The Learning Analysis of Writing Poetry Using a Contextual Approach on Direct Object Observation Technique for Prospective Elementary School Teachers

Evi Susanti[1], Ronny Mugara[2], Anugrah Ramadhan Firdaus[3]

[1]Institut Keguruan dan Ilmu Pendidikan Siliwangi, Indonesia
[2]Institut Keguruan dan Ilmu Pendidikan Siliwangi, Indonesia
[3]Institut Keguruan dan Ilmu Pendidikan Siliwangi, Indonesia
[1]evisusanti@ikipsiliwangi.ac.id, [2]ronnymugara@ikipsiliwangi.ac.id, [3]anugrah@ikipsiliwangi.ac.id

Abstract

Learning to write poetry using a contextual approach to direct object observation techniques for PGSD students is an approach that could help elementary school students understand poetry writing. The purpose in this study in this study were third semester PGSD students at IKIP Siliwangi Cimahi. The method used in this study is quantitative research with the one-group pretest-posttest method. The population in this study was the PGSD students IKIP Siliwangi in Cimahi with a sample of 33 students. The instrument in this study was observation and a test. Based on the results of data analysis carried out with the average score of learning before using the contextual approach of direct object observation techniques and after using the contextual approach of direct object observation technique, it was revealed that there was a significant improvement as evidenced by the results of data analysis carried out with the average score of learning before using the contextual method direct object observation technique with the total score was 40.90 and after using contextual method direct object observation technique with the total score was 68.48.

Keywords: contextual, direct object, writing poetry

INTRODUCTION

The curriculum change rolled out by the government requires teachers to be creative in delivering learning to students. The teacher's role is very important in delivering learning. Creative teachers should be able to become facilitators and guide students so that learning is meaningful. Learning process activities in schools, especially the Indonesian language, have an important role because not only used as a direct communication tool but a language can also be used as an indirect communication tool, namely in written form. Basically, language is an expression because human language can convey the contents of the heart, information, and communication meaning with each other. These language skills include listening, speaking, reading, and writing skills. In addition to the four skills above, Indonesian language learning also teaches literature which includes learning poetry, prose, and drama.

Writing poetry is important because it is included in literature learning. Literature learning is learning that is creative, and expressive as outlined in language as the medium. Therefore, learning to write literary works must be fun, and make students interested. In line with the opinion from (Nurgiyantoro, 2010) that literature learning in schools, both in

elementary school with students who are still young and in high school with students who are teenagers, usually becomes part of language learning. This can be understood because the means of expressing literature is language. Nevertheless, it must also be understood that literature, both children's literature and adult literature is more than just a language. Language in literature serves to entertain as a means for expressing one's imagination through writing and works.

Writing poetry is one way to express an experience with the medium of words. The experience that is expressed is the experience of human relationships with God, with themselves, with others, and with nature. Thus, it can be concluded that writing poetry is a spiritual activity, which expresses human relationships with all things, both physical and metaphysical. Learning to write poetry is also a means for elementary school students to express their imagination about the experiences seen and heard through writing because literature aims to foster interest in writing and reading literacy. To achieve this, students should be familiarized with various genres of children's literature. In an effort to increase appreciation of literature and love of reading, every students at the elementary school level are required to read nine literary books (children's poetry, children's story books, children's dramas, and fairy tales/folk tales). When studying literature, students are given the opportunity to understand, enjoy, and at the same time they respond to what they have read in interesting ways. (Djuanda, 2014).

Writing poetry is a skill in pouring imagination into writing so that it can be enjoyed as entertainment and education. Writing poetry is part of learning literary appreciation that students need to have. By writing poetry, students can express their ideas, feelings, and experiences in a poetic way. Teachers can bring up students to develop ideas and then organize them into poetry. So, to write poetry, the writers should have the ability to choose the proper words so that poetry is more meaningful (Sukma, 2015). This, to improve students' poetry writing skills, teachers' skills are needed in providing learning with the right approach to increasing students' interest in writing poetry. Writing poetry is a form of literary work. Hence, in writing poetry, one should master literary work. Learning to write poetry is one of the lessons that is considered difficult because literary works require the imagination and concentration of writers both mentally and physically. Therefore, this is the reason why learning to write poetry is considered difficult. The reason is that in learning, teachers should be able to create and make students think creatively and focus on the literary work (Lestari, 2017). The stages of writing poetry in this study were that students wrote poetry according to their imagination based on the

experiences they saw and felt so that students' imagination were not limited by stanzas and rhymes.

