
Enhancing Poetry Writing Skills Using Keyword Techniques for Eleventh-Grade Students at SMK Penerbangan Cakra Nusantara Denpasar

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Abstract

This research aims to improve poetry writing skills using the keyword technique. The research method employed is Classroom Action Research (CAR), which cycles through planning, implementation, observation, and reflection. The subjects of the study are the eleventh-grade students of SMK Penerbangan Cakra Nusantara Denpasar. The research data includes tests, observations, and documentation. The instruments used are student observation sheets and skill assessment sheets. Observation data will be analyzed descriptively, while test results will be analyzed using averages. The study concludes: 1) The steps for implementing the keyword technique can improve the poetry writing learning process and outcomes for students, and 2) Selecting poetry writing themes based on local values facilitates students in expressing their ideas.

Keywords: *Keyword Techniques, Learning, Writing, Poetry*

Introduction

Writing is an activity that involves the process of thinking. This thinking process is carried out by the writer in two ways: what to write and how to write. What is written relates to the ideas or material to be written, while how to write relates to the development of those ideas. The process of gathering material to be written is done by selecting themes and topics, collecting materials, planning the structure of the writing, determining writing objectives, and developing ideas. The process of improving writing skills can be achieved by learning the Indonesian language.

Learning the Indonesian language is a mandatory subject in school. This subject encompasses four language skills: reading, writing, listening, and speaking. These four skills must be taught in an integrated manner so that students can master the Indonesian language properly and correctly. The principle of Tut Wuri Handayani emphasizes that teachers must be able to guide and channel students' behavior and actions to achieve educational goals. One of the skills taught in Indonesian language lessons is poetry writing. Poetry can help students develop reading skills, stimulate their imagination, and expand their knowledge of literature. Additionally, reading poetry also enhances students' ability to understand the meaning of a text. This demands that teachers must be good facilitators in guiding students to improve their poetry writing skills.

Based on observations of the eleventh-grade students at SMK Penerbangan Cakra Nusantara Denpasar, the initial conditions in the field indicate that students' writing skills are still relatively low. The factors causing this include 1) the teaching delivered by the teacher is still one-way, 2) the teaching model used by the teacher is not student-oriented, 3) the lack of student interest in learning Indonesian, and 4) students' difficulty in describing what they want to write.

Techniques for improving poetry writing skills are numerous, one of which is the use of the Keyword Technique. This technique can assist teachers in engagingly delivering innovative materials, thereby making students interested and enthusiastic.

Suyatno, (2010) states that “Learning using keywords aims to help students identify words that can represent the content of a reading or writing. When given a piece of writing, students can interpret it using at least five words. For example, when students are given a text about Jakarta, they immediately write down words like traffic, slum, flood, pollution, and busy. In poetry writing lessons, keywords can stimulate vocabulary. Using keywords, students can also select the appropriate words (diction) to express their thoughts and feelings in the form of poetry” (p. 74).

There are some steps for its implementation: (1) The teacher provides an introduction, (2) Students form groups, (3) The teacher hands out a writing sheet, (4) Students identify the writing and determine the theme, (5) After identifying, students discuss suitable keywords for the writing, at least 5 words, (6) Students elaborate on the keywords, (7) Students write a poem based on the selected keywords, (8) Students conclude the activities they have done, and (9) The teacher reflects on the learning process of the day.

Method

Participants/Subjects/Population and Sample

This research is classroom action research (PTK) that is carried out repetitively or cyclically. Each cycle includes planning, implementation, observation, and reflection. This research was conducted in 2 cycles, beginning with a pretest to obtain students' initial knowledge of the concept of keywords and writing poetry.

Instruments

The data collection technique in this research is a test technique, which is a test of learning outcomes in writing poetry. The test was conducted at the beginning (pre-test) and the end of the learning process (post-test).

Data Analysis Procedure

The test results obtained from this study were processed using the calculation of score intervals and predicates for KKM 75.

Findings

This Classroom Action Research was conducted in the XI grade of SMK Penerbangan Cakra Nusantara, located in South Denpasar District, Denpasar City. The research took place over one month, from May 13, 2024, to May 27, 2024. The subjects of this research were 10 students in the class, consisting of 9 male students and 1 female student. This research was carried out in two cycles, Cycle 1 and Cycle 2, with two meetings in each cycle. The stages included planning, action, observation, and reflection.

Discussion

Pre-Cycle Description

The Pre-Cycle activity is a poetry writing learning activity conducted by the researcher before entering the cycle stage. The function of this Pre-Cycle activity is to determine the initial ability of students to write poetry. This activity was held on Thursday, May 18, 2024. In this pre-cycle, the material to be taught is the poetry material that has been agreed upon.

