
CAPABILITIES AND SKILL OF STUDENT CLASS 5 BASIC SCHOOLS IN WRITING POETRY

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Abstract

The purpose of this study is to improve the skills and ability of students in writing a poem in the Indonesian language in a creative way, so that students can issue ideas or ideas with a variety of knowledge and experience they experience. The method used in this research is qualitative research method. Data collection techniques used were observations in one primary school, interviews with students and teachers, and documentation. Data analysis used is critical analysis and comparative analysis, starting from the preparation of poetry and teacher performance, observation and conclusion or evaluation. The results obtained a good response from students and teachers to learning in writing a poem. This research can be concluded that by writing poetry students can pour the experience and knowledge they are experiencing, so as to improve the skills and thinking of writing poetry creatively with their ideas or ideas. Recommendations from this research should be written in writing poetry in learning Indonesian subjects can be maximized to increase student interest in writing poetry. This study is very useful for the school to improve the quality of school and add scientific insight for educational institutions. For teachers can be input and reflection in the rangkan plan and implement the strategy of writing poetry creatively. For students can add knowledge and interest to writing in learning to write a poem.

Keywords : skill, writing poetry, creative process, creativity, elementary school students

INTRODUCTION

Learning Indonesian can not be separated from the four skills of listening, speaking, reading, and writing. The four skills must be owned and controlled by a student since they are in the primary education level. Through language skills that someone communicates with others. At the basic level students are able to master the language skills tersbut, because in that phase a child is easy to be directed and formed.

Many people assume that learning is collecting or memorizing the facts contained in the material presented. In addition, some see learning as an exercise as is often done in reading and writing latiham. From the perceptions mentioned above, usually these people will feel satisfied when they have been able to show certain skill mascara even without knowledge of the meaning, the essence. And the purpose of that skill.

Learning poetry writing skills will be of great benefit to students. Among them are to help the language proficiency, to increase the knowledge of culture, to hone the imagination to develop the taste creations, to print the students into the keatif

students, to respond to the problems, to support the formation of character, to increase the sensitivity of the surrounding emotions and a number of other benefits. Literary learning should be given to children from basic schools, so they are accustomed to know and understand the beauty of the authors. Children's literature serves as a child's literature to give a lot of information about things, to give a lot of knowledge, to give creativity or skills to children, and to also give moral upbringing to children. While the children's literary entertainment functions clearly give memories, enjoyment, and in the child.

Writing is one medium to communicate, through writing one can convey the meaning, ideas, thoughts, and feelings through meaningful words. According to Mc. Crimmon (in Slamet, 2007: 141) writes is an activity of exploring thoughts and feelings about a subject, choosing the things to be written, determining how to write them so that readers can understand easily and clearly. As a language skill, writing is a difficult skill.

Writing is a productive and expressive activity. Appropriate opinion Tarigan wrote is a tool of communication, productive and expressive

activities. Through the activities of writing a student can communicate and express feelings, and certainly used to produce something positive. One of the writing skills students must have since elementary school is writing poetry. Because puisi is the simplest literary works most likely for elementary school children. Through writing poetry a child can express feelings with beautiful languages. Of course good results are obtained through a good process as well.

According to Akhadiyah (in Slamet, 2005: 53) writing activity can be interpreted as an activity express ideas, ideas, thoughts or feelings into the symbols of linguistic writing.

Orwig argues that Writing is the product of skill in the written mode. It too, is more complicated than it seems at first, and often seems to be the hardest of the skill, even for the graphic representation of speech, but the development and presentation of thought in structured way.

That is, writing is a productive skill in written form. Writing is more complicated than it first appears. Writing is often the most difficult skill since writing involves not only graphical graphics but also the development of mind-presentation in a structured way (<http://www.sil.org/lingualinks/LanguageLearning/OtherResources/GudlnsFtAlnggAndCltrLrnngPrgrm?WritingSkill.htm>).

Writing skills are very challenging for every student. The author needs to have many ideas, knowledge, and life experiences. This is the basic capital that must be owned in writing activities. In addition to the authorized capital, a writer must master many vocabulary to convey his ideas, knowledge, and experience.

