

# Influence of Media Song to Skill Writing Poetry in Junior High School Barlind School Medan

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## Abstract

This study aims to see the influence of song media on poetry writing skills in students grade VIII of Junior High School Barlind School Medan. The method used in this research is classroom action research method. This study consists of 2 cycles, each cycle consists of 4 stages, namely planning, implementation, observation, reflection. Data collection techniques used in the form of field notes, and assessment of poetry writing skills. Descriptive analysis data supported by qualitative data. The results of this study indicate that the use of song media can improve the skills of writing poetry students VIII grade Junior High School Barlind School Medan. In the beginning preaction students lack of spirit in following the learning and tend to be bored. After the action, students are more enthusiastic in following the learning process. Students become more independent and independent of the teacher. In addition students are more daring to express questions and dare to answer questions from teachers. A more enjoyable learning process can increase students' interest in learning to write poetry and have a positive impact on students' poetry results.

**Keywords:** poetry writing skills, media, and students.

## 1. Introduction

### Background

Writing skills is one of 4 types of language skills. This skill is very important for the students themselves either to pursue higher education institutional studies or to engage in society. Writing skills enable them to communicate the content of soul, appreciation and experience to various parties. Learning poetry writing skills have a variety of forms one of which is writing free poetry. Writing poetry one of writing skill whose activities describe soul content, experience, and appreciation by using written language as its tool. Behaviors included in the skill of writing poetry include the skill of choosing an idea, the skill of using the language according to the correct rules, and the skill of choosing and using the appropriate vocabulary, expression and style of the language. Writing poetry is one of the process of disclosure of soul content that takes place in student self that require continuous learning process and formation. In this connection the teaching of writing nurtures students to have good writing skills. The success of teaching writing is determined by various factors namely, factors from within yourself, such as interest, attention, and maturity of the soul, and factors from outside students, such as the environment, methods and media used by educators. Both factors need to be fostered and developed as well as possible in order to be utilized properly to develop or improve the quality of writing skills for students.

Guidance and the development of poetry writing skills require creative teachers to use the media. Learning media is all forms of intermediaries used to integrate objectives and content of learning so memproleh results in accordance with the objectives and content of learning so as to obtain good results in accordance with the purpose of learning. In determining learning media, things to note not only about the use of tools as a prantara, but also the suitability of these types of media with the conditions of student development. So, it should be the learning of writing poetry begins with the media that can attract students' attention. A teacher must be careful in choosing what to teach and about how to deliver the material at a certain age of students, because different age will differ also needs, competence and cognitive ability. As one of the effective terms of the use of learning media in students grade VIII of Junior High School Barlind School Medan which belong to the category of adolescents, namely by using media that contain elements of art and music.

One of the right ways to motivate and improve student learning outcomes in knowing and understanding poetry, namely by utilizing the song media. Through the media song students are expected to be positive stimulus to be more communicative, creative and indirectly can memorize the lyrics of poetry. However, the songs presented must also have appropriate criteria for the purpose of learning, most importantly, that is to attract students' intention in creating poetry.

In fact, the skill of writing poetry in grade VIII Junior High School Barlind School Medan is still low, the low ability to write poetry is caused by less creative and boring lessons, not all language teachers have a penchant for writing poetry, and innovative and creative thinking that grows on the teacher as a form of self-development. Some of the above problem factors arise the desire of researchers to apply media songs in learning to write free poetry on grade VIII students of Junior High School Barlind School Medan. The use of song media in learning can create a fun atmosphere, make learning more fun, make learning more relaxed, and learning will be more easily understood by students. The song media is used as an inspiration to make it easier for students to express feelings in poetic form.

## 2. Research Methods

This research was conducted on students grade VIII of Junior High School Barlind School Medan. The method used in this research is classroom action research method. This study consists of 4 stages in one cycle, among others: planning, implementation, observation, reflection. Data collection techniques used in the form of field notes, and assessment of poetry writing skills. Descriptive analysis data supported by qualitative data.

## 3. Results and Discussion

### Research result

#### Preliminary Information Knowledge and Experience of Learners In Poetry Writing (Prevention Stage).

Initial information on knowledge and experience of students in writing poetry can be seen from the writing of poetry with free theme. The researcher gives a time allocation of 1.5 hours lesson. The time given by the researcher to the students and students of class VIII-5 is not used by students and students well. They are less enthusiastic (spirit) in doing the task given by the researchers. Teaching and learning activities less well run because many students who complained and looked confused while doing the task given. Classroom conditions are also very noisy when students and students struggle and ask each other's friends who also do not understand in the execution of the task given.

