

VISUAL VIDEO MEDIA IN IMPROVING POETRY WRITING SKILLS OF STUDENTS OF SDN BABUSSALAM 5 WEST LOMBOK

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Abstract. This research aims to determine the improvement of learning activities and poetry writing skills, as well as the response to the use of audiovisual media by fifth-grade students of State Elementary School 5 Babussalam. The research method uses a quantitative approach. Data collection was carried out through observation, documentation, tests, and non-tests through two cycles. The data collection techniques used tests and non-tests, with written tests and non-tests using observation sheets and documentation from teachers and students, as well as questionnaires. Data analysis techniques were carried out using descriptive analysis. The results of this study, in the form of student activity in the Pre-cycle was 68%, increased in cycle I to 80.50% and continued to increase to 88% in cycle II. Teacher activity in an effort to improve students' poetry writing in the Pre-cycle was 72.50% and increased to 86.50% in cycle I and increased significantly in Cycle II to 91.25%. And the completeness of student learning in writing poetry in the pre-cycle was 3.13%, increased to 21.88% in cycle I and increased further to 87.10% in cycle II. The students' responses were 84% with the category of strongly agree or very positive. Therefore, it can be concluded that the use of audio-visual media can improve students' learning activities and poetry writing skills and the responses were very positive for fifth grade students of Elementary School 5 Babussalam.

Keywords: Audio Visual Media, Writing Skills, Poetry

Abstrak. Penelitian ini bertujuan untuk mengetahui peningkatan aktivitas belajar dan keterampilan menulis puisi serta respon terhadap penggunaan media audio visual oleh siswa kelas V Sekolah Dasar Negeri 5 Babussalam. Metode dalam penelitian menggunakan pendekatan kuantitatif. Pengumpulan data melalui observasi, dokumentasi, tes dan tanpa tes melalui dua siklus. Teknik pengumpulan data menggunakan tes dan non tes, tes dengan tes tertulis dan non tes dengan lembar observasi dan dokumentasi guru dan siswa serta angket. Teknik analisis data dilakukan menggunakan analisis deskriptif. Hasil penelitian ini, berupa aktivitas siswa pada Prasiklus sebesar 68%, meningkat pada siklus I menjadi 80,50% dan terus meningkat menjadi 88% pada siklus II. Aktivitas guru dalam upaya peningkatan keterampilan menulis puisi siswa pada Prasiklus sebesar 72,50% dan meningkat menjadi 86,50% pada siklus I dan meningkat secara signifikan pada Siklus II menjadi 91,25%. Ketuntasan belajar menulis puisi siswa pada prasiklus sebesar 3,13%, meningkat menjadi 21,88% pada siklus I, dan meningkat lagi menjadi 87,10% pada siklus II. Respon siswa sebesar 84% dengan kategori sangat setuju atau sangat positif. Dengan demikian, dapat disimpulkan bahwa penggunaan media audio visual dapat meningkatkan aktivitas belajar dan keterampilan menulis puisi siswa, dan respon siswa sangat positif pada siswa kelas V SD Negeri 5 Babussalam.

Kata Kunci: Media Audio Visual, Keterampilan Menulis, Puisi

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INTRODUCTION

The central focus of the Indonesian language subject at the Elementary School level is the development and strengthening of four language skills that are closely interrelated and form an organic whole: listening, speaking, reading, and writing. The fundamental objective of this learning is to equip students with the competence and capability to communicate effectively and accurately in Indonesian, both orally and in writing. More than just mastering the technical aspects of language, learning Indonesian is also directed to foster and intensify students' appreciation of the richness and beauty of the literary treasures as an integral part of the nation's cultural heritage. Among the quartet of language skills, writing is often considered the pinnacle of the integration of listening, speaking, and reading skills. Writing is a creative process that culminates in the birth of a work called writing. More specifically, writing capability or skill can be described as a person's capacity to express ideas, thoughts, views and feelings that reside within him to other parties through the medium of written language. Writing is not a peripheral skill, but rather a fundamental competency that must be mastered completely. This skill is often associated as a characteristic of an intelligent, educated, and critical individual. Through writing, a person has the ability to interact asynchronously with others. This means that he can convey his thoughts, ideas, and feelings without having to meet face to face.

