



Efforts to Improve the Skills of Finding Mandate in Poetry Through Multiple Choice Test Techniques in the High Classes

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ABSTRACT

This research is based on the difficulties encountered students' experience in writing poetry. This research aims to improve capabilities a student at SDN 053978 Tanjung Ibus. This is done to provide motivation to students in learning to write poetry and provide a real learning experience that writing poetry using the acrostic technique can help students learn more actively, creatively and pleasant. Class 5 research subjects were 25 students consisting of 13 male students and 12 female students. The research was carried out using classroom action procedures (PTK). The data collection technique uses observation and test. Research result found that in the initial or pre conditions The cycle of students' poetry writing abilities does not yet meet the minimum completeness criteria..

Keywords : Writing, poetry, acrostic techniques

Introduction

Language has a central role in the intellectual, social and emotional development of students and is a supporter of success in studying all fields of study. Language learning is expected to help students get to know themselves, their culture and the cultures of other people as well as express ideas and feelings, participate in society using language, and discover and use the analytical and imaginative abilities that exist within themselves. Indonesian language learning is directed to improve students' ability to communicate in Indonesian well and correctly, both orally and in writing, and foster appreciation for the literary work of Indonesian people. As expressed by Nurgiyantoro (2009: 162) who explains that mastery of a language being studied is divided into mastery of language aspects or linguistic elements, and mastery of language for communication activities. Activities carried out in language communication can be described into four language skills, namely reading, listening, speaking and writing skills. Writing activity is a form of manifestation of language competence that is most recently mastered by language learners after listening, speaking and reading competence. Compared to the other three language competencies, writing competency in general can be said to be more difficult to master (Nurgiyantoro, 2012:423). Writing is a language skill for expressing ideas in written form. Writing as a form of language proficiency has great benefits for human life, especially students. When writing, students are required to think to express ideas in writing based on the knowledge and experience they have. This activity requires seriousness to process, organize and critically consider the ideas that will be expressed in written form. Learning to write provides many benefits, including developing creativity, instilling courage and self-confidence, and helping students express ideas, thoughts, experiences, feelings and ways of looking at life. Seeing the many benefits that students will get from learning to write, writing should be an activity that students are interested in. However, the reality of several study programs in the environment shows

that writing is still a difficult activity for students. Students' difficulties are normal because writing requires a process and is greatly influenced by habits, vocabulary mastery and diction choice. The results of observations, especially paand students at SDN 053978 Tanjung Ibusshows that teachers at the Indonesian Language and Literature Study Program at Tridinanti University, Palembang, have not implemented varied (diverse) writing learning techniques, especially writing poetry. The researchers got this from the school event unit (SAP) that teachers collect every semester. Of the 13 teachers, 7 are permanent teachers and 6 are extraordinary teachers. Only 5 teachers (38.46%) used a variety of learning techniques or models, while 8 teachers (61.54%) did not use a variety of learning techniques or models. The problem of low interest and skills in writing poetry occursand students at SDN 053978 Tanjung Ibus. So far, students' learning to write, especially poetry writing material, has only been done using examples and assignments. This can be seen from the daily test scores of 19 students, only 7 people were able to achieve the minimum completion score, namely 36.84% only achieved the KKM, while 63.15% did not get the completion score. This has an impact on learning outcomes to write poetrywhich has not yet been achieved optimally. This can be seen from the inappropriate choice of words, and students' lack of courage to express ideas. Students are also still afraid to ask questions and many students do not dare to express their imagination in writing. Apart from that, the techniques and learning media used by teachers are less varied. Based on evaluation data in writing poetry paand students at SDN 053978 Tanjung Ibus the 2023 academic year is still not optimal. Tu dlearning environmentIn written expression material, researchers found problems in poetry writing activities. This can be seen when researchers discuss writing poetry. When students are asked to write, students find it difficult to express their expressions. Many students feel confused about how to start writing poetry. Apart from that, students feel less able to start expressing ideas and choosing the right words. Based on this, the researcher feels that it is necessary to improve poetry writing skills. If it is not improved, students will experience difficulties in writing poetry, which will continue until they graduate. This will be a dilemma when they become teachers to apply learning to write poetry to their students later. For this reason, researchers feel it is necessary to encourage students to be able to write poetry using the acrostic technique as an effort to improve students' ability to write poetry.

