

Conference Paper

Learning to Write Poetry Based on Social Environment for High School Students

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Abstract

Writing Poetry is one of the basic competencies that must be mastered by students in high school. Writing poetry is also an effort to encourage literacy movements, especially literacy program in schools. To increase students' interest in writing poetry, innovation is needed in the learning process. One of them is by using an interesting learning method by utilizing the social environment. This writing is an idea that discusses the learning method of case study based on the social environment as an alternative for students in writing poetry. The discussion in this paper includes (1) steps to implement a case study method based on social environment in learning to write poetry and (2) steps to write poetry based on the social environment by applying case study method.

Abstrak

Menulis Puisi adalah salah satu kompetensi dasar yang harus dikuasai oleh siswa di sekolah menengah. Menulis puisi juga merupakan upaya untuk mendorong gerakan literasi, khususnya literasi di sekolah. Untuk meningkatkan minat siswa dalam menulis puisi, diperlukan inovasi dalam proses pembelajaran. Salah satunya adalah dengan menggunakan metode pembelajaran yang menarik dengan memanfaatkan lingkungan sosial. Tulisan ini adalah gagasan yang membahas metode pembelajaran studi kasus berdasarkan lingkungan sosial sebagai alternatif bagi siswa dalam menulis puisi. Pembahasan dalam makalah ini meliputi (1) langkah-langkah untuk menerapkan metode studi kasus berdasarkan lingkungan sosial dalam pembelajaran menulis puisi dan (2) langkah-langkah untuk menulis puisi berdasarkan lingkungan sosial dengan menerapkan metode studi kasus.

Keywords: Learning to Write Poetry, Case Study, Social Environment

Kata kunci: Pembelajaran Menulis Puisi, Studi Kasus, Lingkungan Sosial

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1. Introduction

Language skills consist of four skills, namely speaking skill, listening skill, reading skill, and writing skill. In the language skills, aspects that are useful in relating communication are not only aspect of speaking, writing can also be used as one of the aspects of effective communication tools because with writing, someone is able to give ideas to

others without limitation in time. Language skills are closely related to the sequence that is the basis of language, with language we can see the someone's thoughts. The smarter someone is in making language, the more visible and clear the flow of the thought will be. Language skills can only be obtained and possessed by implementation and diligently getting used to. Learning in language and learning in thinking skills (Dwi and Somantri, 2019).

Writing skill is one of the four language skills that must be mastered by students. Writing is an activity to develop ideas that are in the minds of students to become a beautiful and meaningful essay. Writing in class is one of the teaching and learning activities carried out by teachers and students as part of the learning process. This writing activity is also stated in the basic competencies in the education curriculum in Indonesia. One of the writing activities is creative writing that is closely related to writing literature.

The function of writing is to give birth to ideas or ideas in the form of graphics that can be documented or stored or in other words an activity of conveying information indirectly to the reader, of course, in different situations and times (Prayogi, 2017).

One form of literature product is poetry. Samosir (2015) defines poetry as a form of literary work that is beautiful and rich in meaning. The beauty of poetry is caused by physical and mental elements. This is what distinguishes poetry from other literary works. The language used in poetry is different from everyday language, poetry uses concise and many languages using connotative words.

The understanding of poetry is also stated by Pradopo (2007) that poetry is one of genre or type of literature. Often poetry or "*puisi*" (Indonesian meaning of poetry) is equated with poem or "*sajak*" (Indonesian meaning of poem/rhyme). However, actually it is not the same, poetry is a type of literature that surrounds/ contain of poem, while poetry is an individual poem. In English terms, "*puisi*" is poetry and "*sajak*" is poem. Before there is the term *puisi*, there is indeed a term *sajak* to mention the type of literature or individual literature.