It is important to understand deeply that writing skills, including in the realm of poetry writing, are not innate gifts that simply appear without effort. Instead, they are skills that must be honed, trained, and developed through a process of training and practice that is carried out continuously, structured, and measured. Writing poetry, as one manifestation of writing skills that requires aesthetic sensitivity, is a creative process that involves efforts to pour or express ideas, thoughts, and imagination into written form. This process requires precision in choosing the right, beautiful, and suggestive words (diction), as well as awareness of the structure, rhythm, and aesthetics of language, so as to form a coherent and meaningful literary work, namely poetry.

Learning to write poetry in elementary education institutions is a productive learning process. Why is it productive? Because the final product of this process is a poem born from the hands of students. The poems created by these students are authentic expressions of the ideas or concepts they have, which are then arranged and composed by following the applicable rules of writing poetry. However, in this seemingly simple effort, namely translating thoughts, feelings, and imagination into poetry, students are often faced with various obstacles and difficulties that are not trivial. Therefore, the method of learning to write poetry must be

designed and implemented in a creative, innovative, and participatory way to minimize the obstacles or difficulties faced by students, so that the creative process can flow smoothly.

Instilling poetry writing skills from an early age at elementary school level has a very high significance. This is not only aimed at making students able to write poetry, but also to equip them with the ability to appreciate poetry deeply, understand the beauty of language, and have sensitivity to the implied meaning behind words. If this poetry writing skill is not given adequate attention and is not developed from an early age, the impact will be felt on students' imagination which has the potential to be hampered in its development. Why is imagination so crucial? Because in the process of writing poetry, students are required to synthesize several aspects of writing skills with strong imagination in determining, choosing, and arranging words that will be arranged into a meaningful and beautiful poem.

Unfortunately, the reality in the field often shows that the practice of learning to write poetry that has been carried out so far in schools tends to be dominated by a very dogmatic and theoretical approach. Teachers often focus on explaining things that are conceptual and theoretical about the ins and outs of writing poetry. Generally, teachers explain the elements that form poetry, such as rhyme, rhythm, diction, theme, and writing rules, then give students assignments to create poetry independently, and at the end of the process, teachers evaluate the results of students' work. Such a learning process, which involves minimal direct guidance, demonstration of the creative process, and in-depth exploration, often does not produce optimal results. Students find it difficult when faced with the task of writing poetry because they are not equipped with a deep understanding of how the creative process of writing poetry actually takes place, from sparking an idea to arranging it into a complete work.

In addition, the learning process that only emphasizes the outcome aspect and ignores the process aspect tends to create a static and teacher-centered classroom atmosphere. Teachers deliver material using the lecture method in front of the class, only rely on textbooks as the primary source of material, and ask students to write poetry based on very limited examples or directions in the textbook. This passive approach has a significant negative impact on students' intrinsic motivation to participate in learning activities. Students feel bored, fed up, and less active during the learning process. In fact, it is not uncommon for students to become noisy, interact with each other, or find their own activities because they are not interested, not stimulated, and do not listen to the teacher's explanation. Ideally, learning will be much more attractive, interactive, and effective if supported by the use of media that can activate the role of students, so that there is a paradigm shift from teacher-centered learning to more student-centered learning.

Based on the findings from an interview conducted with a 5th grade teacher at an elementary school, namely SDN 5 Babussalam, it was clearly identified that the essential weaknesses faced by students in poetry writing skills are rooted in three crucial phases in the creative process: difficulty in identifying interesting and relevant themes, difficulty in developing the chosen theme into a coherent writing framework, and difficulty in choosing diction or word choices that are appropriate, beautiful, and rich in variation to express ideas and feelings. In addition, it is also seen that some students show a low level of participation and are less active in participating in poetry writing learning activities. These weaknesses are very common obstacles and often become stumbling blocks for someone, especially children, when they try to string words into poetry.

Audio visual media, according to its terminology, is a type of learning media that integrates two important elements that complement each other: sound elements (audio) that can be captured by the sense of hearing and image elements (visual) that can be observed by the sense of sight. This type of media is expected to be an effective and solution-oriented learning alternative to help overcome teachers' limitations in delivering poetry material in a more targeted, interesting, and interactive way.