When teachers reprimand students and ask students who find it difficult to ask the researchers directly what the difficulties students learn to be silent, and seemed embarrassed to ask what students do not understand. They seem less enthusiastic when asked to ask. Up to half an hour of lessons there were only a few students who seemed enthusiastic about the assignment and began to write poetry on the worksheet. Students appear to have difficulty in determining themes, topics, and developing ideas. These conditions can be seen in the following field notes:

Learners seem confused in determining theme, topic, and idea development, but do not want what they do not understand to the researchers. They just ask their friends who are also not yet understand. So the class condition becomes less conducive. The classroom atmosphere is very chaotic.

There are only a few students who seem able to do the tasks assigned by the researcher and do the work on the worksheet. From the preliminary information obtained by researchers from Indonesian language teachers, in the class VIII-5 classes are often not conducive in following the lesson, they often do not pay attention to the teacher who gives the explanation of cool funds telling stories with his friends, and when the teacher assigns to them, they often complain, and say they do not understand the lesson, even though they have not done the task.

This can be seen from the following excerpts of field notes: When researchers began to explain the material to be learned many students are less eager to hear explanations from researchers. The situation is also increasingly not conducive because it is a lot of students who chat with friends left and right side and less attention to the material presented by researchers. There are only a few people who seem enthusiastic about listening to the material submitted by researchers, and start writing in their notebooks what they have never learned. From some other students even busy with their activities chatting with a friend and some others are busy doing other subjects.

## 4. Discussion of Research Results

In this study the discussion focused on:

- a. Initial information on student poetry writing skills
- b. The process of conducting classroom action research is to write free poems by using the song media.

The following will be described discussion of research results:

#### a. Preliminary Information Poetry Writing Skill.

An early description of students' poetry writing skills before being subjected to action can be seen through the students' writing skill score at the preaction stage. The students writing skill score on prapindakan is still very low and is below the minimum completeness criteria of 75 and the target of success is 75 (Government Regulation No. 19 Year 2005).

Q: "Do students in this school like to write?"

M: "There are many who like to write, but only a small part".

Q: "How does the teacher deliver poetry writing materials?"

M: "I usually deliver materials with lectures in the classroom.

I explain the theory then the practice of writing".

Q: "Do students enthusiastically attend poetry writing lessons?"

M: "Only a few students who like to write poetry,

While others consider the lesson to write poetry "Boring".

Q: "What are the obstacles that teachers experience in writing lessons, especially writing poetry?"

M: "There are so many obstacles in writing lessons Poetry, such as the limitations of the media so it is rather difficult to explain the material to students to be more easily understood. This has an impact on the results of

the poetry of students' work that is less satisfactory.

Students' poetry lacks good aesthetics such as diction, style, image, and poetry ". Based on the results of interviews it can be seen that students have difficulty in writing poetry. In addition, teachers also do not use appropriate strategies, media, methods, or approaches. Learning to write poetry is only delivered with lectures or assignments. This resulted in the students become less eager in following the lesson so that the results of student poems are less satisfactory.

Seeing these conditions need to be made improvements in learning to write free poetry, so the results are obtained in accordance with what is expected. One step taken by educators is to use variations of learning so that learners are not bored with learning to write poetry.

By using the song media the quality of free writing poetry writing has increased.

#### **b. Implementation of Research**

##### **Action of Free Writing Poetry Lesson Classes Using Song Media.**

Implementation of classroom action research using the song media can be said to successfully improve the learning of writing poetry on the students of class VIII-5 Junior High School Barlind School Medan. This can be seen from the actions taken from pratindakan until pascatindakan cycle II.

Increasing the skill of writing poetry of class VIII-5 students of Junior High School Barlind School Medan for two cycles by using song media, covering all aspects in writing poetry, among others theme aspect, originality to aesthetic aspect. Here is a description of some facts about the improvement of students' poetry writing skill in every aspect and stage of preaction until postaction.

##### **1. Theme Aspect**

The theme in poetry writing should be highly noted the theme must be in accordance with the contents of the written poem. At the stage before the action (postaction) still many of the students who have not been able to write poetry in accordance with the chosen theme that is about 85% of a number of students have not been able to adjust the contents of the text in accordance with the chosen theme.

In the first cycle after the action as much as 55% of the total students have increased compared pratindakan stage. The theme they choose and the contents of the poem have been related to the song being played, but some of the students are still not able to adjust the name and the contents of the poetry is still less appropriate with the song.

The following will be an analysis of improving aspects of the theme from the pre-action stage to the post-cycle stage of cycle II of one example of student poetry to know the quality of the poems written on the theme aspect

Here is a poem from the subject S07 at the pre-action stage.

