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## Improving the ability of writing poetry through the project based learning model

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### ABSTRACT

This study aims to describe the learning model in the Indonesian language field of study, especially in improving the ability to write poetry. The research subjects used were 24 grade VIII A students consisting of 9 male students and 15 female students. The background of this research was taken because the students' ability to write poetry was still very low as seen from the scores obtained by students. The method in this research is to use the class action method which is carried out in two cycles, each cycle is carried out two meetings. The data collection techniques used are tests, observations, and documentation. The data analysis technique used is descriptive statistics. The results obtained in the width of the teacher's work observation cycle I show that in cycle I the PBL method is still not fully implemented by the teacher so that the average percentage obtained in teacher activity is 44%, where the value is still below the target required by the teacher or researchers so that the most important learning process in writing poetry can get even better results. As for the results of student observation scores, the scores achieved were also considered to be quite insufficient, of the 24 students only 14 were students whose observation scores were still at a low level and 10 more people had reached the good category. With the percentage of student observation success that reached 54.1%. The value of writing student poetry in cycle I with the highest score had reached 82 and the lowest was 48. Of the 24 students, only 10 students scored the KKM score set by the school, namely 65, while 14 others still needed be improved again. The percentage of research success at the end of the first cycle is still quite low, namely 41.6%. In the second cycle, the results of teacher work observations have increased by 72%. As for the end of this second cycle, there were 23 students who were in the good category, while 1 person was in the poor category. The result of the value obtained is with an average of 89.8 and the percentage of success obtained is 95.8% of the total number of students. As for the students' writing skills, the scores obtained by all 24 students had met the KKM, namely 65. Where the highest score reached 88 and the lowest was 64. Meanwhile, the average score obtained was 77.25 and the percentage of success was 96%.



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## Introduction

Learning is one part of the interaction process between students and teachers and learning resources in a learning environment. The implementation of learning is a series of structured and planned events or activities

using one or several types of media. Therefore, learning activities are designed by teachers who are conditioned to utilize learning resources so as to create a supportive learning environment to help students understand and understand lessons. In terms of effectiveness, a teacher is expected to be able to manage learning well. So it is very necessary to use the right method to attract students' interest in writing poetry while monotonous learning will affect the enthusiasm for learning in improving student learning achievement.

Good learning must be able to provide learning experiences and overcome learning problems. The main focus of the learning process is the activity of students who interact with learning resources with the support and assistance of educators who help make it easier for students to learn in order to master the expected competencies. The ability to write poetry is an ability that involves other aspects of language. The ability to write also has various complex fields of study. The material for writing poetry in class VIII SMP students is in accordance with the context related to the students' own writing ability. With limited knowledge, diction vocabulary, and other writing techniques, a really precise technique is needed in learning to write poetry.

Writing ability is a complex and concrete ability. Therefore, the ability to write poetry is more difficult than other language skills. This is in line with the opinion of [1] which states that compared to the other three language skills, writing skills are even more difficult for the expert speakers to master. Writing poetry is one aspect that must be studied in Indonesian language learning materials in class VIII of State Junior High Schools. Meanwhile, researchers are educators who serve as Indonesian language teachers who work at SMP Negeri 18 OKU.

The teaching experience that is carried out must be able to complete the material within a predetermined time, while teaching materials must be completed within a timeframe that has been adjusted to the academic calendar of SMP Negeri 18 OKU. Therefore, the ability and experience possessed by the teacher in the learning process really needs to be developed and improved again so that the results obtained by students in learning, especially in poetry writing lessons are needed.

The selection of the Project Based Learning (PBL) learning model is expected to provide opportunities for students to build their own knowledge, by giving students the opportunity to interact with friends in producing products in the form of written works. This learning model encourages students to be more active in learning. The role of the teacher is as a facilitator, and as an evaluator of the students' work products that are displayed in the results of the projects they work on.

In the learning process, students conduct exploration, research, interpretation, synthesis, and information to produce various forms of learning outcomes. The focus of learning lies in the core principles and concepts of a scientific discipline, involving students in investigative problem solving and other meaningful tasks, giving students the opportunity to work autonomously in construction.