Audio-visual media, especially those specifically designed and adapted to the psychological characteristics and world of children, have extraordinary capabilities to stimulate students to concentrate more, focus more, and digest the material presented more easily. The delivery of material through audio-visual media can be much clearer, more captivating to students, and easier to understand compared to the delivery of material through lecture methods which tend to be monotonous and passive. In addition, the use of audio-visual media has a very positive psychological impact on students because of its more sensory-attractive nature, more enjoyable, and able to instill strong memory traces or memories in students. By stimulating students' senses of hearing and sight simultaneously, audio-visual media allows students to further explore, absorb, and internalize the meaning contained in the media display. It is hoped that this will facilitate students in pouring out their ideas, thoughts, imaginations, and thoughts into written form, and be able to express the things they feel into poetry better, more creatively, and richer in meaning.

METHOD

This study adopts a descriptive quantitative approach. According to Sugiyono (2016), quantitative research methods are rooted in the philosophy of positivism and present data in the form of numbers. Meanwhile, descriptive methods aim to describe systematically, factually,

and accurately the status or phenomena of humans, objects, events, ideas, or current events. Thus, quantitative descriptive research is a study that presents a real and actual picture of variables, supported by numerical data from the research results.

One of the approaches in this research is Classroom Action Research (CAR). Trianto (2011) defines CAR as a research activity that focuses on the learning process that is given intervention (action) intentionally in the classroom, with the aim of overcoming problems or improving the quality of learning. Tampubolon (2014) added that action research is an effort to solve problems through real actions carried out in a cycle, involving the ability to identify symptoms and resolve them. There are various PTK models that are commonly used, including the Kurt Lewin model, Kemmis and McTaggart, the Depdiknas Adoption model, and the Initial Reflection model. This research specifically refers to Kurt Lewin's PTK model. The core concept of Action research according to Lewin includes four elements: (1) planning, (2) acting, (3) observing, and (4) reflecting. These four components are described as a cycle of repeated and ongoing activities. These steps can be described as follows: (illustration of Kurt Lewin's steps).

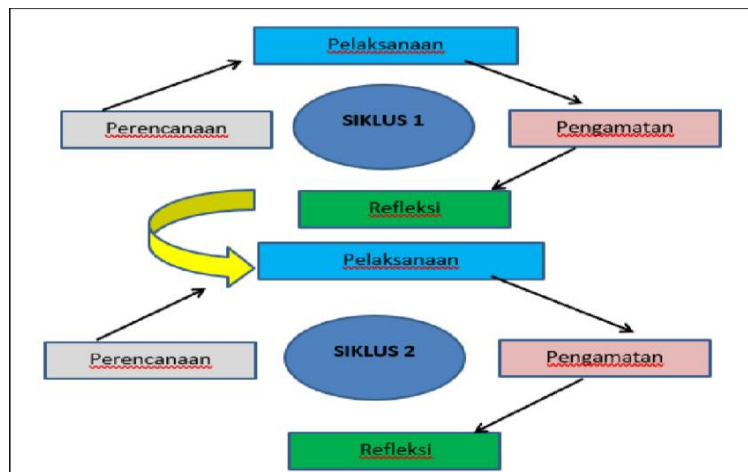


Figure 1. Classroom action research cycle design (Source: John-Elliott, 1991)

Researchers in obtaining relevant data and in accordance with the needs and objectives of the study, special methods or techniques are required. In this study, data collection techniques used include observation, interviews, tests, documentation, and questionnaires. Learning media to get an idea of their effectiveness. When observing student learning activities, researchers will use several aspects or indicators, including (1) student activity level, (2) student attention and concentration during learning activities, (3) student interest during learning activities, and (4) student sincerity during poetry writing activities.

Based on these aspects or indicators, researchers will determine the range of maximum scores to minimum scores and determine the qualifications for each value obtained. This can be described in the following table:

Table 1. Student activity assessment criteria

Observed aspects or indicators	Qualification	Skor Max = 16
Activity	1 = Less Active	1 - 4 = 6,25 % - 25 %
Students' attention and concentration during learning activities	2 = Quite Active	5 - 8 = 31,25 % - 50 %
Student interest during learning activities	3 = Active	9 - 12 = 56,25 % - 75 %
Seriousness during poetry writing activities	4 = Very Active	13 - 16 = 81,25 % - 100 %

The assessment of poetry writing skills is based on indicators that are adjusted to the characteristics of students and the curriculum in force at SDN 5 Babussalam. Assessment indicators include: Suitability of the theme to the content of the poem rhyme, diction, imagery, dan message

Each indicator is given a maximum score of 4 (very good) and a minimum score of 1 (less good). The overall maximum score is obtained by multiplying the number of indicators by the maximum score of the criteria. Analysis of poetry writing results is carried out based on the assessment rubric that has been prepared, both for individuals and as a class. This questionnaire aims to determine the success of using audio-visual media in learning to write poetry through student responses. This study uses a Likert Scale-based questionnaire with closed-ended questions in paper form. Variables are measured through indicators described in the questionnaire, including (1) understanding of learning materials, (2) interest and motivation to learn, (3) creativity, (4) activeness and participation, (5) benefits, (6) challenges and obstacles, (7) emotional involvement, and (8) improvement of learning outcomes. This analysis process consists of three main interrelated components: data reduction, data presentation, and drawing conclusions or verification.