<b>Subject</b>	<b>S07</b>
Name	Duma Angelika
Total Value	56,25
Theme Aspect Score	3

#### **Environment**

The diction selection of the poetry is less precise and the wording used in the poem is less suited to the theme of the selected title and the fusion of poetry in each less cohesive verse, so there are still necessary remedies to achieve the expected result. The results of poetry in cycle I by using Melly Goeslaw "mother" song media can be seen in the example of the following S07 poem:

<b>Subjek</b>	<b>S07</b>
Name	Duma Angelika
Total Value	88,5
Theme Aspect Score	4

After the action given in cycle I of S07 poem has been increased, the contents of the poem are in accordance with the theme, which is about "mother". But the contents of the poetry is less related to the song being played. Although the results of the poems of students have increased but less than the maximum and less in accordance with what is expected. Therefore, it is necessary to improve the action in cycle II to achieve maximum results. The results of the poetry in cycle II still use Melly Goeslaw's media song "mother" can be seen in the example of the following S07 poem:

#### **MOTHER**

When I open my blue album.  
Its full of dust and worn out.  
When I see a picture of myself on a blue album.  
Looks still small, plain and untainted.  
When I think of people's stories.  
About all my history.

They say myself is always pampered.  
And myself is always cuddled.  
All those beautiful tones.  
That always dawned on him.  
All the cries from my lips.  
Will never be his pain.  
Thank you mother for your services.  
Your sacrifice will always be remembered.  
Until the end of my life.

After being subjected to action in cycle II aspect S07 has improved significantly from previous aspects. The theme is in accordance with the song played and the contents of the poem S07 also been in accordance with the song that is played that tells the story of "mother".

### 1. Aspect of Originality

The criterion on the aspect of originality in poetry refers to the expression of ideas and creativity in relating a few words from a song played in other words to form a beautiful poem. The expression of ideas and creativity of poetry writing on grades based on the fluency of students expresses the idea and develops a few words of the song in its own language thus forming a coherent unity as well as the clowning of the sequence of ideas.

Student's skills of writing poetry on pre-action stage are good enough, students express their own ideas and do not copy others' work. In the first cycle only 45% of all students are able to express their ideas into the verses of the poem with a good creative. The remaining 85% of class VIII-5 has not been able to exponentially articulate the idea into poetry verses. Many of the students in class VIII-5 are less logical than their equivalent in forming a poem, so the one verse with the other is less solid, and there are still many students in class VIII-5 who rewrite the song.

In the second cycle of 75% of students in class VIII-5 who have been able to create good ideas into poetry verses, and poetry of students' work has achieved the desired results, most students have been able to develop some of their own words with pay attention to the elements of the builder contained in the poem.

Here is an analysis of the aspect of originality improvement from pratindakan to post-action cycle I and cycle II of one example of student poetry to know the improvement of the quality of poetry on the aspect of originality.

Here is the result of the S11 subject poem at the preaction stage.

Subject	S 11
Name	Merry
Total Value	69,75
Aspect of Originality	4

### NATURAL BEAUTIFUL NEGOTIATION

God ...  
thanks.  
You have given everything.  
On top of this world.  
The high mountains soared.  
Beautiful shady trees.  
To the eye.  
Birds flying.  
Go there and come.  
Her melodious chirps.  
Make me fascinated by you.  
thank you God  
For all your creations.  
I promise to keep it.

From the above poetry it is known that the subject of S11 has been able to write poetry with his own ideas from poetry verses so that on the originality aspect of the researcher gave a score of 4. However, in this prestress stage, the researchers did not give a song in the learning of writing this poem. Researcher wanted to know the result of poetry writing without using media song, then done cycle I to know how to increase result of student poem in aspect of originality.

Here are the results of the S11 poem by using the song media at the post-action stage of cycle I:

Subject	S11
Name	Merry
Total Value	76
Aspect of Originality	4

## 5. Conclusions

1. Based on the result of the research, the improvement of free poetry writing skills by using the media of songs that researchers have done in class VIII-5 Junior High School Barlind School Medan, it can be concluded bebarapa things as follows.
2. Learning to write free poems by using the song media can increase the result of writing poetry learners. It can be seen from the results of the students' poetry from pratindakan to post-cycle II action.
3. Student's skill in writing poetry has increased, from the mean in cycle I of 72,5 increased to 86,1 in cycle II. With the percentage of completeness 45% in cycle I and increase in cycle II by 80%. Referring to the success indicator of research that set as much as 80% of students experiencing completeness in writing, then research succeeded. Thus proven that the use of media songs successfully improve the skills of writing poetry free class VIII-5 students Junior High School Barlind School Medan.

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