

Poetry by Plane Method in Learning Writing Poetry in Primary School Students

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Abstract

Literary learning activities in elementary school students refer to the activities of storytelling. As for the literary works of poetry is still less intriguing students. Therefore, learning poetry writing requires the right method of delivery so that students are motivated to be able to write poetry well. This research is intended to provide an overview for elementary school teachers in particular regarding a new method called Poetry by Plane method. In this study described the results of the analysis of previous research that has been published about student interest in the competence of writing poetry. In addition, the data were also obtained from interviews with teachers. From the data, it is known that the competence of writing elementary school students is still lacking. It is caused by a monotonous learning method, the attitude of students who still can not find the right diction in writing poetry. Based on these facts, in this research is presented a new method that can be applied in learning to write poetry in elementary school. The Poetry by Plane method is effective to be implemented in the classroom, requires student and teacher creativity, also fun for student learning atmosphere. In this method, students write poetry alternately in a piece of paper that formed aircraft, then flown according to teacher instructions to the accompaniment of music. After writing poetry, students are guided to edit so that good poetry is produced. Teachers as operators and facilitators are required to be responsive and active so the atmosphere of classes remain conducive and learning objectives can be achieved well.

Keywords: Poetry by Plane Method, Learning to write poetry

INTRODUCTION

Teachers play an important role in improving the quality of education. Therefore, teachers are required to be able to carry out active learning, creative, effective, fun and centered on the students. Writing competence is generally only emphasized in terms of language and development of experience. During this time, teachers tend to pay less attention to the ability of students in literary competence.

One of the lesser literary works of the teacher is poetry. Poetry is a work that should get serious attention from teachers or students. In writing poetry, students are expected to be able to make poetry and understand it. Reinforced by Tarigan (in Ganie, 2015: 57) that poetry is a matter of

searching and painting something desirable. Thus, the purpose of poetry is not to describe the truth, but to worship the truth and to give the soul something more beautiful image.

In general, students at the elementary level are less able to develop their poetry skills. In the process of disclosure, still tend to be closed. Therefore it takes a fun learning method and indirectly involves the participation of students in making poetry. *Poetry by Plane* is expected to be a solution to increase students' interest in learning to write poetry.

Literature Review

1. Learning Method

Pleasant learning is commonly referred to as PAKEM learning. According Budimansyah, et al (2009: 70). PAKEM

stands for *Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan* (Active, Creative, Effective and Joyful Learning). Active means that in the learning process the teacher must create an atmosphere in such a way that the active learners ask questions, put forward ideas, and search for the data and information they need to solve the problem. Creative is intended for teachers to create diverse learning activities that meet the level of student ability. Effective is does not produce what should be mastered by students after the learning process takes place. Because learning has a number of objectives to be achieved. Fun is a enjoyable teaching and learning environment so that students focus their full attention on learning so that their attention time is high. According to Utami (2010: 23) PAKEM is a learning process that is communicative and interactive between learning resources, educators and learners.

2. Poetry by Plane

This method can be classified into one of the methods of PAKEM learning. It is based on the nature of the application of a method that requires all students to be active, the student also writes creatively because in writing given the time limit. This learning is effectively applied in the classroom, and is fun for students because students' writing is shaped into airplanes such as toys and students interacting with each other. This method is made interestingly for elementary school students because it is game-based method, it also uses music as a barrier of the stage so that the class will feel fun and busy active.

3. Writing Poetry

According to Pradopo (2014: 7) suggests that the poem expresses thought that evokes feelings, which stimulates the

imagination of the senses in a rhythmic arrangement. It is something important, recorded, and expressed with annoyance and impression. The poem is a shrine and an important interpretation of human experience, transformed in the most memorable form.

Poetry is one type of literary work that represents the feelings of the author. Poetry is often referred to as the art of stringing words in which it implies a sign connection with meaning. Writing poetry can be easy, it can be difficult. Depending on our point of view. But there is no basis that can limit the writer's desire in creating poetry. Poetry is essentially written, but writing poetry is a free essay. (Yunus 20015: 59)

As we know that the emphasis of the element of feeling, poetry is also appreciation of human life and the surrounding environment where the poem was created not apart from the process of thinking poet. (Rokhmansyah, 2014: 13)

So, it can be concluded that writing poetry is included in creative writing activities that require adequate knowledge, consistent attitude to get an interesting work. Poetry can also be referred to as essays expressing feelings coupled in beautiful and meaningful words such as emotions, rhythms, and metaphors that represent life stories. Thus poetry gives effect to people who will write poetry or people who read poetry.