The acrostic technique is a writing technique by deciphering the initial letters of each line to form a word when read vertically. The effectiveness of using the acrostic technique has been proven by previous researchers, namely, Azis Sulihin who conducted PTK research using the acrostic technique. The results of his research show that the acrostic technique is very suitable to be applied by beginner poetry writers or students who still have difficulty writing poetry, because with this technique they have received stimulation from the title of the poem they have determined and then they develop each letter of the title in each lines until they become a complete poem. This can be seen from the findings regarding students' abilities increasing when using the acrostic technique. Triswanto Dwi, Gigit Mujianto, and Laili Ivana in their research also found that using the acrostic technique can improve students' ability to write poetry. From the results of this research, it can be concluded that the learning model used by the teacher is quite innovative but is not appropriate in choosing appropriate learning techniques and models for learning to write poetry, so students still encounter obstacles in writing poetry. Based on the results of this research, it indicates that the acrostic technique is a reliable technique and can be used to improve students' poetry writing skills. Acrostic poetry is different from other poems because the first letters of each line spell out a word that can be read vertically. The rhyme pattern and number of line numbers can vary in acrostic poetry because acrostic poetry is more of a descriptive poem that explains the words that are formed. In this way, students will find it easier to compose words because there is previous stimulation from the initial letters which are arranged vertically and form words. Example: "RIZALThe joy of the heart when one day comes That is the long-awaited anniversary Zikr and gratitude to Him Is the most important action Then, I invite all friends and relatives (Sumiyadi and Memen, 2014: 24)." With the acrostic technique in writing poetry, it is expected to facilitate students in learning to write poetry by using the initial, middle or final letter in a certain sentence or phrase. Writing poetry with this acrostic technique involves students in directed and enjoyable learning. Students will be guided from the stage of digging ideas, writing, to the editing process. Definition of Poetry Prodopo (2014:7) suggests that poetry expresses thoughts that evoke feelings, that stimulate the imagination of the senses in a rhythmic arrangement. All of that is something important, recorded and expressed, expressed with interest and impact. According to Wardoyo (2013:20) poetry is an imaginative experience and something memorable that is written as a person's expression using indirect language. This means that poetry is written by someone as a form of expression that uses indirect language and is the result of experience, imagination or something that makes an impression on him. Kosasih (2012:97) further stated that poetry is a form of literary work that uses beautiful words and is rich in meaning. The beauty of poetry is caused by the diction, figure of speech, rhyme and rhythm contained in the literary work. In line with Duston's opinion (quoted by Prodopo 2014: 6) poetry is that it is concrete and artistic human thought in emotional and rhythmic language. Poetry according to Ghazali James Smith (in Widodo, Joko., et al. 2012: 40) poetry has a distinctive language so that the discussion of poetry is also special. Poetry is a discourse on the use of special language. Furthermore, Wendi (quoted by Romelah, 2016:60) stated that poetry is a literary work that is bound by lines and stanzas, using short and interesting words. From the opinion above, it can be concluded that poetry is human thought in expressing

imagination to express feelings using beautiful words and rich in meaning. Structure of Poetry. According to Pradopo (2014: 118) the structure of poetry is a systematic arrangement of elements, which include: The elements are reciprocal and mutually determining. According to Wardoyo (2013:23) poetry is created from buildings that have a harmony between their elements. The elements of poetry cannot be separated because they are related to one another. Poetry as a form of literary work consists of two main elements, namely physical elements and mental elements. The physical structure and inner structure are as follows:

- a) **Diction** Diction or word choice is the essence of writing poetry. This means that diction is the basic building block of every poem. Diction can be used as a measure of how far a poet has original creative power
- b) **Figurative Language** Figurative Language is language used to achieve poetry. With figurative language, poetry attracts attention, creates freshness, and especially creates clarity in Pradopo's dream images (in Wardoyo, 2013: 25)
- c) **Concrete words** Concrete words are words used by the poet to refer to a comprehensive meaning. In other words, concrete words are words that are capable of providing imagination to the reader. Concrete words can be done by a poet by trying to give an image effect (imagery both in terms of sight, hearing, feeling and so on) to the reader with the aim that the reader can clearly imagine the event or situation described by the poet.
- d) **Imagery (Imagination)** Imagery is stated as a sensory experience and is a form of language used to convey these senses Wachid (quoted by Wardoyo 2013: 32).

Furthermore, according to Pradopo (2014: 81) imagery is images of dreams that are expressed in poetry. Thus, imagery can be interpreted as a picture of a dream that is formed and expressed through the medium of language which is the result of human sensory experience. Therefore, the imagery built up in poetry usually includes images from sight, hearing, touch, feeling and smell. According to Wa.hid (quoted by Wardoyo 2013:33-38). The types of imagery are as follows.

