andhika Yoga	2	3	4	9	75

No	Nama	Psikomotor			Skor	NA
		Diksi	Imaji	Majas		
5	Arman Muhammad	3	2	3	8	67
6	Beni Hadiansyah	3	3	2	8	67
7	Betri Cindy Lasifa	3	3	4	10	83
8	Chandra Darisman	4	3	3	10	83
9	Chintya Riani	3	4	2	8	67
10	Deni Permana	3	2	4	9	75
11	Deris Prandita	3	3	3	9	75
12	Diwi Arini Pratiwi	3	3	4	10	83
13	Eka Siti Nurwina	3	4	3	10	83
14	Eldi Bian Santosa	3	4	2	9	75
15	Erna Rosdiana	4	1	3	8	67
16	Faiha Anisa Fitri	4	3	3	10	83
17	Faldi Al Fajar	3	3	4	10	83
18	Gerry Firdaus	3	3	3	9	75
19	Gian Wiguna	3	3	4	10	83
20	Ika Syakila	3	4	4	11	92
21	Imas Asrida	3	3	4	10	83
22	Ina Mutiara	4	3	3	10	83
23	Linda Yulianti	4	3	3	10	83
24	M. Kevin Margono	3	3	3	9	75
25	Melani Natalia	3	3	2	8	67
26	M. Ridwan	3	3	4	10	83
27	Rachma Desia	4	3	4	11	92
28	Rinrin Erawati	3	4	3	10	83
29	Rizkawati	3	2	4	9	75
30	Santi Hasanah	3	3	3	9	75
31	Tika Syakila	3	3	3	9	75
32	Yonas Ariyanto	3	3	3	9	75
Number of values						2.515
Largest value						92
Smallest value						67
Average Rating						78,6

Value = (Student score) × 100   (maximum score = 12)

(maximum score)

According to the table above, it may be described that earning the student psychomotor value in writing audio-assisted poem, i.e. the total value of 2515 with the largest value of 92 achieved by three students, the smallest value gained by five students is 67, the average value of 78.6.

From the data displayed can be concluded that the acquisition of the value of students is relatively satisfactory although there are five students whose value is still small is 67, while twenty-seven students get a relatively good acquisition value in the sense of obtaining the value above the minimum determination of the school which is 72, then it can be concluded that the value of learners in the study of poem using a method of voice.

To find out the students ' difficulties with writing poem, the samples that have the smallest value are given special treatment and interviews, students are allowed to reveal all the difficulties they have in the study, following the interview results to reveal the difficulties of the students.

Table 2 Interview results

No	Name	Difficulties and Treatment
1	Arman	Difficulty Aspects of Imaji get score 2 In the interview Arman mentioned that the difficulty did not fully understand the images in a poem. Treatment Reexplaining about the images in poem to Arman understands and able to write visual or audio images in poem.
2	Beni	Difficulty Majas aspects get a score of 2 In an interview Beni said that less interested in poem, in filling the test of filling origin only. Treatment

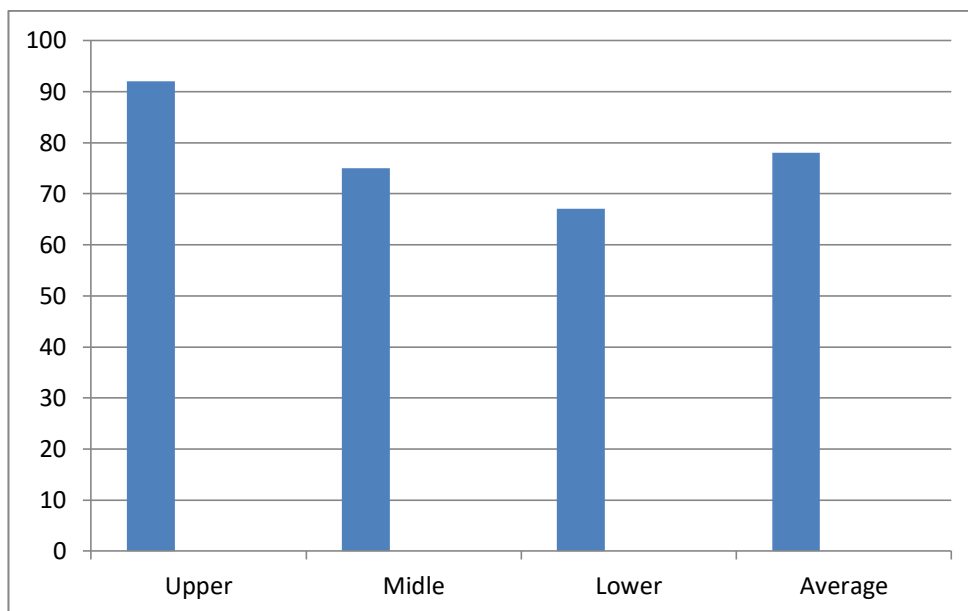| No	Name	Difficulties and Treatment
		Explain the benefits and advantages that Beni will get in accordance with his wishes and mindset, as well as provide examples of works of famous poem and can represent the hearts and feelings of audio visual assisted. In addition, it gives a positive suggestion on Beni.
3	Chintya	Difficulty Majas aspects get a score of 2 In the interview Chintya revealed that the difficulty has not understood the majas, because of the kind of magi so many. Treatment Reexplaining the Majas-majas that can be used in poem, Chintya can master some of the most Chintya likes.
4	Erna	Difficulty Aspects of Imaji get a score of 1 In an Erna interview, the difficulty is often lost in learning, as well as not understanding what and how the images are. Treatment Provide input and tips in order to be able to concentrate on learning and re-explain the images in poem to Erna and able to write visual or audio images in poem.
5	Melani	Difficulty Majas aspects get a score of 2 In a Melani interview telling her that the difficulty is often confused between the one and the other Magi, Melani often has a dissimilar condition. Treatment The first to be overcome by Melani is a condition of being paused by reading often, light readings and rearranging the readings according to the plot, after which it can be resolved then Melani is advised to arrange some of the Magi along with an example.

Based on the table of the above interviews can be concluded, that students ' difficulties in learning to write more poems on the use of the Majas in a poem, and some students have difficulty in the use of Imaji.

Discussion

Many factors that influence students ' difficulties in learning, in writing poem, the only difficulty triggered by personal problems, lack of focus or in the condition of being in the process, it can be solved with proper treatment, it is in the table of interviews.

The following is the grapific value acquisition, classification of upper limit, middle limit, lower limit.

Graph 1 Classification of Upper Limit, Middle Limit, Lower Limit

Based on the graph above, the highest value is 92, the middle value is 75 and the lowest is 67, with an average value of 78.6. The average acquisition exceeded the average score determined by the school, which was 72. This means that learning poem using the audio-visual assisted imagination suggestion method is successful or suitable for use in the learning process.

CONCLUSION

It can be concluded that the author writes poem using a method of suggestive imagination audio visual, resulting in a proven psychomotor test with the highest value acquisition of 92, the lowest value of 67 and an average value of 78.6 with a percentage of 78.6%. A total of twenty-seven students received a value acquisition above the minimum submission criteria that the school had determined. There are still students who have difficulties in writing poem especially in the use of images and Magi, it is triggered by various factors.

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