Poetry is all around us. It is on television and the radio in popular songs; it is in political speeches; it is in religious services; and it is present at all sorts of public and family occasions. The great thing about poetic language-and the reason it is so often used and makes itself heard above other competing kinds of dis- course. Over the centuries, poetry is the genre people have chosen when they want to make a significant statement. These significant statements have communicated thoughts and feelings to war and from the personal to the societal. Students should be able to construct significant statements about their own lives using poetic language, and they should also be able to

understand the significant statements of others when they are expressed in poetic form. By using poetry in the language arts classroom, teachers encourage students to make personal statements and become involved in meaningful literacy experiences. The world of popular music is a testament to the expressive is that it draws attention to itself on the whole spectrum of human life, from love (Hanauer, 2004).

From the three opinions above, it can be concluded that the definition of poetry is one type of literature that has its own characteristic. The characteristic of a poetry lies in its beautiful words. These beautiful words are due to the inner elements and outer/physical elements of poetry.

Poetry is one of the material included in Indonesian language subjects. Poetry appreciation material is given in class X high school for compulsory and special subjects in Indonesian language. One form of poetry appreciation is writing poetry. Writing poetry is an activity in order to train students to pour ideas that appear in the mind after making observations or experiences using imaginative languages to become a beautiful and meaningful writing.

Writing poetry is an Indonesian language subject (compulsory) as stated in the basic competency of class X High School (SMA) that is analyzing the elements of poetry building and writing poetry by noticing the building of its elements (themes, diction, language style, image, structure, appearance). In addition, basic competencies in class X of Senior High School (SMA) in Indonesian language subjects (specialization) also have basic competencies regarding writing poetry which says analyzing poetry with social, cultural, and humanitarian-themed by giving attention to physical structure (typography, diction, images, concrete words, figurative language, verification: rhyme, rhythm, and metrum) and the inner structure of poetry (themes, feelings, tones, and messages) and writing poetry with social, cultural, and humanitarian themes by paying attention to physical structures (typography, diction, images, concrete words, figurative language, verification: rima, rhythm, and metrum) and the inner structure of poetry (theme, feeling, tone, and message).

The learning activity of writing poetry in schools is indeed a routine activity carried out by students. However, until now writing poetry material is material that is difficult for students to do. This happens because students feel unable to write poetry because it takes a long time and students feel writing poetry is a very difficult thing to do. There are several factors that cause students not be able to write poetry, namely lack of exercises / practices and low motivation.

Lack of practices in writing poetry and appreciating the interesting things that are poured through poetry writing activities. In addition, learning to write poetry still tends

to lecture in speech and does not use learning media as a smooth factor in the activities of teaching students. The teachers also have the opinion that writing poetry is not an urgent learning material and no need to be completed. The teacher concentrates on other subject matter which is predicted to be the chosen material in the national exam and the school exam.

Student motivation is also important thing to determine the success or failure of writing poetry in class. Factors that cause low poetry writing skills come from inner/within students. Many students are less interested in learning to write poetry. Students are less interested, lack of motivation in learning to write poetry, are less able to choose the source of ideas, find it is difficult to put ideas into poetry lines, that lack of adequate vocabularies. Students are also less able to compose poetry into several lines, lack of understanding how a poetry will be a very beautiful to be enjoyed when it has been poured into writing to be read alone and read by poetry lovers.

There are several studies that discuss writing poetry including those of Astari (2010), Wulandari and Fuady (2012), Harsumi (2013), Subhadra and MM (2013), Ambarningsih (2014), Sari and Yanda (2016), Yuniari (2017), Prayogi (2017), Adawiah, Pertiwi, Sukawati, and Firmansyah (2018). The nine studies emphasize methods that can be used to facilitate students writing poetry. These methods include chain writing and suggestopedia. Besides, previous studies also revealed several learning models such as the concept acquisition model and mind mapping. Previous research also discussed poetry writing techniques, namely onomatopoeia. In this study more emphasis on the case study method for learning to write poetry. Besides, this study utilizes the social environment to facilitate students in writing poetry.

