



**Improving poetry writing skills By using the image media on  
students of class x RPL smk negeri 2 sigli Study year  
2020/2021**

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**Abstract**

This research is entitled "Improving Poetry Writing Skills by Using Picture Media in Class X RPL Students of SMK Negeri 2 Sigli in the 2019/2020 Academic Year." The expected goal is to improve poetry writing skills. The problem behind this research is the lack of student interest in learning to write poetry. To overcome this, it takes effort and creativity of teachers. The use of image media is one of the efforts to solve this problem. The data analysis technique used descriptive analysis. The results showed that 75% achieved complete learning and as many as 89.7% of students actively participated in learning. Using image media can improve Indonesian language learning outcomes in the aspect of poetry writing skills for students of class X RPL at SMK Negeri 2 Sigli. In addition, the use of image media can increase student motivation and activity in the learning process so that learning outcomes also increase.

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## INTRODUCTION

### Background of the problem

Writing is an important skill aspect in learning Indonesian in Vocational High Schools (SMK). This is in accordance with the content contained in the graduation competency standards (SKL) for Indonesian language subjects (according to the Government Regulation of the Republic of Indonesia Number 20 which contains the 2013 Curriculum concerning the National Education Standards Regulations) is the ability of graduates which includes (1) attitudes, knowledge, and skills in Indonesian, (2) mastery of material levels well, and (3) language skills in which there is writing ability.

By writing, everyone can express various ideas and ideas well and regularly in written form. This aspect of skill is one of the most important aspects of language skills that must be mastered by every student. The ability to write is not only needed in learning a language, but is needed in every area of life.

The subjects in this study focused more on the material for writing poetry. However, most students of class X RPL at SMK Negeri 2 Sigli have difficulty expressing their thoughts in written form, especially writing poetry. This difficulty occurs due to several factors. As a result, many students are constrained when dealing with material related to writing. Students at the SMK level should be able to write well. However, in reality, writing practice activities have not been able to fully run well. If this condition continues, it is feared and believed that the direction and objectives of learning Indonesian cannot be achieved optimally.

The factors causing students' inability to write were revealed by Tarigan. According to Tarigan (2005:3), the causes of students' inability to write are: (a) the attitude of most of the people towards the Indonesian language has not been encouraging. They are not ashamed to

use the wrong language; (b) the busyness of Indonesian language teachers outside of their working hours causes them to no longer have time to think about how to implement writing lessons that are interesting and effective; (c) teaching methods and techniques that are less varied and it is very possible that the results of existing students' essays have not been checked; (d) for the students themselves, writing lessons are considered a burden and less interesting; and (e) writing exercises are very less carried out by students. Based on this fact,

One solution to overcome the problem of the ability to write poetry is to use image media. This is because students prefer pictures than reading. Moreover, if the pictures are made and presented according to a good design, it will certainly increase the enthusiasm of students in participating in the learning process. Image media are easier to understand and enjoy, easy to find and find, and provide a lot of explanation when compared to verbal language (words). This is in line with the research of Hujair AH Sanaky (2009: 69) which suggests that there are differences between image or photo media and verbal, including the following: (1) image or photo media, visualizing what is in detail, (2) verbal (words and images). -kata), the weakness lies in the limited memory in telling stories and explaining,

### **Restricting the problem**

Based on the description of the background of the problem, the problems in this classroom action research are limited to several things as follows.

1. Student learning atmosphere by using picture media in poetry writing skills.
2. The learning process in the classroom by using picture media in poetry writing skills for students of class X RPL SMK Negeri 2 Sigli.
3. The learning outcomes of class X RPL students at SMK Negeri 2 Sigli with picture media in learning to write poetry.

### **Formulation of the problem**

Based on the background described previously, the research problems can be formulated as follows.

1. Can the use of image media improve Indonesian language learning outcomes in the poetry writing skills of class X RPL students at SMK Negeri 2 Sigli?
2. How is the atmosphere and learning process of students using picture media in learning poetry writing skills?

### **Research purposes**

#### **General purpose**

In line with the formulation of the problem, the general objective of this research is to improve Indonesian language learning outcomes in the poetry writing skills of X grade students of SMK Negeri 2 Sigli.