Description of Cycle 1

Learning Plan for the ability to write poetry by applying the keyword technique. Researchers as well as Indonesian language teachers plan things that will be learned about the learning implementation plan. The planning of classroom action research in cycle 1 was made systematic and directed based on the results of initial observations made by researchers in class XI, the ability to write student poetry was still very low and had not met the minimum requirement criteria (KKM) of 75. At this stage aim to prepare the things needed during the implementation of research. In the cycle 1 action planning

stage, the researcher designs the actions to be taken. Cycle 1 was carried out 2 x 45 minutes twice a meeting. Action planning that will be carried out in cycle 1 is to prepare lesson plans as a guide in the learning process of writing poetry with keyword techniques. Furthermore, prepare an observation sheet or observation of the implementation of learning for each meeting to find out the learning process.

Learning to write poetry with the keyword technique is carried out with the following steps;

1. The teacher gives an introduction
2. The teacher gives the writing sheet
3. Students identify the writing and determine the theme
4. After identifying, students discuss keywords that match the writing with at least 5 words
5. Students describe the keywords
6. Students write a poem based on the chosen keywords
7. In the class, students read their work
8. Students conclude the activities they do
9. The teacher reflects on the day's learning

The poems written by students were written and collected through Google form and corrected by the teacher. The theme in writing poetry is freed according to the interests and abilities of each student. The results obtained by writing free poetry have not reached the minimum completeness criteria (KKM) which is ≥ 75 . The grade of C (sufficient) starts from 75. The predicates above sufficient are good and very good. The length of the grade interval for Indonesian language subjects can be determined by:

$$\begin{aligned} &(\text{Maximum score} - \text{KKM score}): 3 = (100 - 75): 3 \\ &= 8,3 \end{aligned}$$

The interval length for each predicate is 8 or 9.

Since the length of the interval is 8 or 9, and there are 4 kinds of predicates, namely A (Very Good), B (Good), C (Fair), and D (Poor), then for the Indonesian language subject the score interval and predicates are as follows;

Table 1. Grade Interval and Predicate for KKM 75

Score Interval	Predicates	Description
93-100	A	Very Good
84-92	B	Good
75-83	C	Fair
< 75	D	Poor

The average score is a combination of four aspects of the poetry writing assessment. The value of the four aspects of assessment is only one aspect that reaches good criteria, namely the aspect of mandate. The theme aspect, diction aspect, and imagery aspect only reached sufficient criteria. The scores and criteria for each aspect of the writing skill assessment can be stated in the table below:

Table 2. Criteria for Each Aspect of Poetry Writing

No	Aspects	Indicators	Criteria			
			Very Good	Good	Fair	Poor
1.	Themes	The actual theme and relevance to the content of the poem is very clear				✓
2.	Diction	The use of word choice is very precise and effective			✓	
3.	Imaginations	Contains an implied mandate or message that is very much in line with the theme			✓	
4.	Mandate	Very capable of expressing thought through words that can express sense experience.		✓		

The low skill of students in writing poetry is because students do not follow the procedure of the keyword technique in writing poetry. Students do not describe the keywords of the chosen theme. Students directly develop themes into poems.

In addition to ignoring the steps of writing poetry, the themes of the poems developed were not sourced from the learning environment. The development of themes that are not sourced from the students' environment causes the time to produce poetry writing to exceed the time provided.

Description of Cycle 2

In the 2nd cycle, 11 students obtained a score ≥ 75 or reached the KKM score. The average student score for learning to write poetry using the keyword technique in the 2nd cycle has obtained a score of 78. With this average score, there was an increase in scores from the 1st cycle to the 2nd cycle by 18. The average score is a combination of four aspects of the poetry writing assessment. The value of the four aspects of the assessment of writing poetry is in the good criteria. The criteria for each aspect of writing skill assessment can be stated in the table below:

Table 3. Criteria for Each Aspect of Writing Poetry

No	Aspects	Indicators	Criteria			
			Very Good	Good	Fair	Poor
1.	Themes	The actual theme and relevance to the content of the poem is very clear		✓		
2.	Diction	The use of word choice is very precise and effective		✓		
3.	Imaginations	Contains an implied mandate or message that is very much in line with the theme		✓		
4.	Mandate	Very capable of expressing thought through words that can express sense experience.		✓		

The implementation in the 2nd cycle was successful. The success of the 2nd cycle action was carried out by improving the learning process by explaining again the steps of the keyword technique of writing poetry that students should do. The topic that will be developed in writing poetry is also the topic in the learning area.