However, it does not occur in grade V SDIT Mutiara Insan Sukoharjo. In the process of learning to write poetry. There are many students who lack creativity, the students feel confused determine the title, the contents of the poem, and use diction in writing poetry. Even if the student is able to start writing, the written words look less aesthetic or beautiful, still like a free essay. The problem is not lies in the students but the teacher, because the learning process is less strategy and the method used.

According to James J Gallagher (in Yeni Rachmawati, 2005: 15) "creativity is a mental process by which an individual creates new ideas or product, or recombines existing ideas on product, in fashion that is novel to him or her. (Gentile, 2012: 8) suggests that Creativity is a potentiality of human being. It is a productive ability. It is not an activity with an end in itself, but is aimed at different goals from the mere self-satisfaction: "the quality or ability

to create. The ability to create new ideas, inventive originality ". Creativity is all about questioning, coping with problems through new prospective, with the aim to get innovative solutions suitable for every area of applicability.

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It represents the ability to make questions implying new answers. It may be considered as a mental behavior characterized by two important parts: motivations and needs. For the word «creativity», another meaning is present in the dictionary. It refers to the activity with an end not in itself, but in the achievement of a goal different from the mere self-satisfaction. The quality or ability to create. The ability to create new ideas, inventive originality. It is the ability to create a creative thinking, like the ability to communicate or learn. It is a meta-competence applicable to different fields (arts, science, technology, business). To live in this period of time and manage all the changes, there is the need of strong, flexible and creative personalities. It is important to put oneself into play, dare more, trust in oneself. As the philosopher Edgar Morin said «well-made heads» are required (Morin, 1999: 6).

In other words, there is the need of complex abilities and competences, first of all creativity and critical thinking. This is the reason for which a creative subject develops and adopts a systemic and associative interpretative abilities. With this approach, correlations of events and facts - even distant with each other - and the new keys of interpretation of reality are obtained (Morin, 1999: 89-90).

Drevdahl (in Hurlock, 1978: 4) creativity or skill is one's ability to produce any compositions, products, or ideas that are essentially new and previously unknown to the author. It can be an imaginative activity or a synthesis of thought that results not merely summarize. It may include the formation of new patterns and a combination of information gained from previous experience and transplanting other relationships to new situations and possibly formation of new correlations. It must have a determined purpose or purpose, not a mere fantasy. And can form art products, literature, scientific products that are procedural or methodological.

According to Arieti (1979: 11) creative thinking is how to solve problems through new thinking with the aim to get innovative solutions and

fit in each application. Being a way of thinking in a “process” by collecting, selecting and rearranging information among all the identifiable opinions to make a conclusion.

Cinque (2010: 23-26) reveals that creative process or skill process that is creativity has the world to make progress, achieving knowledge, making culture and more and more complex activities. It is the ability to create a creative thinking, like the ability to communicate or learn. It is a meta-competence applicable to different fields: arts, science, technology, business. In a particular context like the present one, knowledge, creativity, innovation are all essentials of management uncertainty, they are important points of interests. Creativity is the ability to make questions and it may be considered as motivational and needs motivation and needs. On the contrary, most people usually see changes as dangerous events.

Maybury (in Percy 1981: 1) argues that creative writing is an activity that can encourage children to use everything they already have as ideas, impressions, feelings, hopes, images, and languages are mastered. Creative writing is an expression that flows from one’s mind to a piece of paper. This opinion suggests that creative writing needs to be trained to the child to develop his talents and potential. Basically, according to Jabrohim there are five creative processes in writing, namely (1) preparation stage, (2) incubation stage, (3) inspiration stage, (4) writing stage, (5) revision stage (2001: 79).

Writing creative poetry needs to be trained to students in order to have a sensitive soul and be able to empathize with the environment. According to Endraswara (2003: 220 - 223) the creation or writing of poetry can be initiated from several processes. The process is (1) sensing, (2) contemplation, (3) playing the word. Many people think that writing poetry can only be done by talented people. That statement is not absolutely true because a number of poets claim that his existence as a poet is the effect of the creative process and practice.