From various descriptions of the problems of writing poetry in schools, especially high school (SMA) the authors provide solutions to overcome these problems by using the case study method. This case study method is used as an alternative learning to write poetry. The case study method is a method that provides opportunities for students to jump / get involved directly into a problem that is close to the student environment. Therefore, in this paper provides a solution in the form of steps /stages to implement a case study method based on social environment in learning to write poetry and the steps of writing poetry based on the social environment by applying a case study method. The existence of these solutions can provide an alternative in learning to write poetry in another atmosphere so as to motivate students to be interested in writing poetry. In addition, with the observation of the social environment students are expected to be able to train their sensitivity to be more concerned about their environment.

2. Steps to Apply the Case Study Method Based on the Social Environment in Learning to Write Poetry

Raharjo (2017) explains that case studies are a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity, both at the level of individuals, groups of people, institutions, or organizations to gain in-depth knowledge of the events. Usually, the selected event, hereinafter referred to as a case, is the actual thing (real-life events), which is ongoing, not something that has passed.

The case study method encourages problem determination, investigation and persuasion that students must carry out. Therefore, one of the most important elements of the case study method is the collaborative discussion of issues in the case. That way, students can identify what they know and what they need to know to understand the case and determine the problem to be investigated. With this collaborative discussion, students naturally interact with each other (group friends) in the steps of learning a case study. Moreover, when students do problem-solving and decision-making activities, the interaction between students is needed (Anggraeni, 2012).

The learning method of case study has a concept in learning activities by raising a problem which becomes the main point in learning. The object of the problem can be taken from the environment that is close to the students. Therefore, students can jump directly to observe that problem. The purposes of the case study learning method are: (1) developing a variety of student skills, (2) habituating for students to be independent and honest, and (3) developing the mindset of students to be critical and finding new solutions for a task to be solved. Steps that can be applied by teacher and students in learning activities using the case study method as follows:

2.1. Preparation Stage

At the preparation stage, the teacher selects the case according to the background and level of ability of the students. For example, making observations in the “*Karang taruna*” (Youth activities in the students neighbourhood), orphanages, and old people nursing homes. After that, the teacher divides students into groups according to the number of students. After the teacher divides the group, then the objectives of the case study learning are explained and confirmed by being linked to the learning material. After the teacher provides preparation, then the students who have been divided into groups by the teacher hold a discussion. Discussion conducted by students together with their groups to determine the observation technique they choose. After that, students

together with the group design the observations that will be made on the object. Then, students pay attention to the explanation from the teacher regarding matters related to the object of observation.

2.2. Implementation Stage

At the implementation stage, it has entered the learning activities using the case study method. At this stage the teacher gives direction on the order / rule when making observations on the object. The direction on this rule is very important so that students do not do things that are prohibited. At the implementation stage the teacher positions himself and acts as a facilitator. It is intended that students carry out observation activities independently but are still under the guidance of the teacher. At the implementation stage, students make observations in the social environment of their homes, for example *Karang taruna* and nursing homes. Students do data collection using observation or interview techniques. Students make observations and interviews according to the technique that has been chosen.

2.3. Follow Up Stage

In the Follow up stage, the teacher asks students to discuss the results of observations in the class. The teacher asks students to present their observations as material for writing poetry. Then, the teacher concludes the learning outcomes with the case study method. At the follow-up stage, students discuss the results of observations during observation. After that, students present their findings during observation. Finally, students gather input from friends and observation findings as material for writing poetry.

3. Steps to Write Poetry Based on the Social Environment By Applying the Case Study Method

Writing poetry is one of the skills that must be mastered by students. Many people assume that writing poetry is a talent, so people who do not have talent will not be able to write poetry. This assumption is not entirely true. A person can be skilled at writing poetry because he actively studies and practices because actually writing poetry is a skill (Wiyanto 2005).

