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The Effect of Image Media On Students' Poetry Writing Ability In Indonesian

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Abstract

The background of the research was the need for more ability to write poetry for students in the Indonesian language subject because the learning process used still uses conventional learning models in their learning. This causes these students to be passive and bored in participating in education and needs help expressing ideas or ideas in writing poetry. This study aims to describe the effect of media images on students' ability to write poetry in the Indonesian subject in class V SD Negeri 100307 Tiangaras. This research is a quantitative research using experimental or pre-experimental research methods. The pre-experimental process, namely the One Group Pretest-Posttest Design, is a research activity that provides an initial test (pretest) before being given treatment and, after that, provides a final examination (post-test) sampling using a purposive sampling technique. The sample of this research consisted of 24 students in the experimental class and 24 students in the control class. Based on the results of the posttest, it was found that the average ability to write poetry for students using media images (experimental class) was higher than the average ability to write poetry for students taught by conventional learning (control class). The average pretest score obtained by the experimental type was 63.83. The average value received by the control class is 62.92. After taking action on both courses, the average value of the posttest practical class was 78.46, and that of the control class was 72.96. The total increase in the experimental class was 13.63%, while the control class was 10.04%. The difference in growth between the practical course and the control was 3.59%.

Keywords: Image media; Writing skills; Indonesia language lesson.

INTRODUCTION

Learning Indonesian at SD/MI is an important subject to be mastered by SD/MI students because it is used to communicate. So that with language, we can convey our wishes, opinions, and feelings. Learning Indonesian should be fun for students, but it turns out to be far from expectations. In general, teachers teach language skills and language components separately. Reading is conducted at a different time than writing. The same goes for language structure and vocabulary lessons. Not infrequently, we meet students who are assigned to make loose sentences to practice specific sentence patterns. Students need to get complete language lessons with a teaching system like this (Harahap, 2018).

Learning Indonesian is one of the subjects in the current K-13 curriculum. A thematic approach that integrates various competencies from various subjects into multiple themes. Integrating essential competencies from different issues is interdisciplinary, interdisciplinary, multidisciplinary, and transdisciplinary. To achieve the learning objectives of Indonesian, teachers or students must master four skills; speaking, listening, reading, and writing. Reading and writing skills give information, while listening and reading skills receive information (Hayaturraiyen & Harahap, 2022).

So far, what causes students to lack the ability to write poetry is that these students find it difficult to express ideas or ideas in writing poetry, another obstacle students experience in learning to write poetry. As for the utilization of the media used by the teacher in learning activities, the teacher still uses conventional learning models in his learning, so that it makes students passive, and bored, and does not arouse students' motivation and interest in participating in the teaching. Therefore, students need a stimulus for the stimulus given by the teacher to make it easier for students to express their opinions, ideas, or ideas. In the process of learning to write poetry, of course, students need to be guided and trained to improve students poetry writing skills (Sosial et al., 2020).

One way that can be used to facilitate students in writing poetry is by providing a stimulus. The stimulus that the teacher can use is using learning media as a channel that can provide an incentive for communication. Learning media that

can be used in writing poetry is to use picture media. The use of media images will make it easier for students to determine ideas or thoughts in writing poetry when compared to the absence of media. The image media that will be shown consists of several images, which, of course, these images are close to the reality of student life. So using media images in this study is expected to help students find ideas or ideas. Researchers assume that media images will make it easier for students to have skills in writing poetry (Muhammadiyah & Selatan, 2019).

Therefore, learning literature needs attention because it can help students develop their talents and interests in learning literature. Of course, there are many types of literary learning, but in this study, the researchers focused on learning literature, especially poetry (Syarifuddin & Harahap, 2021).

One of the most accessible sources of ideas for writing poetry is based on personal experience. Experience is everything that has been read, heard, seen, felt, or experienced. For example, the poem's theme is divinity when a strong idea arises as a relationship between the poet and God. Likewise, when thoughts or ideas related to social issues arise, the poem will have the theme of social criticism.