Process improvement through learning implementation steps starting from the introduction, the main, and the closing by applying the keyword technique procedure and determining the theme around the learning. In the process of improvement, the steps of writing poetry end with an example of a poem developed from the keywords of the topic chosen together sourced from the learning space.

The application of the keyword technique can improve students' activities and learning outcomes in writing poetry because in this lesson students' scores increased and reached the predetermined KKM. Other studies also show the same results. The results of research Helentari, et al., (2016) showed an increase in poetry writing skills using image media with keyword techniques based on test results in class VII I SMPBN 1 Sungai Raya students which included Cycle 1 and Cycle 2 tests. The results achieved have met the targets set by the teacher. This increase in average scores proves the success of learning to write poetry using image media with keyword techniques.

Similarly, Siregar (2012) in his research concluded that overall, teaching with the keyword lure method had a positive effect on the learning outcomes of writing poetry of seventh-grade students of SMP Negeri 1 Sigumpar in the 2012/2013 academic year. Another research Mufhidah, (2009) also proved that learning to write poetry with keyword discovery techniques through picture media has succeeded in improving the ability to write poetry of students of class VII C MTs Nadhlatusy Syubban Sayung Demak.

The success of learning to write poetry with keyword techniques in improving students' poetry writing skills is due to the cycle with four meetings in cycle 1, the first meeting and the second meeting, then cycle 2, the first meeting and the second meeting. Before starting the research, the researcher first conducted a pre-cycle to determine the

initial ability of students before applying the experiential learning method that would be used by researchers in cycle 1 and cycle 2.

The observation results in cycle 1 still have a lot to improve. During the learning activities, there were still many students who were less enthusiastic about learning, some students had permission to leave the class, and many students had difficulty developing ideas in learning to write poetry because students were less excited about learning.

The limitations obtained in cycle 1 became the purpose of implementing cycle 2. The results of students' short story writing skills improved in cycle 2. In the learning process of cycle 2, students became enthusiastic and active during the learning process compared to cycle 1. The initial results of the ability to write poetry can be seen in table 2. The initial results of pre-cycle poetry writing showed that only 8 students were complete with a percentage of 25% while as many as 2 students were not complete with a percentage of 75%. The highest score is 80 and the lowest score is several things. First, students are motivated to be active in writing poetry. According to Nurgiyantoro, (2016), which shows the keywords in learning to write poetry can be motivational. Changes in motivation make students more active and enthusiastic in participating in learning and students become more happy with poetry writing activities (Mufhidah, 2009).

Secondly, learning poetry with the keyword technique is able to increase students' activities in learning, especially writing poetry. students who have only written poetry without guidance or direction, become more directed poetry writing activities. Helentari, et al., (2016) mentioned that learning by using keywords aims to enable students to find words that can represent the content of reading or writing. In learning to write poetry, students are required to find words. Words that are formed into a series of words that have meaning. The existence of these keywords will encourage students to determine the right choice of words (diction) to express their thoughts and feelings in poetry. Mufhidah, (2009) proved that students' learning behavior also changed in a positive direction.

According to Afrilian, (2013), concluded that the implementation of learning begins with the teacher explaining the steps of writing poetry. After that the teacher provides a learning theme and determines keywords together with students, then students choose one of the keywords. Then, students determine the words that match the keywords. After that, the selected words are developed into lines of poetry, continued by arranging the lines into stanzas of poetry. Next, the teacher and students review the use of words and language styles. The last one is deciding on a title. The teacher asks one of the students to read their poem. Then the teacher and students ask questions and answers about the elements contained in the poem, such as diction, imagery, sound, title, feeling, and mandate.

Learning to write poetry like this is able to increase student activity in each cycle which can be seen from the aspects that are fulfilled. These aspects are:

1. Students show a happy attitude towards learning.
2. Students listen to the explanation of the material by the teacher.
3. Students are actively raising questions.
4. Students are actively answering questions.
5. Students work on the poetry writing exercise.

The keyword technique can be used as an alternative choice in an effort to improve students' poetry writing skills. With the keyword technique, students find it easier to express their ideas in the form of poetry stanzas. This will create motivation so that learning activities will increase. Finally, poetry writing skills can be improved.

Conclusion

There are several things to conclude from this research. The first steps of applying the keyword technique can improve the process of student poetry writing learning outcomes. The second is the selection of the theme of writing poetry based on the learning environment makes it easier for students to express their ideas.

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