
ONLINE ACROSTIC TECHNIQUES IN INCREASING THE POETRY WRITING SKILLS OF CLASS X STUDENTS IN THE INDEPENDENCE CURRICULUM

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ABSTRACT

One of the main focuses of the Merdeka Curriculum is literacy skills. Indonesian is a subject that teaches literacy skills, one of which is the sub-aspect of writing poetry. The purpose of this study was to determine the effectiveness of the acrostic technique in improving the poetry writing skills of class X at SMKN 1 Magetan. The research method used is a quantitative research that compares the results between the two cycles. The results of the study found that the acrostic technique increased students' poetry writing skills. Based on the findings, the researcher suggests that teachers use the acrostic technique as an alternative method of teaching poetry writing skills because it has been proven to be able to improve students' competence and learning activities.

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INTRODUCTION

Literacy and numeracy skills are prioritized as the main learning objectives for students which include the independent curriculum. The ability to use skills in arithmetic and numerical concepts in everyday situations is the meaning of arithmetic operations skills. Literacy refers to a person's capacity to read and write information while also processing and understanding that knowledge. Literacy is a concept that has consistently adapted throughout its history in response to the changing demands of society and the workplace. In its development, the ability to read and write was previously considered synonymous with literacy, then literacy began to be used for more than just reading and writing.

Literacy is defined by the National Institute for Literacy, professional-level abilities, communication, numeracy, and problem-solving skills that are critical to success in school, work, and everyday life. This definition offers a richer picture of literacy. This suggests that the skills associated with the idea of literacy change depending on conditions.

Curriculum design must be able to answer the challenge of developing a new literacy curriculum, in particular: data literacy, technology literacy, and noble human literacy based on religious beliefs. In accordance with the needs of the Industrial Age 4.0 and Society 5.0, curriculum design must be able to answer these problems. It is further stated that literacy skills (language and thinking) are the main focus of learning Indonesian Language and Literature which makes them an important resource for academic endeavours.

Students' confidence to communicate effectively, think critically, be creative, inventive, and innovative

are all developed and strengthened through learning Indonesian. Because of these skills, Indonesian people are literate in digital and information technology. Students at the SMA/SMK level need to have the language skills necessary to communicate and reason in relation to various goals and social, academic, and work contexts. Students are expected to be able to understand, process, interpret, and evaluate texts of various types covering various subjects.

Language studies and literary studies are two components that make up the whole of Indonesian education. Listening, speaking, reading, and writing are four abilities that are related to one another where these four abilities are interconnected and influence one another (Wagiran and Mukh. Doyin, 2005: 2). Writing is a form of language that is used more to indirectly communicate with other people than face-to-face (Henry Guntur Tarigan, 2008: 3). Therefore, writing is an activity that allows both expression and production.

According to Iskandarwassid and Sunendar (2008:248), one of the talents that must be taught to children is the ability to write. Writing ability is a form of pouring one's thoughts and feelings into written form. Writing is the most difficult aspect of the four language skills to master even for native speakers of the language in question. This is because writing skills require good mastery of various aspects of language as well as elements that go beyond the language itself, which will become the substance of the writing.

Students are required to express their thoughts and feelings through the task of writing poetry as part of the standard writing skill sub-aspect of the Indonesian language subject which is covered during the second semester of literature learning for class X. Unfortunately, there are still many people who live today who have a wrong understanding that to be able to make poetry requires talent and people who do not have talent can never produce good poetry. Most of the tenth-grade students at SMKN 1 Magetan have the same opinion. They think that they do not have artistic and poetic talent, and as a result, they discourage their intention and process of writing. This assumption is not entirely true because writing poetry is a skill, one can become proficient through diligent learning and consistent practice (Wiyanto, 2006: 48). According to this view, writing is a skill that in essence can be learned or perfected, meaning that the skill of composing poetry does not require innate genius but a lot of practice and hard effort.

Students are able to express themselves freely and without fear when they are taught to practice expressing thoughts or thoughts through words by writing poetry. This is because students do not need to have a direct interlocutor to practice expressing thoughts or thoughts through words. In addition, Jabrohim (2001: 16) believes that children learn how to use their brains and senses collaboratively through participating in writing activities. According to Paryono (2008: 223), one of the weaknesses of learning literature in schools, especially creative writing, is that literature textbooks focus more on literary theory than on familiarizing students with literary works. This is one of the criticisms leveled against the teaching of literature in schools.

The findings obtained from these observations indicate that students continue to experience many difficulties when participating in activities that involve writing poetry. In addition, to increase the enthusiasm and encouragement of students to participate in the learning process, it is necessary to use creative, effective, and interesting learning methods. The acrostic technique is a strategy that can be used to improve students' poetry writing talent which can be achieved in several different ways.