Writing (Rukhiyanto, 2013) is one of the language skills. Writing can be used as an effort to express, express, express ideas, ideas, messages indirectly. In poetry writing

activities a writer is required to have various abilities, also required to have the ability to create creativity to produce good poetry

Based on the opinion of Komaidi (2008) the creative process of a writer experiences several stages. Basically there are five stages in the process of writing poetry, namely: (1) the preparation stage, is the initial stage that need to be done by each writer to find ideas and topics that arise because of interest in what he will write; (2) the incubation stage, is the stage that relates to a process of the author's thinking about the ideas he has gained; (3) the stage of inspiration, is the stage for creating a work, this stage relates to the thoughts / imagination that arise from the heart of the writer; (4) the writing stage, is the stage to write down and create all the inspiration that appears in the real product form of writing; and (5) the revision stage, is a stage of improvements / correcting to what has been written so that it will produce a perfect writing.

The steps to write poetry based on the social environment by applying a case study method based on the opinions of Komaidi can be described as follows:

3.1. Preparation Stage

At the preparation stage, students prepare the ideas they want to write. Students can come up their ideas when making observations in their social environment. For example, when making observations at an orphanage, students see a child who is unique. The uniqueness of the child is seen when he shows his intelligence. From the uniqueness of that child in the orphanage can be used as an idea or theme in writing a poetry. In addition, ideas can also arise when students conduct interviews with parents who live in nursing homes ("panti jompo", a nursing home for old people). Students can explore stories about the lifes of old people in nursing homes who later become materials for writing poetry. Of course with different point of view or object, it will produce different poetry themes.

3.2. Incubation Stage

At the incubation stage, after making observations in the field students return to the class. Students return to the class already have the material to write poetry. At the incubation stage, students begin to choose the results of information to be used as themes or titles in writing poetry. Students choose words or diction and collect them so that later a good and interesting poetry writing can be obtained. At this incubation stage students are encouraged to identify and make the building blocks / elements of

a poetry. With this case study method based on social environment, it is hoped that it will be easier for students to find themes and titles.

3.3. Inspiration Stage

At this stage, students begin to develop their works from the incubation stage in the form of a draft or a poetry writing design. At this stage students make a poetry design from the materials that have been collected through interviews and observations. The inspiration stage invites students to fantasize about how they feel when they see or interview people in nursing homes. Students who hear stories of parents left by their children in nursing homes, will surely feel sad and empathetic as if they feel what the parents are experiencing. So, in making poetry writing designs students can choose diction which describes sadness and solitude. Different case with students who make observations with the object of the orphanage who are unique and cheerful. A cheerful and unique atmosphere will produce dictions who are happy and cheerful.

3.4. Writing Stage

At the writing stage, students begin to write poetry from the design development at the inspiration stage. Students start writing poetry by developing themes and dictions that have been chosen. At the writing stage, students begin to develop their creativity in writing poetry. Students begin to mobilize all five senses to capture what have been seen and felt when they conduct the case studies. Students who have carried out case studies, they indirectly have opened their sensitivity to the surrounding environment, making it is easier for them to write poetry according to what they feel.

3.5. Revision Stage

The last stage of the poetry writing step is the revision stage. At this stage students make improvements to the writing that has been made. At the revision stage, students can reduce, add, and even improve diction, which is considered inappropriate. In this revision stage, students also identify whether the elements of poetry are appropriate or not. In this revising stage, it can be done by the students themselves or asking for help from friends to read the results of his writing. If they think his poetry is good, it is in accordance with the building blocks / elements, then the students can end the process of writing poetry.

4. Conclusions and Recommendations

Writing poetry is one of poetry appreciation activities which is an integral part of Indonesian language learning material. Writing poetry is an activity to express ideas into a writing that is beautiful and meaningful. Writing poetry is not easy. This can be seen from the many obstacles found by students when they do writing poetry. These obstacles can be in the form of lack of practicing and lack of student motivation. Both of these obstacles can be removed by using the learning method to write the right poetry. Learning method that can be used is a case study method based on the social environment for writing poetry. With this case study method with the objects of social environment can facilitate students to observe the environment around them, so that it can be used as an idea or material for writing poetry. Suggestion that can be given by the author for further research is that this paper can be used as reference and footstep / source material for other researchers to develop this paper into other forms of research related to creative writing.

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