RESULTS

The findings in this study, which were conducted on class V of Elementary School 5 Babussalam, West Lombok. The focus of the study was on improving learning activities and poetry writing skills in 33 students. Initial conditions (pre-cycle) showed serious problems in learning to write poetry. Observations and interviews identified students having difficulty determining words and understanding elements of poetry. The teacher's lecture method with minimal learning media is considered to contribute to the lack of student imagination. The

results of the pre-action test were very low, with an average score of poetry writing skills of only 51. Of the 33 students, only one completed the KKM of 70, while 31 other students had not achieved completion. Teacher activity, although conventionally good (72.50%), was lacking in media utilization. Student activity (average 68, active qualification) showed seriousness when writing, but was still passive in asking questions and participating. This problem highlights the urgency of improvement in poetry writing learning.

In response to the problems in the pre-cycle, the researcher designed corrective actions using audiovisual media. This action plan was implemented in Cycle I, which was carried out in two meetings (November 25 and 28, 2024).

Stage Planning

Includes reviewing the curriculum, preparing lesson plans for two meetings (each 3 lesson hours), and preparing facilities and infrastructure such as LCDs, projectors, sound systems, laptops, and learning videos about poetry.

Implementation Stage

The first meeting focuses on introducing the concept, elements, and steps of writing poetry through videos. Learning follows the stages of exploration, elaboration, and confirmation. The second meeting explores the determination of themes and titles and exercises in writing 1-2 verses of poetry. Core activities involve re-screening videos, guidance in determining themes, and writing exercises

Observation Stage

In Cycle I, positive developments were recorded but not optimal. At Meeting 1, the average student activity was 78 (Active) and the teacher activity was 85.00% (Very Good). The average poetry writing skill was 57.03, with a completion of only 9.37%. At Meeting 2, student activity increased to an average of 83 (Very Active) and teacher activity was 87.50% (Very Good). Poetry writing skills also increased to an average of 61.25, with a completion of 30.25%. Although there was an increase in teacher and student activity, as well as a slight increase in poetry writing results, the learning objectives and achievement indicators had not been fully achieved.

Cycle I Reflection

Identified several shortcomings, namely the lack of student activity evenly, students' difficulties in composing words and understanding the elements of poetry in depth, and technical constraints on the media display for students in the back seats. These findings are the basis for planning and implementing Cycle II in order to make more focused improvements.

Planning, Implementation, and Optimal Results of Cycle II

Departing from the reflection of Cycle I, Cycle II is designed to refine previous actions and achieve the established success indicators. Cycle II is implemented in two meetings (2 and 5 December 2024). Planning Stage this stage includes the preparation of a more focused lesson plan, adjustment of audiovisual media to overcome display constraints, and preparation of comprehensive observation and assessment sheets. The Implementation Stage of the first meeting of Cycle II focuses on strengthening the steps of writing poetry with more intensive guidance in determining the theme/title and understanding the elements of poetry through videos and exercises.

The Second Meeting explored creative poetry writing. Core activities involved affirming the stages of writing with media, watching videos, Q&A, and individual poetry writing exercises of 1-2 stanzas with a free theme, followed by reading the results of the work. Observation Stage in Cycle II showed very satisfying results. Student activity averaged 87 (Meeting 1) and 89 (Meeting 2) with the qualification Very Active, achieving optimal scores on several indicators. Teacher activity also increased drastically, an average of 90.00% (Meeting 1) and 92.50% (Meeting 2) with the qualification Very Good, indicating very effective teacher performance. The results of writing poetry jumped significantly, an average of 70.97 (Meeting 1) and 81.45 (Meeting 2). Student learning completion reached 74.19% (Meeting 1) and 100% (Meeting 2) at Meeting 2, indicating that all students present had completed it.

