

The Ability of Eleventh Grade Students at SMA Negeri 3 Ambon in Write Poetry Using Natural Media

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ABSTRACT

Writing is one of four language skills. Of the four language skills, writing ranks last. That is, the ability to write can be achieved if the other three skills (listening, speaking, and reading) have been acquired first. The ability to write poetry is one of the competencies that must be mastered by junior high school students. The fact proves that not all junior high school students are able to write well, especially writing poetry. Therefore, it is necessary to conduct research to identify and overcome these problems. The purpose of this study was to describe the ability to write poetry through natural media of class XI students of SMA Negeri 3 Ambon. The method used is descriptive quantitative method using statistical formulas and calculations. The main data of this study were collected by test technique. The test was conducted on 30 students. The results showed that the ability of eleventh grade students at SMA Negeri 3 Ambon in write poetry using natural media was good.

INTRODUCTION

One of the supporting factors for the national development of a country is education. Education is a conscious effort and effort made by humans to improve and develop abilities, creativity, and quality of learning at every level of education. In the world of education, which plays an important role is that all education personnel in this case are teachers because it is the teacher who acts directly as a motivator and facilitator for students in the teaching and learning process. In improving the quality of education in the school environment, it is necessary to make efforts to improve the student learning process which is supported by the quality, quantity and creativity of teaching staff because teaching success is not only seen from the results but also from the process (Fauzi & Falah, 2020; Hadisi et al., 2017). How to create reciprocal interactions between teachers and students that make the teaching-learning atmosphere more optimal. This requires a teacher to be creative. The teacher functions as a facilitator because the teacher guides students in constructing their own knowledge.

Teachers freely choose approaches, methods, and learning techniques that are considered appropriate to the conditions faced by students because the characteristics possessed by students in one class differ from family background, level of intelligence, motivation and so on. With a variety of differences in characteristics, it is hoped that teachers can overcome them. One way that can be used is to use appropriate teaching media. In simple terms, teaching media can be formulated as a supporting tool that can provide convenience for teachers and students to achieve learning goals (Abdullah, 2017; Nurrita, 2018). Sometimes in teaching Indonesian, especially in the field of literature, one thing that is rarely thought of is learning media. So far, it seems that literature teachers are only satisfied if they only "mediate" literary works. In fact, no matter how interesting the chosen literary work, if without supporting teaching media, it actually does not provide an interesting atmosphere.

The creation of literary works is something that cannot be separated from appreciation. In a sense, the ability to write poetry needs to be considered. This can be seen in the way in which the theme, taste, tone, and message are displayed in the poem. These factors really support the process of writing poetry so that students are able to appreciate to the level of creating literary works, especially poetry. When we write a poem That means we have conveyed an interesting life experience to everyone who reads it. Many people have interesting experiences, but these experiences cannot be developed into a poem. This is caused by the lack of literary creativity and one's ability to be creative. Why are some people less able to create a poem when there are many events or experiences that can be taken as a source to be developed into a poem? Especially for students, can they create a poem? Therefore, the teacher as a facilitator needs to provide reinforcement of knowledge about poetry and its writing techniques to students before they start writing. On the other hand, it is impossible for students to be able to write poetry if they are only in class, but it would be better if the learning environment was created according to the context experienced by students. In other words, a natural learning environment is very supportive of the achievement of learning objectives.

THEORETICAL REVIEW

Learning Media

The word media comes from the Latin "medius" which is the plural form of medium. The boundaries of the media are very broad. However, we limit it to educational media only, namely the media used as tools and materials for learning activities (Furoidah, 2020). When viewed broadly, humans, materials or events that build conditions that enable them to acquire knowledge, skills or attitudes can be referred to as media. In this sense according to Gerlach & Ely that teachers, textbooks and the school environment are media (Arsyad, 2003).

Educational media are everything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, concerns, and interests of students in such a way that the learning process occurs (Mustaqim, 2016; Tafonao, 2018).

Fleming (Arsyad, 2003) said that in addition to being a delivery system or regulation, the media is often replaced with the word mediator is the cause or tool that intervenes in the two parties who also inhabit it. With the term mediator, the media shows its function or role, namely connecting the two main parties in the student learning process.