## **Method**

The research subjects used were 24 grade VIII A students consisting of 9 male students and 15 female students. The background of this research was taken because the students' ability to write poetry was still very low as seen from the scores obtained by students. The method in this research is to use the class action method which is carried out in two cycles, each cycle is carried out two meetings. The data collection techniques used are tests, observations, and documentation. The data analysis technique used is descriptive statistics. The results obtained in the width of the teacher's work observation cycle I show that in cycle I the PBL method is still not fully implemented by the teacher so that the average percentage obtained in teacher activity is 44%, where the value is still below the target required by the teacher or researchers so that the most important learning process in writing poetry can get even better results

## **Results and Discussions**

### **Poetry Writing**

[2] state that writing poetry skills must be mastered by students, namely as skills that students can use in a forum to express ideas, thoughts, opinions and experiences. In addition, writing poetry is needed by students to foster a sense of sensitivity to the environment and improve language skills and generate student interest in writing poetry itself. Poetry writing skills can create sensitivity to literary works and stimulate students' brains to think creatively in appreciating literary works. In fact, poetry writing skills are still considered difficult by most students, starting from elementary and even high school. The skill or ability to write poetry is an ability that is used to express ideas, opinions and feelings to other parties by expressing language in the form of

literary writing [3]. The accuracy of expressing these ideas must be supported by literary skills. In addition, [5] states that creative poetry writing is essentially an interpretation of life.

In addition to writing skills, language skills should be taught from an early age because one of the objectives of learning Indonesian at the elementary level is to enjoy and use literature to broaden horizons, broaden character and increase knowledge and language skills. Whereas for the junior high school level, Indonesian language learning has almost the same goals as elementary schools, only the development in learning is emphasized again by the Indonesian language teacher. Likewise, learning Indonesian is very much needed by everyone until he attains a higher education, Indonesian language learning is still very necessary and used as an assessment in learning. In order to achieve this goal, educational institutions play a very important role in increasing the ability to master and use Indonesian properly and correctly. Interpretation that is expressed through creative poetry works where interpretation is used by looking at the other side of life, experiencing life with the sensitivity of feelings and then conveying it through writing, one of which is poetry.

Writing skills for a student can be interpreted as a thought process and helps to think more critically about events that happen to oneself or in their environment. The thought process in learning is based on imagination and the creation of literary works which ultimately results in a beautiful poem. Through creative poetry writing skills, students are expected to be able to create a work in the form of poetry through their thought processes and experiences.

Therefore poetry must be expressive, imaginative, and expressive. In writing poetry, the poet will devote all his aspirations to the theoretical limits of relative and easier poetry consciously and accidentally. Theoretically, it is more likely to pour out one's will, feelings and inner turmoil in the form of poetry (poetry). Then his aspirations more emphatically express corrections to his own life or the circumstances of his environment. However, the relative outpouring of the poetry of each poet always has different expressions even though they have the same nature, namely growing based on ratio and feeling. Writing skills for a student can be interpreted as a thought process and helps to think more critically about events that happen to oneself or in their environment.

### **Project Based Learning**

Project Based Learning (PBL) is a learning method that uses problems as a first step in gathering and integrating new knowledge based on real experiences in activities. [4] which states that PBL learning is a method used in classroom activities that are different from usual. Where in addition to the role of the creative teacher during the learning process to determine the success of using the design and it is expected to be able to foster student interest in learning so that the learning process feels better and more efficient. In addition, it is also used to address the boredom of students during the learning process of writing, choosing a cooperative method can be the main option.

The PBL approach is supported by constructivist learning theory which states that the basic structure of an activity consists of the objectives to be achieved as a subject that is in the context of a society where the work is carried out by means of tools, work regulations, the division of tasks in classroom application rests on active activities in the form of doing (doing) rather than passive activities "receiving" the transfer of knowledge from the teacher. Through PBL, the inquiry process begins by raising guiding questions and guiding students in a collaborative project that integrates various materials in the curriculum.