Talent is meaningless without creativity and practice (Roekhan, 1991: 7). Learning to write poetry is a learning process, of course, students can not directly give birth to poems that categorized good. Early learners of students experience difficulties and encounter obstacles. Through a process of meaningful learning students should receive guidance and practice of step by step so that the potential for developing creativity so that students are able to develop kreativitas writing poems with attention to personal aspects, motivation, processes, and products in learning.

The skill or ability to write poetry is the ability to express ideas, opinions, and persuasions to

others by revealing literary language (MoNE 2003: 8). The accuracy of the disclosure of ideas should be supported by the ability of literature. In addition, Sayuti (2002: 2) states that creative writing of poetry is essentially interpreting life.

The interpretation expressed through the creative work of poetry is an interpretation by looking at the other side of life, feeling the life with sensitivity of feeling and then conveyed through writing, one of which is poetry. Therefore poetry must be accpative, imaginative, and expressive. In writing poetry, according to Jalil (1990: 12), the poet will devote all its aspirations with a theoretical limit kepenyairan relative and easier to consciously and by chance.

Theoretical is more likely to pour out the will, feelings and inner turmoil in the form of poetry (poetry/ poem). Then his aspirations more firmly reveal the correction of his own life or environmental turmoil. Relative that poetry poetry every time always different disclosure although the same nature that grow based on ratio and feeling.

Writing skills for a student can be interpreted as a process of thinking and helping to think critically about events that happen to themselves or around them. This thinking process in learning bridges between the imagination and the creation of literary works that eventually produce a beautiful poem. Through the creative writing skills of poetry, students are expected to create a work through the process of thinking and experience.

RESEARCH METHOD

The focus of the problem in this research is the need for poetry writing skills on learning in Elementary School. In order for researchers to describe clearly, detailed, and able to get the data in depth and accurate, then this research using qualitative descriptive approach.

This method presents the direct nature of the relationship of researchers and informants, this method is more sensitive and can adjust to a lot of sharpening the joint influence of the values encountered (Moleong, 2011).

Researchers will be able to know the subject of the research personally and more closely through this qualitative approach. This is because researchers are directly involved in digging information related to the situation, conditions, and events on the topic of this research.

Data collection was done by interview method, observation, and document review related to this research. After the data collected, then tested the validity of data by means of triangulation of sources and triangulation techniques, also performed member

check. Data analysis in this research is done through data collecting from interview and observation, data presentation, data reduction, and then conclusion.

RESULT AND DISCUSSION

The data of this study were obtained from interviews, observation and documentation study. The following research results and discussion in accordance with the focus of research problems.

The result of observation of student value document, it is found that the low of student achievement caused by learning process which still concentrated on the teacher in other words the teacher is the figure of the messenger. Yet along with the development of educational technology, the role of teachers is no longer as the only source of learning in the learning process. Students can actively obtain information from various media and learning resources.

In interviews conducted with the teacher obtained information that the existence and variety of media used by teachers is still very limited. Teachers still have difficulty in instilling the concept in the students. The age of elementary school students is a student who is still in concrete thinking. Means that approach should be done that is in accordance with the mental development of children in primary school students.

Based on the above problems, it is necessary to have a media or outing class as a tool that can be developed not only to help teachers in the teaching process in learning, but also to help students in mastering the understanding of the concept of the material being studied. One of the learning media that can be used is in accordance with the kreaqtivitas students in conveying ideas or ideas in making poetry. In the results of interviews that have been done most students only stick to the Indonesian language guide books. Media or with the outing class can foster interest in student learning and help the process of student understanding of the material being studied.

CONCLUSION AND SUGGESTION

This study applies the skills of writing poetry with media or outing classes that can improve the skills and abilities in writing poetry for students, teacher skills in managing learning, and student activity in learning. Teachers can apply learning by using media or by outing class can improve writing skill in learning Indonesian, enabling students in imagination so that students find inspiration words that will be poured in writing and teachers must be creative so that learning is more fun and can help students in learning process. For students, should

have good study habits so that learning is more meaningful.

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