#### **Special purpose**

In addition to the general objectives above, this classroom action research specifically aims to help and facilitate students in mastering Indonesian language learning outcomes in writing skills using image media for students of class X RPL at SMK Negeri 2 Sigli.

#### **Benefits of research**

Based on the formulation of the problem and research objectives that have been formulated, it is hoped that the results of this study will provide theoretical and practical benefits.

#### **Theoretical Benefits**

Theoretically, the results of this study can add to the research literature in the field of education, namely the application of an approach to a material, especially learning Indonesian in writing skills using image media as a tool.

### **Practical Benefits**

#### **a. Student**

Increasing students' abilities in writing aspects by using image media. In addition, the use of this method is expected to change students' mindsets that learning to write is not difficult and exciting. Thus, students' love for learning Indonesian can be developed and improved so that students can achieve satisfactory learning outcomes.

#### **a. Teacher**

This research is useful for teachers because the research results can be used by teachers as a guide and reference in planning, implementing learning activities, and providing evaluations of learning in the classroom. This research is expected to make a positive contribution to teachers as an alternative choice of models, strategies, methods, and media for learning Indonesian in the classroom, especially learning to write. In addition, by observing the results of this study, it is hoped that teachers can broaden their horizons about creative, innovative, effective, and fun learning models, strategies and methods.

#### **b. Researcher**

Benefits for researchers of this class action research activity as one of the professional development activities submitted for credit applications for promotion to a higher level. In addition, the results of this study can enrich the knowledge, experience, and ability to develop the potential of researchers.

#### **c. School**

The results of this study are expected to be useful for schools, especially in efforts to improve teacher performance in schools. Improving teacher performance, especially in the implementation of learning, preparation of learning media, and proper implementation in the classroom will have a positive impact on the learning process and outcomes. This also implies that improving the quality of teachers in learning will make a positive contribution to student learning outcomes. One of the indicators for improving teacher performance is the teacher's

responsiveness to the various problems he or she faces in class and following up through classroom action research.

## **THEORY STUDY**

### **Writing skills**

Writing skill is one of the important language skills, in addition to reading, listening, and speaking skills. Writing is a form of communication that uses media. Writing is an important part that must be mastered to express good ideas and opinions.

According to Robandi (in Pamungkas, 2012: 58), writing any kind of work, including research work is not an easy job. These skills must be acquired through intensive practice to produce quality writing. However, for some people, writing is not something difficult, but for some people writing is a very difficult job.

### **Writing poetry**

According to Wiyanto in Arief Sudibyo (2008:2), the ability to write poetry is often considered a talent so that people who feel they do not have talent will not be able to write, but talent is meaningless without training. Without talent if a person is diligent in studying and practicing hard, he will be skilled in writing poetry. So, writing poetry is a type of skill, like other types of skills, the acquisition must be through study and practice, the more often you study and the harder you practice, the faster you will become skilled. Writing poetry is a very personal activity because poetry is a work that is born from the heart. Therefore, poetry is one type of personal writing. According to Tarigan (2008:31), personal writing is a written statement of our thoughts and feelings regarding our experience, for our own enjoyment, as well as for the benefit and enjoyment of relatives and close friends. The forms of personal writing include the following: (1) diaries; (2) diaries, journals; (3) unofficial stories; (4) letter; and (5) poetry. Sutedjo and Kasnadi (2008:50) reveal that the practical steps of writing poetry take into account the

various building blocks that exist. The more creative the learner is in treading these steps, of course, the faster and easier it will be to be able to write them down. (1) diary; (2) diaries, journals; (3) unofficial stories; (4) letter; and (5) poetry. Sutedjo and Kasnadi (2008:50) reveal that the practical steps of writing poetry take into account the various building blocks that exist. The more creative the learner is in treading these steps, of course, the faster and easier it will be to be able to write them down. (1) diary; (2) diaries, journals; (3) unofficial stories; (4) letter; and (5) poetry. Sutedjo and Kasnadi (2008:50) reveal that the practical steps of writing poetry take into account the various building blocks that exist. The more creative the learner is in treading these steps, of course, the faster and easier it will be to be able to write them down.