DISCUSSION

Based on the results of observations and data analysis that have been carried out in this study, it can be seen that there is an increase in the quality of learning process activities for both teachers and students and poetry writing skills as well as very positive responses from grade V students of Elementary School 5 Babussalam towards the use of audio-visual media in improving students' skills in writing poetry. This can be explained in the following description:

Quality of Student and Teacher Activities

The learning process activities in this study include two aspects, namely student activities and teacher activities. The results of both activities can be presented in the table below.

Table 2. Recapitulation of learning activity quality values

Implementation of Action	Meeting	Student Activity	Teacher Activity	Percentage of Learning Activity Quality
Pre Cycle		68%	72,50%	70,25%
Cycle I	1	78%	85%	81,50%
	2	83%	87,50%	85,25%
Cycle 2	1	87%	90%	88,50%
	2	89%	92,50%	90,75%

Based on the table of percentage of the quality of learning activities for writing poetry using audio-visual media above, it can be presented in the form of a graph as follows:

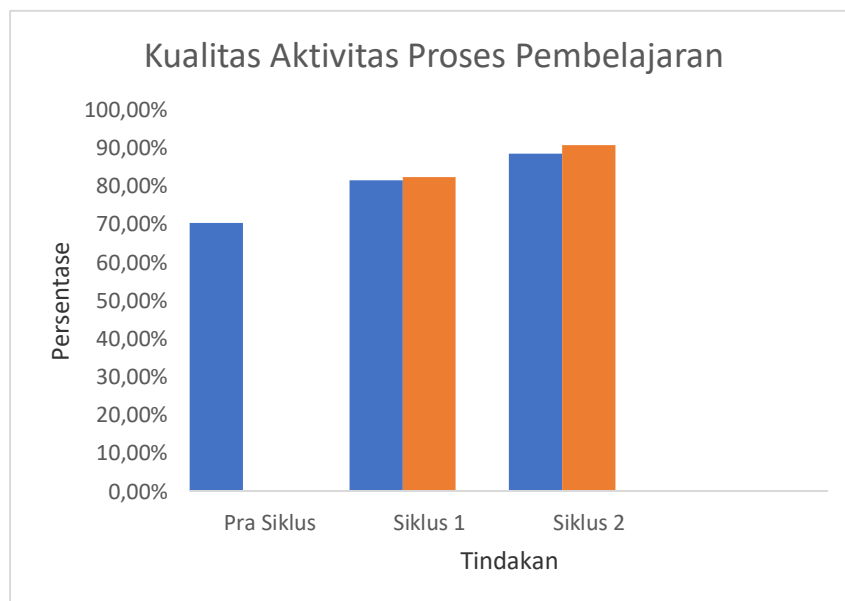


Figure 2. Recapitulation of the quality values of the poetry writing learning process

Based on the table and graph above, it can be seen that the quality of the learning process activities of writing poetry of grade V students of Elementary School 5 Babussalam using audio-visual media has increased. In the Pre-Cycle action it reached 70.25%, then in Cycle I meeting 1 it increased to 81.50% and meeting 2 reached a percentage of 85.25%. While in cycle 2 the percentage of learning activities experienced a significant increase, namely in meeting 1 reaching 88.50% and 90.75% in meeting 2.

Poetry Writing Skills

Based on the results of observations and data analysis, the poetry writing skills of grade V students of Elementary School 5 Babussalam showed an increase. This can be seen from the students' achievement in learning to write poetry and the average class score which continues to increase. The following graph shows a comparison of the average score and the completion of each student's action in writing poetry using audio-visual media.