Learning Media Functions

In a teaching and learning process, teaching media has a very important role. In general, the media has several uses, namely: (1) clarifying the message so that it is not too verbalistic, (2) overcoming the limitations of space, time and energy, (3) creating a passion for learning, more direct interaction between students and learning resources, (4) enabling students learn independently according to their visual, auditory & kinesthetic talents and abilities, and (5) give the same ideas, equate experiences and generate the same perceptions (Nurrita, 2018). It is said that because one of the main functions of teaching media is as a teaching aid that also influences the climate, conditions, and learning environment that are arranged and created by the teacher (Arsyad, 2003). Dale (Endraswara, 2005) briefly suggests that the tools (media) function to facilitate the achievement of educational goals.

Sujana and Rivai (Arsyad, 2003) suggest that the benefits of teaching media in the student learning process are:

- a. Teaching will attract more students' attention so that it can foster learning motivation.
- b. The meaning of teaching will be clearer so that it can be understood by students
- c. Teaching methods will be more varied, not merely verbal communication through the teacher's words, so that students do not get bored and teachers do not run out of energy.
- d. Students do more learning activities.

The use of teaching media in the teaching and learning process will actually have a positive impact on the world of education if teachers are really

skilled and creative (Ahmadi & Syahrani, 2022; Kusuma, 2017). Therefore, it can be said that teaching media if used properly will be able to provide many significant benefits for both students and teachers themselves.

Natural Media as Literature Teaching Media

Endraswara (2005) stated that several experts often suggest that teachers who enter the class can bring "cows and grass", not just bring paintings of cows and grass. That is, the "original" (natural) teaching media is indeed more interesting than secondary media. Natural media in the form of leaves, rocks in nature, animals and others obtained by bringing students into the open. It is intended to bring the imagination of students to be more focused and make it easier for students to be able to pour all their inspiration through natural media.

Anderson (Tafonao, 2018) suggests that media selection is an integral part of instructional development. For this purpose, he divides the media into several groups, including environmental media as teaching media. He compares environmental media with other media based on criteria such as the ease of obtaining it, the flexibility of the user, the suitability of existing sources of conditions and limitations such as manpower, facilities, funds and so on. Therefore, the surrounding environment must be optimized as a medium in teaching and more than that it can be used as a source of student learning, especially in the field of literature. Thus, a natural learning environment is needed in the teaching and learning process because it can improve students' abilities both cognitively, affectively, and psychomotor.

The ability to write poetry is an accumulation of the three things above so that its achievement requires the right learning environment, namely a natural environment. Endraswara (2005) said that in the creative process of writing poetry in schools, students should train themselves to be responsive to their environment. The response of a person (author) to the environment that will help the initiative to flow imagination. This flow of imagination shows that creativity is a process that produces something new.

METHODOLOGY

This research is descriptive quantitative which aims to describe and record information about a situation at a certain time. Basically, this research provides a clear picture of the ability to write poetry using natural media so that the results are truly accurate and factual. The population of this study were eleventh grade students at SMA Negeri 3 Ambon, amounting to 300 people. While the sample is 10% of 300 = 30 students. The main data collection is done by test technique. The test data will be analyzed using the following formula.

$$\bar{X} = \frac{\sum X}{N} \dots \dots \dots (1)$$

The use of statistical formulas in this study is to obtain a description of how big the level of achievement of the object under study is (Nurgiantoro, 2018). The percentage categories used in analyzing test data are with the following provisions.

Table 1. The Percentage Categories

81% - 100%	excellent
61% - 80%	Very Good
41% - 60%	Good
21% - 40%	Fair
0% - 20%	Poor

RESULTS

To measure the students' ability to write poetry, the writer conducted a test on the sample students. The methods used in conducting tests for sample students are as follows:

- a. Ask students to write poetry according to the writing steps.
- b. Considering that the test is made in the form of an essay, the indicators used as a benchmark are:
 - 1) Ability to display sense,
 - 2) Ability to display feeling,
 - 3) Ability to display tone, and
 - 4) Ability to display the intention.

Table 2. Poetry Writing Assessment Guidelines

Criteria	Score 4	Score 3	Score 2	Score 1
sense	the sense displayed is very good	the sense displayed is good	the sense displayed is fair	the sense displayed is poor
feeling	the feeling displayed is very good	the feeling displayed is good	the feeling displayed is fair	the feeling displayed is poor
tone	the tone displayed is very good	the tone displayed is good	the tone displayed is fair	the tone displayed is poor
intention	the intention sense displayed is very good	the intention displayed is good	the intention displayed is fair	the intention displayed is poor

The formula used to assess students' poetry writing results is as follows.

$$final\ score = \frac{earned\ score}{total\ score} \times 100 \dots \dots \dots (2)$$

earned score : the total number of scores obtained by students
 total skor : $4 \times 4 = 16$
 Ideal score : 100

Thus, the assessment was carried out by three assessors, namely the researcher and two teachers in the field of Indonesian Language and Literature who teach in class XI of SMA Negeri 3 Ambon. It aims to avoid subjective judgments. The results of the assessment can be seen in the following table.

