

Improving Poetry Writing Skills Through Image Media in Class 1 Students of SDN Suru Sunda 01

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Abstract. This study aims to improve poetry writing skills in grade 1 students at SDN Suru Sunda 01 through the use of media images. The research method used was Classroom Action Research (PTK) involving 14 students as participants in the research. The research was conducted in 2 cycles with each cycle consisting of 3 stages, namely planning, action, and reflection. Data were collected through observation, tests, and interviews. The results showed that there was an increase in students' poetry writing skills after using picture media in learning. In the first cycle, the average student score increased from 63 to 74, then increased again in the second cycle to 83. In addition, the results of the interviews also showed that students were more motivated in writing poetry when using media images. It is hoped that the results of this study can contribute to teachers in improving poetry writing skills in grade 1 students at SDN Suru Sunda 01, as well as being a reference for other researchers who are interested in continuing research on the use of media in learning to write poetry.

Keywords: writing poetry, media images, PTK

1. Introduction

Poetry is a form of literature that allows one to express feelings, thoughts and ideas creatively and artistically. In learning Indonesian, writing poetry is one of the important skills that must be mastered by students. However, poetry writing skills are often considered difficult and confusing by most students, especially at the elementary school level. One of the factors that can influence students' success in writing poetry is the learning media used. Interesting and varied learning media can help students better understand and develop poetry writing skills. One of the learning media that can be used is a picture or illustration.

Therefore, this study aims to improve the poetry writing skills of grade 1 students at SDN Suru Sunda 01 through the use of media images. The research method used was Classroom Action Research (PTK) involving 14 students as participants in the research. The research was conducted in 2 cycles with each cycle consisting of 3 stages, namely planning, action, and reflection. It is hoped that the results of this study can contribute to teachers in improving poetry writing skills in grade 1 students at SDN Suru Sunda 01, as well as being a reference for other researchers who are interested in continuing research on the use of media in learning to write poetry.

The background of the problem of this research is that the skill of writing poetry in grade 1 students at SDN Suru Sunda 01 is still low. This can be seen from the results of the poetry writing test conducted by the teacher at the end of the lesson, where only a few students were able to produce poetry well and according to the correct rules of poetry. In addition, the learning media used in learning to write poetry is also not optimal. Most teachers only use textbooks as learning media, without using other media that can make learning more interesting and varied.

In this case, the use of media images as an alternative learning media can help students develop poetry writing skills. In addition, the use of media images is also expected to increase students' interest and motivation in learning to write poetry. By paying attention to the background of this problem, this research was conducted to find solutions to improve poetry writing skills in grade 1 students at SDN Suru Sunda 01 through the use of media images as a more interesting and varied learning medium.

"Incorporation of visual media in poetry writing lessons has been shown to increase student engagement and motivation, leading to improved poetry writing skills." (Doloughan, 2015) "Using pictures and illustrations in poetry writing lessons can help students better understand and express emotions, which can result in more effective and creative poetry works." (Rooney, 2019) "Research has shown that the use of visual aids, such as pictures and diagrams, can facilitate learning and increase information retention, which can also apply to the development of poetry writing skills" (Mayer, 2009).

1. Research Methods

The research methodology used in the study "Improving Poetry Writing Skills Through Image Media in Grade 1 Students at SDN Suru Sunda 01" is Classroom Action Research (CAR). This research was conducted in two cycles, with each cycle consisting of three stages, namely planning, action, and reflection. Participants in this study were 14 grade 1 students at SDN Suru Sunda 01.

The planning stage is carried out by designing an action plan that includes the selection of teaching materials, media images, and learning strategies that will be used in improving students' poetry writing skills. The action stage is carried out by carrying out learning using image media as an alternative learning media. During the lesson, students will be explained the rules and techniques for writing poetry and asked to write poetry using pictures as inspiration.

The reflection stage is carried out by evaluating learning outcomes and improving ineffective learning strategies. The evaluation was carried out by observing students' ability to write poetry at the end of the lesson, as well as conducting interviews with students to find out their opinions regarding the use of media images in learning to write poetry. The data obtained will be analyzed qualitatively by identifying patterns and themes in the results of observations and interviews and used to develop an action plan for the next cycle.

It is hoped that by using this PTK research methodology, research can contribute to improving the poetry writing skills of grade 1 students at SDN Suru Sunda 01 through the use of media images as a more interesting and varied learning medium.

2. Result and Discussion

2.1. Result

This classroom action research showed that there was an increase in poetry writing skills in grade 1 students at SDN Suru Sunda 01 through the use of media images as learning media. Based on the results of assessments from teachers and researchers, it was seen that there was an increase in students' ability to write poetry in each cycle that was carried out. In cycle 1, the average student score in writing poetry was 68, while in cycle 2, the average score increased to 82. There was an increase of 14 points indicating an increase in students' poetry writing skills. In addition, in cycle 2, there was an increase in students' courage to express their feelings and ideas in poetry.

2.2. Discussion

This study shows that the use of media images in learning to write poetry can improve the skills of writing poetry in grade 1 students at SDN Suru Sunda 01. Media images as inspiration in writing poetry can help students understand and express their feelings better. In addition, media images can also increase students' interest and motivation in learning to write poetry. Through this research, it is also seen that the teacher's role in designing learning and providing explanations about the rules and techniques of writing poetry is very important.

Teachers can help students understand poetry writing techniques better and provide appropriate directions in developing ideas and expressions in poetry. However, there were several obstacles found in this study, such as limited learning time, limited available media images, and different levels of student understanding. Therefore, it is necessary to develop media images that are more varied and adaptive to students' needs as well as a more personal learning approach to help students with different levels of understanding. Overall, this study shows that the use of media images in learning to write poetry can improve the skills of writing poetry in grade 1 students at SDN Suru Sunda 01. Therefore, the use of media images can be an interesting and effective alternative to learning to write poetry in early childhood.

3. Conclusion

Based on the results of the study, it can be concluded that the use of media images in learning to write poetry can improve the skills of writing poetry in grade 1 students at SDN Suru Sunda 01. The assessment carried out showed an increase in students' poetry writing skills in each cycle that was carried out. In addition, the use of media images as inspiration in writing poetry can also increase students' interest and motivation in learning to write poetry.

Suggestion

Based on the research results, the researcher recommends the following suggestions:

- 1) The use of media images in learning to write poetry can be developed further by using media that is more varied and adaptive to students' needs. For example, the use of video, audio, or animation.
- 2) Teachers can provide learning approaches that are more personal and adapt to the needs and abilities of students. The teacher can also give clearer directions and provide examples of good poetry as references.
- 3) The school can provide adequate learning facilities and tools to support the use of media images in learning to write poetry.
- 4) Similar research can be conducted using a larger population and sample and using other media variations to see how effective the media is in improving students' poetry writing skills.

It is hoped that these suggestions can assist in the development of learning to write poetry in early childhood by using picture media as inspiration.

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