

Application of Acrostic Techniques in Learning-Writing Poetry

Ratmiati, Lidya Mustikasari, and Isah Cahyani

Abstract—This study aims to improve poetry writing skills with an acrostic technique in fifth grade students of elementary school. This research is descriptive qualitative. This type of research is classroom action research (Class Action Research) which consists of two cycles with the intensity of each cycle carried out three times. Research procedures include planning, implementing actions, observing and reflecting. The subjects in this study were 34 grade V elementary school students. The results of this study indicate that in the first cycle individually of 34 students only 21 students met the minimum completeness criteria, with an average of 72.35 in the "Low" qualification. Meanwhile, in the second cycle all students reached of Minimum completeness criteria with an average of 80 in the "High" qualification. From the results of this study, it is sufficient to prove that the application of the acrostic technique in learning to write poetry in grade V elementary school is very appropriate because the technique can improve student learning outcomes in writing poetry.

Index Terms—Acrostic techniques, writing poetry.

I. INTRODUCTION

The idea of writing can be obtained from things that are close to students, such as personal experiences or from the surrounding environment even from themselves as individuals. As children, they shape they thinking and personalize their learning [1], [2], because they have talent to be writer [3], [4]. The teacher can teach writing learning through this, because the teacher believe that learning is to write, writing is to learn [5]-[7], and in learning everyone can write [8], [9].

Writing learning that can be taught to elementary school students is learning to write poetry. One way to introduce language to them is through poetry [10], poetry can help student to focus on beauty, play, and emotive power on language [11]-[13]. Learning poetry its mean learn universal language [14].

Although some people believe that every child has a literary and gifted spirit to be a writer, in some conditions students have not been able to realize these ideas into poetic words. Writing is an activity in itself, meaning that writing requires hard work from an author without the help of others

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Ratmiati is with Universitas pendidikan Indonesia (UPI), Indonesian University of Education, Bandung, 40154, Indonesia (e-mail: ratmiati_18@upi.edu).

Lidya Mustikasari is with Indonesia University of Education, Indonesian University of Education, Bandung, 40154, Indonesia (e-mail: lidya.mustikasari@upi.edu).

Isah Cahyani is with Department of Bahasa Indonesia in Postgraduate School of Indonesia University of Education, Indonesia (e-mail: Isahcahyani@gmail.com).

[15]. As individual process its need a more practice, activities, and time [16], [17].

In writing, young writers or beginners usually seem confused using formal languages and conversation genres when interacting with people when in different situations [18], [19]. when it is used as a source in writing for students, it must know the parts of communication that are divided into two things [20]-[22]. The ability to write is influenced by the frequency of writing. It means that writing practice might influence the writing style [23]. All of these are the challenge in Based on these problems, a good strategy is needed. Starting from students should understanding the symbol to be use [24], There is a priority in learning writing, a good strategy also can be priority to solve it [25], [26].

There are many techniques for teaching poetry to students, including (1) techniques that have characteristics, the technique has its own characteristics compared to other techniques, (2) directs students to get ideas of something close to them, for example their name, name of their friends, their family, etc. (3) help students find the first words in writing poetry, (4) help students enrich their vocabulary and encourage students to write poetry (expert opinion, poetry writing technique, inter).

Research on this has been done by several previous researchers, including by Syahrin, regarding 'improvement in the ability to write poetry through the application of the acrostic method of students in grade V SD (elementary school) Kartika in Makassar [27] and also by Gian Tresna Hidayat, on acrostic techniques in poetry writing [28]. The important thing that distinguishes this research from previous research is four steps specifically that will be applied to students in learning. This will be a basic differentiator that this research will be important for the steps in improving student writing skills. This research is about the application of an acrostic model in learning to write poetry to 5th grade students of elementary school.

II. EXPERIMENTAL METHOD

A. Research Design

Research design is essentially a technical stage or strategy in carrying out a study to obtain information and analyze it to be able to draw conclusions as the final result in research. The research design carried out is action research in the form of a cycle study process consisting of four stages, namely planning, action, observation, and reflection. This research is a Classroom Action Research (CAR). The characteristic of this research is repetitive actions (actions) to improve the teaching and learning process in the classroom. The research subject is grade V which consists of

34 people consisting of 15 male students and 19 female students. The main objective of this study was to increase the results of learning to write poetry by applying an acrostic technique.