METHOD

This type of research is quantitative research using experimental research methods. Quantitative research is systematic scientific research on parts and phenomena and their relationships. Quantitative research aims to develop and use mathematical models, theories, and hypotheses about natural phenomena (Harahap, 2019).

This research was conducted using experimental or pre-experimental methods. The pre-experimental process, namely One Group Pretest-Posttest Design, is a research activity that provides an initial test (pretest) before treatment, then a final examination (posttest). The research design used in this research is the One Group Pretest-Posttest Design (Hayaturraiyen & Harahap, 2022).

RESULT AND DISCUSSION

Based on the research that has been done, the data obtained from four meetings was collected. The experimental class is a class that uses image media in the learning process, while the control class uses conventional learning. This research was conducted in March 2023 at SD Negeri 100307 Tiangaras. The researcher took a sample of two types: VB and VC. This study aims to describe the effect of media images on the ability to write poetry in class V students.

The researcher gave a pretest before the two classes were offered a different treatment. Each student was asked to work on the questions given by the teacher. The researcher then calculated the pretest results. The results show that the pretest data is usually distributed and homogeneous, so researchers can treat the experimental class using media images and the control class using conventional learning. Based on the considerations of the Indonesian language teacher, by looking at the characteristics of students in classes VB and VC, which are similar, class VB is shown as an experimental class, namely a class that uses media images in learning. The class that gets conventional wisdom is the VC class as the control class. After the two types were treated, the researcher gave post-test questions to the control and experimental styles at the next meeting.

The experimental class is a class that is given treatment with media images while learning to write poetry. The control class is the class that is in the process of learning to write poetry using conventional methods. Before the two types were given poetry writing lessons, both of them were given a pretest first to find out students' initial ability to write poetry.

The data obtained to determine the initial ability to write poetry is by using the SPSS version 23.00 program. The summary of the results of processing the pretest data for the two classes can be seen in Table 1 below:

Tabel 1
Summary of Statistical Data Pretest Score Poetry Writing Experiment Class
and Control Class

No	Kelas	N	Nilai Maksimal	Nilai Minimal	Mean	Median	Modus	Standar Deviasi
1		24	74	50	63.83	64.00	66	7.597
2		24	79	52	62.92	62.92	62	6.185

From Table 1, it can be seen that the pretest score in the experimental class, with the number of students, has a maximum score obtained is 74, the minimum value is 50, the average value is 63.83, and the median/middle value is 64.00. the mode value is 66, and the standard deviation is 7.597.

After testing, it was found that there was a difference between the results of the ability to write poetry using media images that were higher or better than the results of the ability to write poetry using conventional learning. Based on the data obtained, it shows that the values of the experimental class and the control class are different. The final average value of the practical course of, 78.46, which is higher than the average value of the control class of, 72.96. Besides that, based on the calculation results of the hypothesis test, it shows that the significance probability value is .011. Because the significance value is $0.011 < \alpha = 0.05$, then H_0 is rejected. This proves that there is an influence of media images on the ability to write poetry in students.

The research carried out can prove that the use of media images affects the results of students' poetry writing abilities. This is due to the conformity of the implementation procedure starting from the planning and implementation of the research. In the planning process, the ability to write poetry using image media is to develop ideas or ideas that have been described and write them down into a word, then into sentences and stanzas, to become a poem. This, of course, can make students take part in learning by using media images in writing poetry effectively.

The learning steps that the researcher did were as follows:

Teachers are expected to convey what is the Basic Competence of the subject concerned. In this way, students can find out what they have to master. Besides that, the teacher must also convey KD achievement indicators so that students can achieve the learning objectives.

Presentation of material as an introduction to something significant; from here, the teacher provides the momentum for the beginning of learning. When presenting material, the teacher can motivate interested students to learn.