According to Joyce & Weil learning model can be defined as: "a plan or pattern that can be used to shape curriculums (long-term courses of studies), to design instructional materials, and to guide instructional in the classroom and other settings". A learning model is a plan or pattern used in formulating a curriculum, setting a teaching model, and giving instructions to teachers in the classroom in teaching settings or other settings. Joyce and Weil (1980:13) classified teaching models into four major clusters, namely information processing models; personal models (personal models); social interaction models (models of social interaction); and behavioral models (models of behavior). The contextual learning program is one of the programs included in the personal family model that is oriented to individual self-development. This program focuses on individual psychology with the development of creativity through self-actualization. The basic concept of contextual learning was first introduced in 1916 by John Dewey (Sardiman, et al: 2014) who stated that the curriculum and teaching methodology should be closely related to the interests and experiences of students. The learning process would be very effective if new knowledge was delivered to students based on experience or knowledge that students already have. The knowledge provided should have a close relationship with students' real experience or real everyday experience.

Real-life linkages in learning can start from something simple, close to students, and in accordance with their thinking abilities. Learning can be related to family problems, games, the surrounding environment, the environment of friends, or other closest family. Linking real-life experiences in learning is expected to make learning more meaningful and easily understood by students or their application in everyday life.

The background of this contextual approach (CTL) is used because of the current tendency to return to the idea that children learn better if their environment is created scientifically. Learning will be meaningful if the child "experiences" what he learns for real. In the sense of not just knowing the knowledge. Therefore, CTL is oriented towards the target of mastery of the material in the form of competence for both long-term and short-term problem-solving.

The contextual approach is a learning concept that helps teachers relate the material being taught to students' real-world situations and encourages students to make connections between their knowledge and its application in their lives as members of society, families, groups and organizations, and even friendships among children on a daily basis. day. The direct

object observation learning technique aims to enable students to quickly write poetry based on the objects they see (Suyatno, 2010, p. 82). Direct object observation technique is a learning technique that is carried out by observing an object, event, or event directly. The teacher shows objects to students in front of the class, for example, dolls, flower vases, toy cars, live events, natural scenery, and others. From the object, students can write coherently and logically based on the object they see. The tools used are objects that vary according to the theme of learning, this object observation technique can be carried out individually or in groups and can be carried out outside the classroom or in the classroom. The same thing was also stated by Iskandar (2009: 69) "Direct observation is one method in language learning, it is explained that this learning method takes place outside the classroom, students are invited to research directly about a particular object, then observe or review in order to gain experience. directly from objects outside the class.

The direct object observation technique is very close to nature and the surrounding environment. The surrounding environment is one of the learning resources that can be used as learning objects and has very valuable values in the context of the student learning process (Iskandar, 2009, p. 205). The environment can also be used as learning materials and activities because the environment can be used as a learning resource consisting of the social environment and the physical (natural) environment. This is in line with the opinion of Rahmadi (2009) that "learning literature outside the classroom is easier because students are directly dealing with objects and environmental objects are very close to students".

Learning techniques will not succeed completely if there is no method that is really suitable for the learning. On this occasion, the researcher used the direct object observation technique. This technique is very useful in learning to write poetry because the essence of writing poetry is recordings, events, and images of objects that are poured through one's mind into written language. This technique also can evoke students' interests

METHODS

The method used in this research was the experimental method because, in this study, there was treatment for the object of research. The researcher chose one group pretest-posttest. In this research method, there was a pretest, namely before being given treatment in the PGSD 30 students, and a posttest after being given treatment to 30 PGSD students. The design can be described as follows:The method used in this research was the experimental method because,

in this study, there was treatment for the object of research. The researcher chose one group pretest-posttest. In this research method, there was a pretest, namely before being given treatment in the PGSD to 30 students, and a posttest after being given treatment to 30 PGSD students. The design can be described as follows:

$$O_1 \ X \ O_2$$

Descriptions :
O1 : Pretest before being given treatment
O2 : The final test (posttest) after being given treatment
X : Treatment of the experimental group

The initial test (pretest) was carried out aiming to find initial data before PGSD students were given treatment (treatment), the initial test was carried out by giving tests in the form of questions to PGSD students. The final test (posttest) was carried out with the aim of finding data after students were given treatment (treatment), the final test was carried out by giving a test in the form of the same questions at the time of the initial test. Treatment is an effort to provide learning material using learning methods that will be tested or will be researched. This study (treatment) was conducted using contextual learning methods and direct object observation techniques.