### **Instructional Media**

Learning is a system in which it contains components, namely objectives, materials, methods, media, and evaluation. All these components are closely related to achieve a predetermined goal.

Efforts to support the achievement of learning objectives are assisted by the use of appropriate tools or media. According to Susilana (2007: 3) said "media has the meaning of intermediary or introduction". Furthermore, Schram, (in Susilana, 2007:3) "media is a message-carrying technology that can be used for the learning process. Briggs (in Susilana, 2007:3) "media is a tool to provide incentives for students so that the learning process occurs". Gagne (in Susilana, 2007:4) "media are various types of components in the student environment that can stimulate students to learn". According to Miarso (in Susilana, 2007:4) "media is anything that can be used to channel messages that can stimulate thoughts, feelings, concerns, and willingness of students to learn.

Based on the opinions of the experts above, it can be concluded that the functions and benefits of learning media are an integral part of the overall learning components that do not stand alone, but are interconnected with other components in order to create a more effective

learning situation adapted to competencies and teaching materials to achieve the expected goals. .

### **Image Media**

Theoretical studies related to this research are picture media to improve writing skills. Image media is visual media in the form of images produced through the photographic process. Media images or photos are able to provide details in the form of pictures as they are, so that students are able to remember them better than the verbal method (Indriana, 2011: 64-65). Munadi (2008:89) added that images are an important and easy-to-obtain visual medium. It is said to be important because it can replace verbal words, concretize the abstract, and overcome human observation. From some of the opinions that have been put forward, it can be concluded that image media is media that is presented visually, which emphasizes the power of the sense of sight which aims to visualize the object to be conveyed to students. Image media is a representation that shows the real appearance of an object in terms of relative shape, appearance, and size. A good image used as a learning medium is an image that is in accordance with the objectives

## **RESEARCH METHODS**

### **Research Settings**

This research was conducted at SMK Negeri 2 Sigli in class X RPL even semester 2019/2020. The reason for choosing this class as the place for this research is because most of the students in this class are not able to express ideas well in writing, especially writing poetry.

This research will be carried out in the even semester (for 3 months), from January to March 2020. This research activity starts from the time the researcher identifies the problem,



determines the focus of the problem, prepares a proposal, carries out research, and prepares a research report.

### **Research subject**

The subjects of this study were students of class X RPL at SMK Negeri2 Sigli for the 2019/2020 academic year in the process of learning Indonesian in class. The number of students as many as 32 people consisting of 7 women and 25 men.

### **3.1 Data source**

The data of this research are in the form of learning implementation tools used in the context of learning writing skills involving teachers and students, class phenomena observed in the context of learning, use of image media as learning aids, and student achievement results in learning to write using image media.

The data sources of this research are students of class X RPL at SMK Negeri 2 Sigli in the process of learning Indonesian in the writing aspect and teachers/collaborators who are collaborative teachers in carrying out this research activity. In addition, the learning tools, the results of observations of the learning process, and the results of student assignments are used as input by the authors and are also the sources of data for this research.

### **Data Collection Techniques and Tools**

#### **Data collection technique**

Data collection techniques carried out in this study were carried out as follows.

- a. Test

Tests are carried out at the end of the learning process as a form of evaluation of learning outcomes in every face to face. The test is carried out using a question instrument (written test), both a description test and multiple choice questions.

b. Observation

Observations were made in the form of classroom observations while learning was in progress by using instrument sheets to see student activities in the learning process. These activities include student activities during learning, student activities when discussing with their groups, activities carried out by teachers during learning, and so on. This observation is carried out by the observer teacher (observer teacher/collaborating teacher) during the learning process.

**Data Collection Tool**

The data collection tools used are as follows.

- a. The test items are 5 questions made in essay form.
- b. The student activity observation sheet used by the observer to observe and record the activities of the learning implementation and the student learning process.
- c. Teacher PBM instrument sheet.