B. Data Source

This process is carried out collaboratively with the class teacher. The stages carried out in this study are as follows:

1) Cycle I

Cycle I are lasted in two ti three meetings used as a learning process and the first meeting was conducted for cycle test. This classroom action research is conducted on the basis of class research planned in two cycles. The class action process cycle I in four stages, namely the stages of planning, action, observation, and reflection.

1. Planning Phase
 - a. The researcher examined the elementary curriculum on Indonesian subjects on the subject of poetry.
 - b. Loading learning tools during the research process.
 - c. Development of learning scenarios with the application of acrostic techniques.
2. Stage of Implementation of Action

The implementation of learning by referring to the learning scenario details as follows:

 - a. Students are invited to recognize poetry.
 - b. Students are directed to listen to an explanation of the acrostic technique, and as an example of poetry using an acrostic technique.
 - c. Students are directed to determine one poetry title from the name of the student who will make the poem
 - d. After finding the right title, students develop letter-by-letter to become a good poem according to the acrostic technique that has been explained, that the poem that uses this technique is the development of each letter that arranges word for word in the poem.
3. Observation Phase

The observation phase is carried out on the activities of students taking place in the teaching and learning process which uses observation sheets with the aim to see an increase in student learning activities by observing and recording student activities during the implementation of teaching and learning processes.
4. Reflection Stage
 - a. Compare the results of student learning tests before and after being given action.
 - b. Planning improvements for the next cycle.

2) Cycle II

1. Implementation Phase
 - a. Make a package of learning guidelines through learning scenarios.
 - b. Develop a learning action plan that is oriented to the learning plan that is prepared based on the format applied in the school.
2. Actions

The implementation of the actions carried out in the second cycle is to repeat the stages carried out in the first cycle while holding several suits that become problems in implementing the first cycle. It aims to get better results compared to the previous cycle.
3. Reflection

In the reflection phase of cycle II, several schemes were carried out, namely reflection in the past learning was collected and analyzed. From the analysis, the researcher made the final assessment of all the results of learning to write poetry by applying an acrostic technique.

C. Data Collection

The instrument used in collecting research data is the observation guide. Data collection techniques used in this study was through tests and observations. The test technique was carried out in the presence of questions to measure student learning outcomes by applying acrostic techniques during learning to write poetry. Each student is asked to write poetry with the acronym of the first letter of their name. Observation techniques are carried out to obtain information on the activity and attitudes of students in following the learning process obtained through observation during the learning process.

III. RESULT

This research was carried out using two cycles. In the first and second cycles carried out by applying an acrostic technique to improve the results of writing ability of fifth grade students. At the beginning of learning students look very happy and enthusiastic listening to the teacher explaining the learning objectives and the benefits of poetry learning using an acrostic technique. Likewise when researchers associate learning with individual questions and answers, competency attitude of students in general began to be established, only when students learn in groups of two to four people. There are some students who have not been able to interact with their group and some students depend or expect work of their friends. Furthermore, other students are still not interested in participating in learning. These are seen from several activities in the classroom, there are still students who do other activities when the learning process takes place. But this only happens in one to two children who really do not have the spirit of learning. In individual assessments some students tend to see printed books and notes that they have.

Statistics on student learning outcomes in class V are found in Table I below.

TABLE I: STATISTICS SCORE OF STUDENT LEARNING OUTCOMES IN CYCLE I

Statistical	Value Statistics
Subject	34
Ideal Score	100
Highest Score	90
Lowest Score	60
Average Score	72,35 %

Table I shows that the average score is 72.35 from ideal learning outcomes 100, the highest score of 90 and the lowest score of 60 with a standard range of scores 20 which means the results of learning that are skilled at writing poetry achieved by fifth grade students spread from low scores 60 to scores high 90.

If the students' initial ability scores are grouped into five categories, the frequency distribution of the scores is shown in the following Table II.

TABLE II: FREQUENCY DISTRIBUTION AND PERCENTAGE OF RESULTS OF EARLY CYCLE I STUDENTS' CAPABILITIES

Interval	Category	Frequency	Percentage
0-55	Very Low	0	0
56-65	Low	12	35,2 %
66-75	Medium	8	23,5%
76-85	Height	8	23,5 %
86-100	Very High	6	17,6 %
Amount		34	100 %

Based on Table II, it can be stated that from 34 students there were 12 students or around 35.3% students who had the level of Indonesian learning outcomes in writing skills in the low category, in the medium and high category with the acquisition of each category 8 students or around 23, 5%, and in the very high category there are 6 people with a percentage of 17.6%.