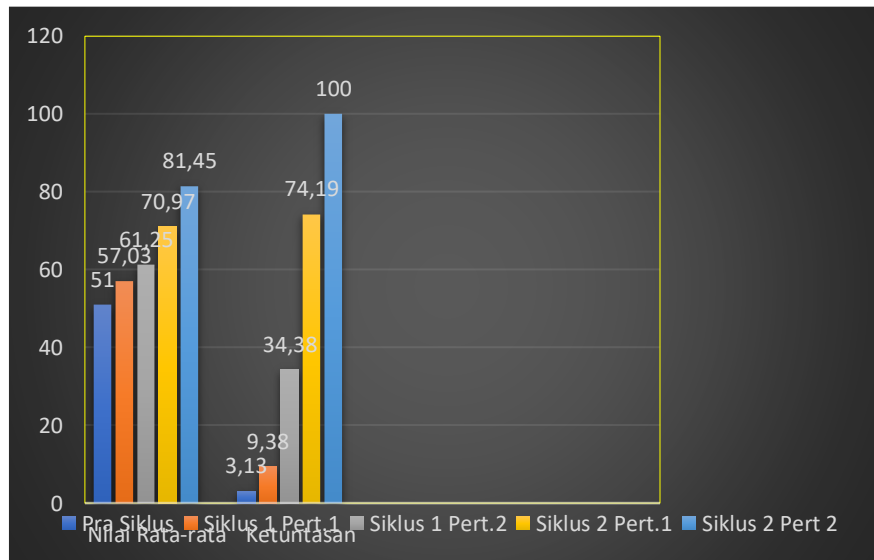


Figure 3. Comparison of average scores for poetry writing learning.

From the graph above, it can be explained that in the pre-cycle the average value was 51 and the completion reached 3.13%. In Cycle I, meeting 1, the average value was 57.03 with a completion percentage of 9.38% and meeting 2, the average value was 61.25 with a completion of 34.38%. In cycle II, the average value reached 70.97 and the completion reached 74.19% in meeting 1, in the 2nd meeting the average value reached 81.45 and the completion reached 100%. Based on the results of the overall data above, the study of the use of audio-visual media in writing poetry can be said to be successful. That the use of audio-visual media can improve learning activities and poetry writing skills in grade V students of Elementary School 5 Babussalam, Gerung District, West Lombok Regency.

Student Responses

Student responses to the use of audio-visual media in improving poetry writing skills based on the results of the percentage analysis of each statement are as follows:

Statement (1) reaches 84.10%, statement (2) with a percentage of 86.40%, statement (3) 79.50%, statement (4) reaches 71.30%, the percentage of 93.20% is in statement (5), in

statement (6) reaches 83.30%, statements (7) and (8) reach the same percentage as statement (1), which is 84.10%. While the average percentage is 84.00% and is included in the strongly agree (SS) category. The percentage data for each statement above can be presented in the following graph:

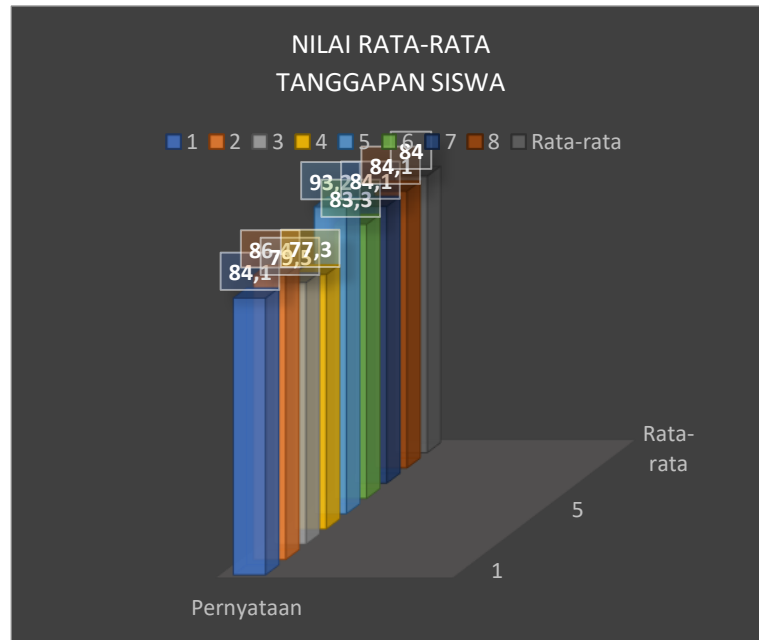


Figure 4. Graph of percentage of student responses to each statement

CONCLUSION

Based on the analysis results above, it can be concluded that student activity in the pre-cycle was 68%, increased in cycle I to 80.50%, and continued to increase to 88% in cycle II. The teacher's activity in efforts to improve students' poetry writing skills in the pre-cycle was 72.50% and increased to 86.50% in cycle I, and significantly increased in cycle II to 91.25%. The learning completeness of students in writing poetry in the pre-cycle was 3.13%, increased to 21.88% in cycle I, and further increased to 87.10% in cycle II. Student response was 84% with a category of strongly agree or very positive. Thus, it can be concluded that the use of audio-visual media can enhance students' learning activities and poetry writing skills, and students' responses are very positive among fifth graders of SD Negeri 5 Babussalam.

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