**Data analysis**

The stage after data collection is data analysis. According to Arikunto (2009: 96) data is the result of recording research, either in the form of facts or figures that can be used as material to compile an information. In classroom action research, the analysis is carried out by the researcher from the beginning on every aspect of the research activity. At the time of field recording through observations or observations about learning activities in the classroom, researchers can immediately analyze what they observe, the situation and atmosphere of the classroom, the way teachers teach, teacher-student relationships, student-student interactions,

and so on. Accurate and correct data collection activities are the heart of CAR, while data analysis will give life to CAR activities. Therefore,

The data analysis used is descriptive analysis consisting of

1. learning outcomes using comparative descriptive analysis, namely by comparing the test scores between cycles.
2. observation with descriptive analysis based on the results of student activity observations and teacher PBM observations and reflections.

### **Research procedure**

This research was conducted using a classroom action research method consisting of two cycles. Each cycle is carried out in two meetings. The steps in each meeting in each cycle are as follows.

#### **1. Planning**

The activities carried out in this activity are planning the learning process. The plans made are in the form of mapping of competency standards and basic competencies, syllabus, lesson plans and their equipment, selection and selection of learning media, and preparation of teaching materials.

#### **2. Implementation**

The activities carried out in this activity are carrying out all the activities contained in the planning activities and carrying out the writing skills learning process activities using image media.

#### **3. Observation**

The activities carried out were observing what research teachers did to students during PBM to see student activities and observations made by collaborative teachers on PBM organized by researchers.

#### 4. Reflection

Reflection is carried out at the end of the PBM to see the results of the PBM activities that have been carried out. Then the results of the reflection in the first cycle are a reference for researchers to take action in the next cycle (cycle II). Furthermore, in the second cycle, changes were made to the actions in the teaching and learning process against the deficiencies that occurred in the first cycle so that the PBM results would be better in accordance with the expectations and goals to be achieved.

### RESEARCH RESULTS AND DISCUSSION

#### Cycle 1

The implementation of teaching and learning activities for the first cycle was carried out on semester 1 in class X RPL with 32 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the learning implementation plan. Observation (observation) is carried out simultaneously with the implementation of teaching and learning.

From the analysis of the learning outcomes achieved by students, it was obtained data that students who scored 70 and above (above KKM 70) amounted to 15 people out of a total of 32 students. Thus, it can be concluded that students who succeeded in achieving complete learning were 46.8% and students who had not completed (under the KKM) were 17 people with a percentage of 53.2%. The student learning outcomes can be seen in the following table.

**Table 1**

**Student Learning Outcomes First Meeting Cycle 1**

<b>Cycle 1</b>	<b>Learning Outcomes (KKM 70)</b>	<b>Completeness (%)</b>
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	Value 70 and above	Value 70 and below	Complete	Not Complete
	15 people	17 people	46.8%	53.2%

Thus, from the face-to-face results, it was shown that 15 students achieved mastery learning, while the number of students in class was 32 people. Thus, the mastery achieved in the first face-to-face learning outcomes is 46.8%. The incomplete score from the first learning result was obtained by 17 students (53.2 %). Thus, it can be concluded that the first face-to-face in cycle 1 was not maximized. The research teacher will continue at the second meeting.

From the analysis of the learning outcomes of the second meeting achieved by the students at this meeting, it was found that the number of students who scored 70 and above (above KKM 70) were 17 out of the total 32 students. Thus, it can be concluded that students who succeeded in achieving complete learning were 53.1% and students who had not completed (below KKM) were 15 people with a percentage of 46.9%. The student learning outcomes can be seen in the following table.

**Table 2**  
**Student Learning Outcomes Second Meeting Cycle I**

Cycle 1	Learning Outcomes (KKM 70)		Completeness (%)	
	Value 70 and above	Value 70 and below	Complete	Not Complete
	17 people	15 people	53.1%	46.9%

Thus, from the face-to-face results, it was shown that 17 students achieved mastery learning, while 15 students had not reached the KKM from the number of students in class 31

people. Thus, the mastery achieved in the first face-to-face learning outcomes is 53.1%. The incomplete score from the first learning result was obtained by 14 students (46.9%).