1) Reflection

- I. Generally students show positive learning enthusiasm, such as responding to questions, courage to ask questions or respond to the teacher. However, because students are not familiar with the actions given, the class becomes so noisy that classroom management is emphasized in cycle II
- II. There are still some students who are difficult in completing the assignments given, communicating with their group friends. For this reason the teacher must guide the student.
- III. From the results of the first cycle test there are still some students who get scores under minimum completeness criteria This is because in the learning activities during the previous 3 meetings several students were less active in learning and some were not present at several meetings.

Based on the descriptive results as stated in the appendix, a summary of the statistics on the learning outcomes of students be seen in Table III below.

TABLE III: STATISTICS SCORE OF STUDENT LEARNING OUTCOMES IN CYCLE II

Statistical	Value Statistics
Subject	34
Ideal Score	100
Highest Score	100
The lowest Score	70
Average Score	80%

Table III shows that the average score obtained is 80% of ideal learning outcomes 100. The highest score of 100 and the lowest score is 70 with a standard range of scores of 30 which means student learning outcomes in writing poetry spread from the lowest score of 70 to the ideal score of 100.

In this second cycle, new students are guided to write poems by reducing mistakes that occur in cycle I. In addition, it also shows the seriousness of students in paying attention to the lesson and working on the questions given their learning outcomes by applying the acrostic technique with its own name in cycle I is 72% and in cycle II it increases to 80%. In general, it can be said that all activities in this second cycle have increased compared to cycle I. This can be seen in the presence of students increasing, the seriousness of students in paying attention to learning, interests, attitudes, and their motivation also increases.

When grouped the abilities of students in this second

cycle, the frequency distribution of the scores shown in Table IV will be obtained.

TABLE IV: FREQUENCY DISTRIBUTIONS AND PERCENTAGE OF RESULTS OF EARLY CYCLE II STUDENTS' CAPABILITIES

Interval	Category	Frequency	Percentage
0-55	Very Low	0	0
56-65	Low	0	0
66-75	Medium	14	41,1%
76-85	Height	11	32,3%
86-100	Very High	9	26,4%
Amount		34	100 %

Based on Table IV, data obtained from the assignment of students in the class using their own acrostic technique, no students in the very low category and low categories, in the medium category there were 14 students or around 41.1%, there were 11 students in the high category or equivalent with 32.3%, while in the very high category there were 9 students with a percentage of acquisition of 26.4%.

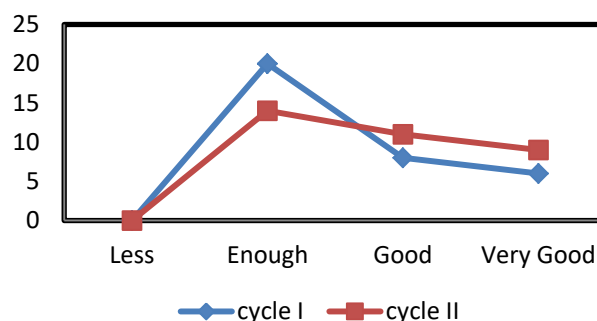


Fig. 1. Distribution of cycle I and II.

IV. DISCUSSION

Data obtained from the results of learning outcomes tests were analyzed using descriptive statistics, while the results of the observations were analyzed qualitatively. As for determining the category is to use standard categorization techniques based on the provisions of the national education ministry.

1) Reflection on Cycle I Implementation

The reflection carried out by the researcher with the teacher partner by looking at the comparison between the application of the acrostic technique and the increase in students' ability to learn writing the beginning of the first cycle can be identified by comparing the percentage of students' ability before the action is taken and after the acrostic technique is applied.

Based on the results of the research and suggestions from the teacher, several things that need to be considered in the next action are as follows:

- (1) The method used is added to the group method so that all students are more active and the teacher is more maximal in guiding students.
- (2) Streamlining time as efficiently as possible so learning is maximal and students have time to play.

Efforts made to improve the learning outcomes of the ability to write with an acrostic technique are inseparable from the attention and changes in student attitudes in the learning process. This can be seen on the observation sheet carried out during the implementation of the action.