When presenting the material, the teacher conveys the teaching material, and students are actively involved in the learning process. Students observe the pictures shown by the teacher. The images shown can be in the form of photos of landscapes, holiday activities, plants, or figures known to students.

The teacher asks questions to students, for example, asking about the situation in the village. Then the form of the question is, what picture is this? Where is this happening? What do you see in this picture? Who's there? How is the atmosphere witnessed in the image? What would you do if you were there? With these questions, students will answer with diverse opinions; student answers are used as a framework for making poetry.

Using media images that are carried out will help students develop their creativity because students at elementary school age have strong imagination powers, which will bring up ideas, ideas, and thoughts contained in writing through these images. By observing this picture, students are expected to be able to quickly determine the right choice of words in producing good writing.

Learning to write poetry to, students are given cooperatively using the chain word technique. Previously the teacher gave teaching materials about poetry and elements of poetry, then by mentioning the word "class," then each student had to say one word about class in sequence. Each student answered by saying the words beautiful, clean, standard, and window. Then the teacher writes it on the blackboard and, with the students, links each word into an array to become a poem.

In learning to write poetry, students are divided into four groups; each group is given a picture to make poetry from that picture. They can describe the image, and

each group member must make one word which will be written on the blackboard and later rearranged into an array, then stanzas to become a complete poem by their respective groups.

When learning takes place, the learning system is used by using media images. By using picture media, students are expected to find their ideas so they can write poetry. Learning is also student-centered; the teacher only facilitates students in writing poetry.

In general, the condition of implementing the learning process using media images. That begins with studying the meaning and elements of poetry. Then students observe the pictures that the teacher has given. In groups, students work on student worksheets together. Each group contributes a word from everyone. The existing terms are then linked and made into an array to become a stanza. The teacher is a facilitator when students carry out learning activities; the teacher provides material reinforcement and direction and evaluates.

Learning in the control class is done with conventional learning. The method used is lecture, question and answer, and giving assignments. In traditional education, the teacher explains the material and allows students to write poetry based on their experience. Then the teacher provides students worksheets which are done in groups, by writing down one of the experiences of the theme and making poetry together. The teacher allows asking students about things that have yet to be understood. Learning with a conventional approach makes students sit quietly listening to the teacher's explanation so that students become inactive in the learning process. This resulted in students being less able to accept the material being taught, which affected learning outcomes that could have been more optimal.

Based on the research that the researchers did, the average pretest score for the experimental class was 63.83, and the control class was 62.92. After being given the treatment and conducting the posttest, the final result of the practical course was 78.46, which was higher than the average value of the control class, which was 72.96. By looking at the average pretest and posttest scores, this research shows an increase in the ability to write poetry using media images. This research certainly strengthens previous research previously conducted by Anggoro and Joni Maryanto that

learning to write poetry using media images can improve learning outcomes and poetry-writing skills in students. So that, learning to write poetry with media images can be used as a reference by teachers in writing poetry for students.

CONCLUSION

Based on the research and data analysis results, media images affect the ability to write poetry in class V students at SD Negeri 100307 Tiangaras. Based on the results of the posttest, it was found that the average power to write poetry using media images (experimental class) was higher than the average ability to write poetry for students who were taught by conventional learning (control class). The average pretest value obtained by the experimental type was 63.83. The average pretest value for the control class was 62.92. After the action was taken in both categories, the posttest average for the experimental class was 72.96. The number of increases in the practical course based on the pretest and posttest values was 14.63%, while in the control class, it was 10.04%. Calculating the hypothesis using the t-test, namely the paired sample T-test and obtained at a significant level of 0.05, indicates that the probability value (significance) is .011. Because the significance value is $0.011 < \alpha = 0.05$, then H_0 is rejected. This proves that using media images affects the ability to write poetry in fifth-grade students in the even semester at SD Negeri 100307 Tiangaras.

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