**Cycle II**

From the analysis of the learning outcomes achieved by students, it was obtained data that students who scored 70 and above (above KKM 70) amounted to 21 people and 11 people were still below the KKM from the total number of students, amounting to 32 people. Thus, it can be concluded that students who succeeded in achieving complete learning were 65.6% and students who had not completed (under the KKM) were 11 people with a percentage of 34.4%. Thus, it can be concluded that there was a significant increase in students' writing ability. The student learning outcomes can be seen in the following table.

**Table 3**  
**Student Learning Outcomes First Meeting Cycle 2**

Cycle 1	Learning Outcomes (KKM 70)		Completeness (%)	
	Value 70 and above	Value 70 and below	Complete	Not Complete
	21 people	11 people	65.6%	34.4%

From the analysis of the learning outcomes achieved by students at this meeting, it was obtained data that students who scored 70 and above (above KKM 70) amounted to 24 people out of a total of 32 students. Thus, it can be concluded that students who succeeded in achieving complete learning were 75% and students who had not completed (below KKM) were 7 people with a percentage of 25%. The student learning outcomes can be seen in the following table.

**Table 4**

**Student Learning Outcomes Second Meeting Cycle 2**

Cycle 1	Learning Outcomes (KKM 70)		Completeness (%)	
	Value 70 and above	Value 70 and below	Complete	Not Complete
	24 people	8 people	75%	25%

Thus, from the face-to-face results, it was shown that 24 students achieved mastery learning, while the number of students in class was 32 people. Thus, the completeness achieved in learning outcomes in this cycle is 75%. The incomplete score from the first learning result was obtained by 8 students (25%).

**Discussion**

Based on the results obtained from the implementation of cycle 1 and cycle 2, it can be concluded that there is an increase in student learning outcomes in the discussion of writing skills. This can be seen from student learning outcomes, student activities during PBM, and the ability of teachers to manage PBM. After the analysis, this increase is directly related to the use of image media as a learning aid. In addition to improving student learning outcomes, the use of image media can help students understand and develop writing.

Furthermore, student learning outcomes in cycle 1 have not been in accordance with the desired expectations, which is 75%. Learning outcomes at the first meeting of cycle 1 only 14 students achieved completeness from 32 students. To get learning outcomes that are in accordance with the desired expectations, then proceed with cycle 2.

After the second meeting in cycle 2 was completed, there was an increase in the number of students who scored more than the KKM, namely 24 students from 32 students. This number indicates that there has been a significant increase from cycle 1 to cycle 2. These results have been in accordance with what was expected by the researcher. Data on student learning outcomes between cycles can be seen in the following table.

**Table 5**

**Student Learning Outcomes Cycle I and Cycle II**

Activity	Learning outcomes gain (KKM 70)		Completeness	
	Value 70 and above	Value 70 and below	Complete	Not finished
The first meeting of cycle 1	15	17	46.8%	53.2%
Second meeting Cycle 1	17	15	53.2%	46.8%
The first meeting of cycle 2	21	11	65.2%	34.5%
Second meeting of cycle 2	24	8	75%	25%

**CLOSING**



## **Conclusion**

Based on the study and analysis of this data, the writer can conclude that 75% of students achieve complete learning and as many as 89.7% of students actively participate in learning. Using image media can improve Indonesian language learning outcomes in the aspect of poetry writing skills for students of class X RPL at SMK Negeri 2 Sigli. In addition, the use of image media can increase student motivation and activity in the learning process so that learning outcomes also increase.

## **Suggestion**

Based on the conclusions and findings in the field during the research period, the researcher proposes several suggestions as follows.

- a. Image media can be used as one of the media in learning Indonesian, especially learning writing skills.
- b. With this research, hopefully it can be a reference for further research, especially in the field of learning Indonesian.
- c. The results of this study are expected to be useful for schools, especially in efforts to improve teacher performance in schools. Improving teacher performance, especially in the implementation of learning, preparation of learning media, and proper implementation in the classroom will have a positive impact on the learning process and outcomes.
- d. The use of image media is expected to change students' mindsets that learning Indonesian is not difficult and exciting. Thus, students' love for learning Indonesian can be developed and improved so that students can achieve satisfactory learning outcomes.

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