Student activities in this second cycle, the enthusiasm and

attention of students in the learning process increases. This is evident from the attention of students in paying attention to the material and students who ask questions to the teacher. When the teacher monitors students in learning the material in general is active. In addition, students who carry out activities are not relevant to learning experience a decline.

Based on the results above, there are several effects in learning, namely: (1) the teacher provides reinforcement and motivation to students, (2) the teacher changes the structure and group variation by including one or more tutors who can guide their group friends so that each student can write poetry with well, (3) the teacher displays interesting media in accordance with the context of the child's habits, (4) the teacher provides proposals in proportion to the tasks undertaken by students.

V. CONCLUSION

Based on the assessment of learning outcomes, it was concluded that learning using an acrostic technique could improve students' poetry writing skills. In the first cycle the level of completeness of students reached 64.7% with overall unsatisfactory abilities. In the second cycle students experienced an increase from very low initial activities to very high with 100% completeness. The increase in learning outcomes for writing poetry of students was chosen from the average of the first cycle (72%) and in the second cycle increased to (80%). The increase in the percentage of student, attendance, attention, interest and activeness in learning is put after students' learning enthusiasm in the learning process.

VI. RECOMMENDATION

- (1) The need to increase teacher competency in learning to write poetry to elementary school students that are classified into students who have just come to know literature in other words beginners. Teachers should have the ability to increase student motivation and creativity in improving students' ability to create a good poem.
- (2) Creating a learning innovation in the form of work to support the learning process, so that students become creative, productive, and conditional absolutely must be done by an educator who wants to improve students' ability to write poetry.
- (3) Further research is needed on learning to write this poem by using other methods, so that the diversity of material considerations for approaches, techniques, and methods is the best to be applied to improve students' ability to write poetry.

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Ratmiati was born in Parambahan, on 18 March 1994, registered as an Indonesian language education teacher at Darel Iman junior high school, Padang, West Sumatra, Indonesia. Before becoming a teacher, she was a reporter at the Padang State University Campus Newspaper, West Sumatra, Indonesia. She is very active in writing articles and books, one of her articles is about Culture and Women published in Singgalang Newspaper (Padang, Indonesia, Singgalang Newspaper, 2015). And her book entitled "Rahasia Langit: Sweet Memories" (Probolinggo, Indonesia, Anlitera, 2018).

In addition to writing, she is also active in conducting research in the field of language education, especially in terms of learning models that help improve students' language skills. currently there are several studies that have been conducted including the application of discovery learning learning models in improving student writing skills (2017). Her paper entitled the application of environment-based learning models assisted by media devices in learning to write the text of the observation report (Bandung, Indonesia; UPI Press, 2018).

Mrs. Ratmiati, S.Pd. is a scholarship recipient on Magister program

She earn a bachelor degree in Indonesian language education at the Faculty of Language and Art, Universitas Negeri Padang, West Sumatra, Indonesia in 2016. She is currently pursuing a masters program in Indonesian language education at the Postgraduate School, Universitas Pendidikan Indonesia, Bandung, Indonesia, since 2017.

She is currently of the Indonesian Endowment Fund for Education, Ministry of Finance, Republic of Indonesia.



Lidya Mustikasari was born in Bandung, on 30 May 1993. She pursued undergraduate education at the Indonesian University of Education with major Primary Education. She is also an active student at the postgraduate school with major basic education. She worked as a teacher at elementary school Nagrek 04. She was very interested in research, specifically on primary education in elementary school. Until now, many of her articles have been published in educational journals. One of her paper title is 'Word Walls for Increasing Reading comprehension Skill of Primary School Student'.



Isah Cahyani was born in Kuningan, on 7 July 1964. She is a lecturer in Universitas Pendidikan Indonesia, Bandung, Indonesia. she earned bachelor, master, doctoral degree from Universitas Pendidikan Indonesia Bandung.

She has many publications in learning, one of the most article is 'Paradigma Pendidikan Karakter Bangsa dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar berbasis Budaya'. Her article is about character eduction paradigm in Bahasa Indonesia learning. She also writes many books, one of his book his "Pembelajaran Menulis".

Dr. Isah Cahyani, M. Pd. is management board of Indonesian language teaching associations in Indonesia since 1989.