Table 3. Poetry Writing Test Results

No. Subject	Evaluator 1	Evaluator 2	Evaluator 3	Final Score $\frac{E1 + E2 + E3}{3}$
1	62.5	56.25	56.25	58
2	87.5	81	81	83
3	81	75	81	79
4	50	50	43	48
5	75	81	81	79
6	75	68.75	68.75	71
7	87.5	57.5	81	85
8	81	75	75	77
9	62.5	68.75	56.25	63
10	56.52	62.5	56.25	58
11	75	75	62.5	71
12	62.5	62.5	56.25	60
13	75	75	81	77
14	81	81	75	79
15	75	75	81	77
16	75	75	62.5	71
17	50	56.25	50	52
18	75	81	75	77
19	50	43	43	45
20	62.5	56.5	56.25	59
21	43	43	43	43
22	81	75	75	77
23	75	68.75	68.75	71
24	43	50	43	46
25	62.5	56.25	56.25	58
26	75	75	62.5	71
27	62.5	56.5	56.25	58
28	68.75	62.5	62.5	65
29	43	50	43	46
30	75	75	62.5	71

DISCUSSIONS

The score will be analyzed with the following steps:

1. First step. Determine the highest score (highest score) and the lowest score (lowest score)
highest score = 85
lowest score = 43
2. Second step. Calculates the frequency of each value. After that, the values are compiled or arranged and can be tabulated in the frequency distribution table as follows.

Table 4. Frequency Distribution of Final Score

Final Score (X)	Frequency (F)
85	1
83	1
79	3
77	5
76	1
71	6
65	1
63	1
60	1
59	1
58	5
48	1
46	1
45	1
43	1
$\Sigma = 30$	

The data in the table needs to be modified, namely by entering or including the frequency of existing scores into the following formula.

$$\bar{X} = \frac{\sum X}{N} \dots \dots \dots (3)$$

\bar{X} average score
 $\sum X$ the result of multiplying each score with its frequency
 N total frequency

Table 5. Multiplication Results of each Score with Frequency

X	F	FX
85	1	85
83	1	83
79	3	237
77	5	385
76	1	76
71	6	426
65	1	65
63	1	63
60	1	60
59	1	59
58	5	290
48	1	48
46	1	46
45	1	45
43	1	43
$\Sigma = 30$		$\Sigma = 2011$

Then determine the average value using the following formula.

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2011}{30}$$

$$X = 67.03$$

$$X = 67 \dots\dots\dots(4)$$

Based on the average value obtained, which is 67, it can be determined the level of ability of eleventh grade students at SMA Negeri 3 Ambon in write poetry using natural media, namely grades 67 and above are classified as good status, on the other hand those who score 66 and below are classified as poor status. From the scores obtained, it turns out that those who get a score of 67 and above are 17 respondents, while those who get a score of 66 and below are 13 respondents. The results of processing and analysis of test data showed that the ability of eleventh grade students at SMA Negeri 3 Ambon in write poetry using natural media was good, namely.

$$\frac{17}{30} \times 100$$

$$= 56.66\%$$

$$= 57\% \dots\dots\dots(5)$$

This part allows you to elaborate on your results findings academically. You must not put numbers related to your statistical tests here; instead, you have to explain that numbers here. You have to compile your discussion with academic

supports to your study and a good explanation according to the specific area you are investigating.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research data analysis on the ability to write poetry using natural media students of class XI SMA Negeri 3 Ambon, it can be concluded that of the 30 sample students, there are 17 respondents (57%) classified as good and 13 respondents (43%) classified as poor. This is evidenced by the mean or average value obtained by the respondents, which is 67. Thus, the level of ability of eleventh grade students at SMA Negeri 3 Ambon in write poetry using natural media was good.

FURTHER STUDY

This research is limited to the ability to write poetry of eleventh grade students. Thus, there is a limited focus and population so that it is not possible to measure the poetry writing ability of all students at SMA Negeri 3 Ambon. So, further research is needed for a wider focus and also a larger number of students so that the overall ability of students can be known.

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