METHODS

This writing uses descriptive method. According to Nazir (1988), descriptive method is a method in examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present.

Data in the form of poetry learning facts that have been studied previously in several studies that have been published. In addition it is also used an interview test on one of elementary school teachers Runys Ternate. This data collection is used to obtain a picture of the condition in the school about writing poetry learning. This study describes a new method that can be used in the development of poetry writing lessons in primary schools.

RESULTS AND DISCUSSION

Based on compliance with the Competency Standards in Education Unit Level Curriculum, for V grade elementary students there are three competencies that students must master in writing poetry, among others: 1) completing the poem by image; 2) write poems based on drawings with interesting word choices; 3) write free poems with the right word choice.

The state of interest of students in the learning process of poetry is still lacking. This data is derived from analyzing some of the studies that have been done and published by previous researchers. From some of the research presented some facts about the process of learning to write poetry at the primary school level, among others:

No.	Nama Penelitian	Paparan
1.	Penggunaan model pembelajaran langsung untuk meningkatkan keterampilan menulis puisi pada siswa sekolah dasar Surabaya	Fakta dari kelas V SDN Lidah Wetan II Surabaya: Kemampuan siswa dalam menulis puisi kurang karena dipengaruhi pembelajaran yang kaku dan monoton. Siswa belajar dari sumber buku paket saja.
2.	Pengaruh Penggunaan Lagu Anak-anak	Siswa tidak suka dengan materi puisi karena siswa lebih

No.	Nama Penelitian	Paparan
	terhadap Hasil Belajar Apresiasi Puisi Kelas II SDN 1 Mireng Trucuk Klaten	menggemari cerita, sehingga siswa kurang dalam mengapresiasi materi puisi.
3.	Peningkatan Kemampuan Siswa Menulis Puisi Melalui Metode Latihan di Kelas V SD Inpres 1 Siney	Pada sekolah SD Inpres 1 Siney terdapat masalah bahwa kemampuan menulis puisi siswa kelas V dalam pembelajaran masih sangat kurang. Hal ini disebabkan oleh rendahnya kemampuan siswa dalam menulis puisi.

In addition to previous research, the lack of effective learning of poetry writing skills was also obtained from interviews with one of the teachers at SD Runy's School Ternate. From the results of the interviews, it is found that in general the students find it difficult to express their feelings so that it is difficult to find the right word choice to represent the phrase. Students are also still embarrassed and afraid to write it down. So it is necessary methods that can motivate students in writing poetry.

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1. The teacher prepares the music to be used in the learning process
2. Teacher gives instruction to student:

- a. Each student makes a single poem title with at least 1 word
 - b. Write the title and 1 sentence of poetry
 - c. Fold the paper into an airplane shape
 - d. When the music sounded, the plane was flown randomly in all directions, around students' seats
 - e. When the music stops, each student gets 1 plane
 - f. Then the students write the second poem sentence on the obtained plane paper
 - g. Fold the paper back into the plane
 - h. When the music re-sounds, Student flies the fighter again
 - i. Once again and again until the sentence in the paper felt quite berbenbentuk poetry.
 - j. The plane was flown to the blackboard
3. The teacher opens the plane and returns the paper according to the student's name
 4. Students are guided to edit poetry by removing unwelcome words or sentences and replace them with favored and favored words or sentences
 5. Students collect poetry.

In the application of this method there are several things that must be anticipated, among others:

1. Teachers should be able to keep the classroom in order to remain conducive. Teachers can provide additional instructions before starting the game. Instruction in the form of rules that must be obeyed by students, among others, should not write dirty things, not to cross out the paper other than sentences in poetry, not to fly airplanes out of the class, etc.

2. Music that must be prepared by the teacher should be music that corresponds to the age of the students in the learning. This is to avoid splintering student concentration.
3. To avoid flying too far, teachers can close doors and windows in the classroom.
4. Operator in this learning activity is the teacher himself. Teachers are considered most able to measure the time for activities to be performed students.
5. After the poems are collected, some students should read out the poems they have made and read out any sentences or words that have been removed or replaced. This works for other students' knowledge of proper diction for a poem.

CONCLUSION

The Poetry by Plane method is a new method of learning poetry writing intended to increase students' interest in writing poetry in class. This method belongs to the PAKEM method of learning, because it involves all students to write actively, effectively applied in the classroom, and fun because it uses the music that students enjoy in the learning process. The application of this method requires the activeness of the teacher as a single operator who must control all the students so that appropriate time management is required and rules that can cover any shortcomings so that the class remains conducive.

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