RESULTS AND DISCUSSION

Results

Tabel 1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test	.174	33	.012	.899	33	.005
Post Test	.138	33	.112	.967	33	.393

Based on the test table for the normality test of the initial and final test data for PGSD students, it was found that the P-value (sig) of the initial test score was 0.012 and the final test score was 0.112. The results of the normality test of the initial test showed a p-value (sig) of

0.012 <0.05, meaning that the data was not normally distributed and the final test value showed a P-Value (Sig) of 0.112 > 0.05, then the data was normally distributed.

Tabel 2. Sum of Rank

		N	Mean Rank	Sum of Ranks
Post Test- Pre Test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	32[b]	16.50	528.00
	Ties	1[c]		
	Total	33		

The first output describes the statistics of the paired sample group in the form of the number of data (N), the average rating, and the number of ranks (Sum of Rank). The amount of data shows:

1) Negative Ranks before and after the improvement
2) Positive ranks with a total score is 32. The meaning is that there are 32 scores after using the contextual method of direct object observation techniques in learning to write poetry which is higher than before using the method, with an average rank = 16.50 and several positive ranks = 528

Ties 1 score means that there is no difference between before and after using the method.

Tabel 3. Mean Difference Test

	Post Test – Pre Test
Z	-4.950[b]
Asymp. Sig. (2-tailed)	.000

It is revealed that the significance (Asym Sig) is 0.000 so Ho is rejected. It can be concluded that there are differences in learning to write poetry before using the method and after using the method. From the score of the mean rank, the average rank score after using the method is higher than before using the method. Thus, it can be concluded that there is an improvement in learning to write poetry by using the contextual method of direct object observation technique.

Discussion

At this stage, the author describes in detail the results of the research discussion regarding learning to write poetry by using the contextual method of direct object observation techniques for PGSD students of IKIP Siliwangi Cimahi. The implementation of learning to write poetry using the contextual method of direct object observation techniques that have been carried out consists of three research stages, namely the initial test stage, the treatment stage, and the final test stage. The research stage was in accordance with the procedures of the pretest-posttest one-group design.

Pretest posttest one group design is one of the designs of quantitative research which includes three stages of research. The three stages are the initial test (pretest), treatment (treatment), and the final test (posttest) (Sugiyono, 2014). If seen from Sugiyono's theory, the implementation stage of research that has been carried out by researchers in learning to write poetry using contextual methods and direct object observation techniques is in accordance with the pretest-posttest one-group design research design procedure conducted by researchers.

In the learning process, students learn actively by using the contextual method of direct object observation techniques. Because, the contextual method of direct object observation is a method that can help students express the ideas they see in the form of poetry by observing the objects of the surrounding environment, as suggested by Suyatno (2010), the direct object observation learning technique aims for students to write quickly write a poem based on the object viewed. While the object is the environment as stated by Iskandar (2009), the surrounding environment is one of the learning resources that can be used as learning objects and has very valuable values in the context of the student learning process.

The contextual method of direct object observation is a learning method that can be applied in learning to write poetry by observing environmental objects, students begin to connect ideas, ideas, and real experiences, identify or sort environmental objects they have seen, string words that have been observed and sorted into objects in logical language so that it becomes a series of poetic lines of poetry.

Learning outside the classroom and observing objects in the environment around the learning atmosphere becomes more fun, making students free to express the ideas they see, in accordance with Rohmadi's opinion (2009). Learning appreciation of literature outside the classroom is easier because students are directly dealing with objects. The class of students

began to work on poetry in an orderly manner. This is evident from the results of research which showed an increase in students' ability to write poetry by using the contextual method of direct object observation technique.

CONCLUSION

The process of implementing learning to write poetry using contextual methods of direct object observation technique is carried out in several stages, including the initial test stage and the final test stage. It is proven that there is a difference between the initial test and the final test. It can be seen from the average score produced during the initial test was 40.99 and the average score generated on the final test was 68.48. Thus, it can be concluded that there is an increase in student learning after using the contextual method of direct object technique in learning to write poetry.

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