When the questions are answered, students can immediately see the main elements as well as the various principles in a discipline that is being studied. Based on this, it is also found in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013 concerning Standard Process for Primary and Secondary Education, which states that to encourage the ability of students to produce contextual work, both individually and in groups, it is highly recommended to use a learning approach that produces work based on problem solving such as PBL (Project Based Learning). The application of PBL to the material of writing free poetry begins with determining the objectives to be achieved in producing a product in the form of poetry.

Furthermore, the teacher as a mediator and facilitator presents learning tools in the form of image media or utilizing the school environment as a learning resource, work regulations, division of tasks. Learning in the classroom rests on active student activities, so the involvement of students in groups and discussing the process of observation and data collection.

The free poetry writing stage is directed by raising questions to guide and guide students in a collaborative project that integrates various data to reveal the meaning of learning so that students can identify the material and principles of writing poetry that they are studying.

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### Cycle Discussion 1

The value of writing student poetry in cycle I with the highest score had reached 82 and the lowest was 48. Of the 24 students, only 10 students scored the KKM score set by the school, namely 65, while 14 others still needed to be improved again. The percentage of research success at the end of the first cycle is still quite low, namely 41.6%. Based on the results of this data processing, it can be concluded that the students' poetry writing skill scores still need better attention from researchers and some improvements need to be made in the next cycle. And the need for more attention from researchers who provide teachings to students on how to write poetry so that students' ability to write poetry can be even better so that the desired value of kkm can be fulfilled.

### Discussion cycle 2

In cycle II, the procedure is still the same as in cycle I, where the meeting is held twice per cycle. For the preparation step in cycle II, the researcher added using the PBL method in the hope that this method could improve students' ability in writing poetry. Meanwhile, the steps for implementing actions and observations towards teachers and students are still the same as in cycle I. What needs to be considered by teachers / researchers is that there must be an emphasis on the PBL method used so that the results of writing poetry scores and observing student activities can meet the desired standards. In cycle 2 this also emphasizes the teacher so that the PBL method can really be accepted and understood by students, so that the students' abilities can satisfy the results.

For student observation sheets, the increase that occurred was very significant. In addition, based on teacher work observations in cycle II, there was an increase of 72% from the average acquisition of teacher work activities in learning with the PBL method in students' writing ability. As for the end of this second cycle, there were 23 students who were in the good category, while 1 person was in the poor category. The grades achieved by students are also very satisfying. Where the value obtained is with an average of 89.8 and the percentage of success obtained is 95.8% of the total number of students.

In addition, a significant increase also occurred in the results of students' poetry writing skills. In this second cycle, the scores obtained by students were very good, this may be influenced by the choice of themes that tend to be easier for students, namely using objects that are around and the circumstances around them. So that it makes students have a lot of information and an overview of what they will write. The increase in the results of the students' poetry writing ability scores can be seen in table 7. From this table it can be seen that the scores that were processed by all 24 students had fulfilled the KKM, namely 65. For the highest score reached 88 and the lowest was 64. As for the average the average value obtained is 77.25 and the percentage of success is 96%.

Based on the results of the acquisition and discussion above, the researcher states that the PBL method used can improve students' abilities in writing poetry. This is based on the obtained sources which state that if the learning method has reached 80%, the learning cycle can be stopped and declared successful using the method in the research.

### Conclusions

Based on the results of data processing that has been carried out in chapter IV, there are several conclusions that can be taken as follows: 1) PBL method can improve poetry writing skills for students, especially students of class VIII SMP Negeri 18 OKU. This can be seen from the increase that occurred in the results of writing poetry from cycle I to the end of the action in cycle II. The improvements that were achieved per action cycle indicated that the PBL method was one of the learning strategies that could be used as an alternative to learning writing, especially writing poetry for junior high school students. 2) PBL method can have a positive influence on student motivation. After using acrostic techniques, students are more active and appreciative in following the learning process. 3) The PBL method can be used as a creative and innovative alternative learning strategy in an effort to improve students' writing skills, especially writing poetry for junior high school students. 4) The results showed that the ability to write free poetry in class VIII SMP Negeri 18 OKU through the PBL method has increased. This is indicated by the class average score in writing free poetry has increased from cycle I to cycle II. The average value of writing free poetry in the first cycle was sixty five point one which increased in the second cycle by seventy seven point twenty five.

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