Writing poetry in a certain format is part of the acrostic technique using certain patterns. When writing the lines or stanzas of a poem, the pattern usually followed is using the same letters as the title of the poem itself. (Pirnawati, 2015: 6). The patterns of acrostic techniques vary, one of which is the pattern of the initial letters of each line or stanza used as the title of the poem (single acrostic). Because students are still in the introduction

stage, this research is limited to a single acrostic technique. With this acrostic technique students are expected to be more creative in writing poetry because they are hooked on the first letter at the beginning of the line or stanza. For this reason, the acrostic technique is used as a means to improve poetry writing skills.

According to Pimawati (2015: 12), the steps to writing poetry through the acrostic technique are:

a. The teacher delivers the material

The teacher will first provide an in-class explanation of the poetic content to the class as a whole before implementing this acrostic technique with the students.

b. The teacher explains the acrostic technique

The acrostic technique consists of taking the letters from the title of the poem, arranging the first, middle, and last letters vertically, then developing the lines of the poem from these arrangements.

c. The teacher provides apperception by stimulating and arousing student schemes to facilitate understanding.

d. The teacher instructs students on how to improve each piece of data related to the problem.

e. Students attempt to generate their poetry ideas by focusing on a list of descriptions for a particular subject and then selecting the most interesting elements from those descriptions.

f. Teachers allow students to review their written descriptions of the material and concepts they have chosen to focus on, and they encourage them to do so.

g. Students begin to list words and phrases they can use in the acrostic they will write. Poetry should be entered into a vocabulary, with the first letter of each line taken from the title of the poem.

h. Evaluation

After the conclusion of the teacher's presentation of the textbook, the next stage of the evaluation process involves the teacher giving poetry writing test or test questions based on the textbook for the day. Questions or assessments were also developed to determine the extent to which the level of students' acrostic abilities affected their ability to learn to compose poetry.

Based on the various aspects and explanations that have been given, the purpose of this study was to find out: 1) activities to increase the application of the teacher's acrostic technique to improve the poetry writing skills of class X students; 2) determining the effectiveness of poetry writing learning activities by applying the acrostic technique to students of class X Improvement, and 3) providing an increase in poetry writing skills through the acrostic skills of Class X students.

METHOD

This study is a quantitative investigation comparing the results of two separate cycles. Each cycle consists of four stages: the first is planning, the second is executing the plan, the third is monitoring, and the fourth is process reflection. To achieve the objectives of this study, the data reflected during cycle I will be used as a reference during design cycle II.

This research was conducted in class X MP 2 even semester of the 2022/2023 school year at SMK Negeri 1 Magetan, Jalan Kartini 06 Magetan, No. Tel (0351) 895094. The number of students who were used as research subjects was 36 girls. The class was chosen because the students' poetry writing skills before being given the action were low, only achieving 41.6% classical completeness. According to observations, this happened because students had difficulty pouring ideas into their poetry, besides that, it was also caused by factors of habit, interest, vocabulary mastery, and poor choice of diction.

This study uses; 1) analysis of observation sheets and field notes, and 2) analysis of poetry aptitude tests. Analyze the observation data of teacher and student activities in teaching activities, and assess each component using a point system with a maximum of five points. The highest possible score in this study is 30, assuming six components must be considered. The following five categories are used to assess activities that include teachers and students:

Table 3.1 Score Categories and Activity Values of Teachers and Students

Score	Category	Mark	Category
25 – 30	Very Good	81 – 100	Very Good
19 – 24	Good	61 – 80	Good
13 – 18	Enough	41 – 60	Enough
7 – 12	Not Enough	21 – 40	Not Enough
≥ 6	Very Less	≥ 20	Very Less

The formula for calculating the value of teacher and student activity is:

$$\text{Score} = \frac{\text{The total score obtained}}{\text{Max score}} \times 100$$

Data analysis techniques to determine students' final grades in each cycle using the following formula:

$$\text{Score} = \frac{\sum \text{The total score obtained}}{\text{Max score}} \times 100$$

In calculating the class average value used the formula:

$$M = \frac{\sum f \cdot x}{n}$$

Information :

- M : Mean (average value)
- $\sum f \cdot x$: Total student grades
- n : Total number of students

From this formula, it can be seen that the ability to write poetry students have is generally included in the classical category. For Class X Indonesian subjects, the Indonesian Language MGMPs, SMK Negeri 1 Magetan

has set the Minimum Completeness Criteria (KKM), namely 80. If a student gets a minimum score of 80 on an individual assignment, then it is said to be complete. The threshold for being said to be classically complete is 85%. The formula used to determine the number of students who will take the test (2008 Curriculum of SMK Negeri 1 Magetan) is:

$$\text{Classical completeness percentage} = \frac{\text{Number of students completed}}{\text{The number of students}} \times 100\%$$

RESULT AND DISCUSSION

It is difficult for children in low-skilled locations to acquire the skills required for class X MP 2 in 2022/2023 even school year. This is especially true for the ability to write poetry. This is because it can be difficult for children to articulate what is really on their minds. They are confused about what should come first in poetry. In addition, students are also less able to write aesthetic poetry due to several reasons including they still use everyday words, are unable to use good language style and good imagery, and pay less attention to poetry rhymes which makes a poem more beautiful to read. In addition, so far teachers have not provided teaching with the right technique so teaching objectives cannot be achieved optimally.

Observations for this study were carried out simultaneously with the class being given. Observation sheets and field notes taken during various educational activities were used to collect observation data. It was noted that both teachers and students were involved in activities related to teaching and learning. There are six observations and five scales for each activity that the teacher and students participate in. Observers gave scores based on how well the various components of the coupling skills learning activity were carried out. In addition, observers wrote down their findings to add to the data they had observed and to make the data on field log sheets more accurate. The previous action is suitable or unsuitable for the successful application of the acrostic flair. After that, an analysis of observations is carried out to determine the most appropriate course of action to address the deficiencies that have been uncovered and to ensure that the positive trend continues into the next cycle.

The value of students' poetry writing skills was used as an acrostic to measure competency achievement in this study. The acrostic method is used to measure this skill. The purpose of the tests carried out is to ascertain the abilities possessed by students, which are represented by values in the skill or psychomotor domain. Assessment of the success or failure of students in completing their education is as follows: if the score achieved by a student is 80.00, it is declared that the student has successfully completed the test; if the percentage is 85%, then the classical learning mastery value is achieved. The number of points or final marks received for each of the five assessment components is used to determine the final score.

The following results were made based on research findings conducted during Cycle I and Cycle II:

1. Increase in Teacher Activation

From the results of data analysis in cycles I and II, namely:

Table 4.7 Distribution of Observation Results of Teacher Teaching Activities in Cycle I and Cycle II

No.	Cycle	Teacher Activation	
		Score	Category
1.	Cycle I	21	Good
2.	Cycle II	27	Very Good

The total score of the activities that the teacher participated in in cycle I was 21 points, and the total score of the activities that the teacher participated in in cycle II was 27 points, or an increase of 6 points. In cycle I, the category of teacher activity in getting good ratings will increase to very good ratings in cycle II.

2. Increasing Student Learning Activities

From the results of data analysis in cycles I and II are described in the table below:

Table 4.8 Distribution of Observation Results of Student Learning Activities in Cycle I and Cycle II

No.	Cycle	Teacher Activation	
		Score	Category
1.	Cycle I	19	Good
2.	Cycle II	28	Very Good

The data shows that the overall score of observing student activities in cycle I was 19 points, while the score in cycle II was 28, an increase of 9 from the total in cycle I. Student performance in the activity category was very strong throughout cycle I, and continued to increase during cycle II to achieve overall performance. Very good.

3. Improving Poetry Writing Skills in Students

The distribution of cycle I and cycle II test results is presented as follows:

Table 4.9 Distribution of Poetry Writing Skills Test Results Cycle I and Cycle II

No	Aspect	Average Score		Percentage		Enhancement
		Cycle I	Cycle II	Cycle I	Cycle II	
1.	Unity of Meaning	2,9	3,1	72%	77%	0,2 (5%)
2.	Dictoin	2,7	3,3	67%	83%	1,6 (15%)
3.	Poetry	2,9	3,3	73%	83%	0,4 (10%)
4.	Language Style	2,5	3,0	62%	75%	0,5 (13%)
5.	Imagination	2,8	3,4	69%	86%	0,6 (20%)
	Amount	13,8	16,1			3,3 (63%)

Based on these results, students who participated in poetry writing activities in both cycles I and cycle II obtained higher average scores. In the first cycle, the average value for producing poetry was 13.8, but in the second cycle, the value jumped to 16.1. Growth between the first and second cycles is 3.3 which is equivalent to 63%.

It can be concluded from these three findings that acrostic skills can encourage innovative teacher-teaching activities, thus increasing the number of learning activities carried out by students. They no longer bother putting the things that are in their heads into words in the form of poetry, so this can be a reason for them to be more enthusiastic about writing poetry. This also resulted in an increase in the value of students' skills in poetry writing tests.

CONCLUSION AND SUGGESTIONS

Based on the results of the research above, it can be concluded: 1) During 2022/2023 there was an increase in teacher activity in applying acrostic techniques to class X MP 2 students of SMK Negeri 1 Magetan. 2) During the 2022-2023 school year, class X MP 2 teachers at SMK Negeri 1 Magetan implemented the acrostic strategy, which increased the number of poetry writing learning activities that students participated in. 3) During the 2022-2023 academic year, class X MP 2 teachers at SMK Negeri 1 Magetan used an acrostic approach with students, which had an impact on improving students' ability to write poetry.

The researchers have some suggestions for the next steps. For starters, instructors can utilize acrostic skills as an alternative technique in teaching Indonesian subjects, especially poetry writing skills, because they are proven to improve students' abilities and learning activities. Specifically, teaching poetry writing skills involves acrostic skills. Second, for students, the acrostic technique can be used as an alternative technique for writing poetry so that learning is not monotonous and more varied, so writing poetry can be easier and more enjoyable.

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