- a) **Visual Images** Visual images use languages that are able to stimulate the sense of sight in the form of the source and quality of light
- b) **Hearing Images** Hearing images use languages that are able to stimulate the sense of hearing in the form of the source and quality of the sound or sound. It is as if the reader can grasp the meaning in the poem through the words that describe the sound
- c) **Olfactory imagery** Olfactory imagery uses languages that are able to stimulate the sense of smell in the form of the source and quality of the smell. Readers are invited to understand the meaning of the appearance of the smell that the poet creates through the poetry he writes
- d) **Tactile imagery** Tactile imagery uses languages that are able to stimulate the sense of touch or touch in the form of a source of material surface quality. It is as if the reader can feel the object by touch.
- e) **Tasting Images** Tasting images use languages that are able to stimulate the sense of taste in the form of a source of taste quality. It is as if the reader can feel the atmosphere through the tongue and lips regarding the meaning displayed by the poet
- f) **Atmosphere Imagery** Atmosphere imagery uses language that is able to provide thought associations and analogies
- g) **Versification (Rhyme and Rhythm)** Versification is related to the sounds created in poetry. The sounds in poetry produce rhyme (rhyme) and rhythm. These sounds are then versified. Rhyme is the repetition of sounds in poetry to form musicalization or orchestration. Rhythm is high, low, long, short, loud and weak sounds
- h) **Visual Form (Facial Arrangement) of Poetry** The facial expression of poetry or the visual form of a poem is the display form of poetry which is the display form written by the poet. The visual form is Wrongone thing that is a sign of a poet's ability to confirm his human experiences in the poetry he writes. The visual form of poetry is one of the expression techniques of a poet in expressing his ideas.

The Inner Structure of Poetry below: (1) **Theme** Theme is the main idea or subject-matter expressed by the poet. A theme is a main idea or thought about something, including when writing a piece of writing. Every piece of writing must have a theme, because in a piece of writing, the writer is encouraged to think about what theme to create (2) **Atmosphere** Atmosphere is a psychological condition felt by the reader which is created as a result of reading interactions. This means that every poem has the potential to create a separate atmosphere in the reader when reading and appreciating the poem (3) **Tone** Tone is a sound that has regular vibrations per diction. Tone is a regular sound that has a certain single frequency. The tone and atmosphere of poetry are interconnected. The tone of the poem creates a certain atmosphere in the reader. Tone is the poet's attitude in line with the main idea he is presenting (4) **Mandate** Mandate is a moral teaching or message that the author wants to convey through his work. Like the theme, the message can be conveyed explicitly, namely by giving moral teachings or messages in the behavior or events that occur to the characters towards the end of the story and can also be conveyed explicitly, namely by conveying calls, suggestions, warnings, advice, suggestions or prohibitions. related to the main idea of the story. Learning to Write Poetry Using the Acrostic Technique Learning definitely requires memory, especially because around 70% of the material we have studied today can be forgotten within 24 hours. Therefore, we need to know a

way or technique to record and so that our memory is strong. The word acrostic comes from the French word *acrostiche* and from Greek, namely *akrostichis*, which means a poem in which the initial letters of the lines form one or several words (Sudibyo, 2008:1).

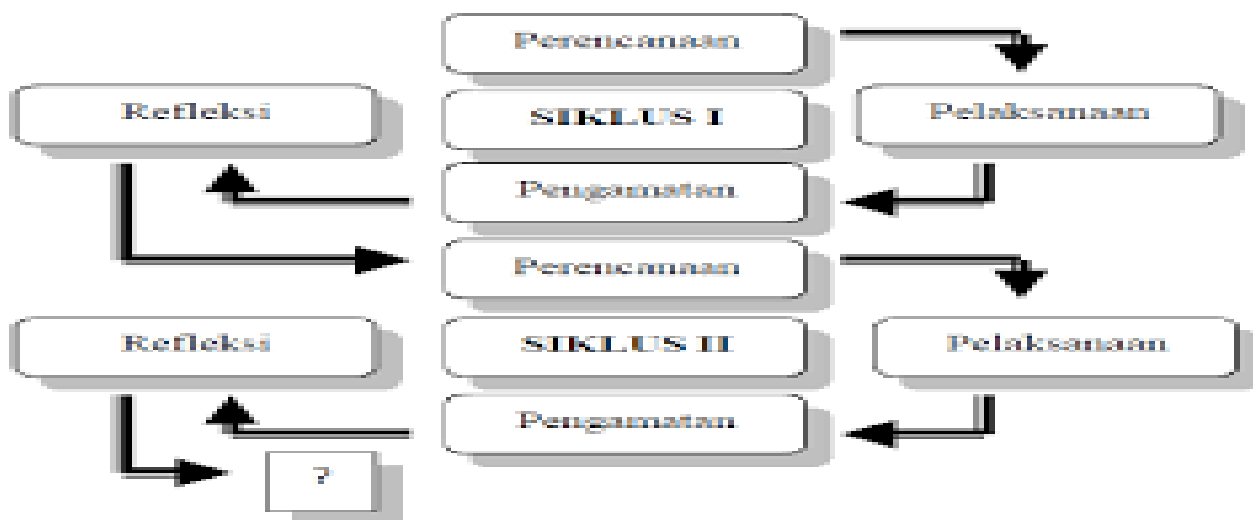
The meaning of acrostic according to several opinions is as follows : (1) According to Sutisno, an acrostic is the use of each first letter of a group of words and other syllables to create a sentence (2) According to Bill Lucas, an acrostic is a poem or sequence of words in which all the first or last letters of each line are a word or personal name that is used to remember other things (3) According to Mario Seto, an acrostic is a word that uses the first letter to create a phrase to help remember a list (4) According to Deasy, acrostics is remembering by taking the first letter of each word to be remembered (5) According to Markowitz, an acrostic is an arrangement of words that does not always use the first letter and does not always produce an abbreviation in the form of one word. The information remembered in an acrostic can be in the form of a sentence or certain phrase. From several opinions about the acrostic technique above, it can be concluded that the acrostic technique is a method used by teachers to make it easier for students to remember the material being taught. Namely by taking or using the initial, middle or final letters in a particular word. For example, to remember the order of the colors of the rainbow, the acrostic technique is used, namely *Mejikuhibiniu*, which is composed of a vocabulary of rainbow colors: red, orange, yellow, green, indigo, and purple. The following is about writing poetry using the acrostic technique:

- 1) Capital letters always start on every new line.
 - 2) Reading and re-reading helps find good words.
 - 3) Sentences are not that important.
 - 4) The problem of our lack of understanding in vocabulary, we can look at the dictionary.
- In writing this acrostic poem, each person's vocabulary is different. Experience in reading poetry.

Based on the description above, researchers are interested in conducting research entitled "**Effort To Improve The Skills Of Finding Mandate In Poetry Through P-Test Techniques Multiple Choice in Higher Grades**".

Research Methodology

This research is classroom action research. This research was carried out at SDN 053978 Tanjung Ibus. Objectk research namely 5th grade studentstotaling 25 people consisting of 13 male students and 12 female students. The type of research used in this study is qualitative research with a Classroom Action Research (PTK) approach. This research was carried out in 3 cycles where each cycle consisted of two meetings. This class action research uses the Kemmis & Taggart model (Aqih, 2017, Arikunto 2016) which suggests that this class action research broadly has four steps including: planning (planning), acting (implementation), observing (observation) and reflecting (reflection).



The data validity technique in this research was carried out using a data triangulation process, namely by comparing data collected from various sources, including tests, observation results, interviews, field notes and documentation. The data analysis technique used to obtain research data is by: (1) Data reduction, selecting relevant data. (2) Data description, presenting data, both qualitative data and quantitative data, as information that allows researchers to draw conclusions. (3) Data verification, making conclusions based on the data description. Research instruments to obtain data include: (1) observation, which is a data collection technique by observing every event that is taking place and recording it with an observation tool about the things that will be observed aknow researched. (2) Test, test whichto be measured is the student's ability to master the subject matter presented including aspects of

knowledge and skills. (3) Interviews, to find out students' and teachers' responses to the process of learning poetry writing skills through acrostic techniques assisted by audiovisual media. (4) Field Notes, written notes about what is heard, seen, experienced and thought in the context of data collection. (5) Documentation, documentation is an instrument for collecting data about events or occurrences that have been documented, in the form of syllabus archives, lesson plans, observation results and photographs. (Sri Awan Asri, et.al., 2020)

Rated aspect	Mark
Diction	30%
Figurative Language	15%
Five	15%
He	20%
Mandate	20%
Total	100%

The criteria for success in this research is success based on poetry writing skills. Poetry writing skills are said to be successful if each research cycle gets an increase in grades and there is an increase in the learning completion category. The minimum completeness criteria value in this research is the Minimum Completeness Criteria (KKM) value which has been set by the school, namely 70. Poetry writing skills are said to be results when 80% of 5th grade students SDN 053978 Tanjung Ibus skill in writing poetry increased

Results and Discussion

Follow-up research This class was held at SDN 053978 Tanjung Ibus by researchers who act as implementers and teachers, and class teachers as collaborators in the class where research actions are carried out. The research was carried out over three cycles, where each cycle contained two meetings. The time allocation for each meeting is 75 minutes (2x35 minutes), the implementation of each cycle starts the stages, namely planning, action will, observation and reflection. After carrying out various research activities starting from cycle I to cycle III data obtained from research results. From the results of this research, data analysis was then carried out to see the effect of using assisted acrostic techniques MULTIPLE CHOICE TEST towards improving poetry writing skills in class students 5 SDN 053978. Based on data analysis from each cycle, the skill results are obtained found the mandate on writing poetry in each cycle shows very good improvement. The analysis of the results of poetry writing skills can be seen in the following table:

Completion Recapitulation Table

Cycle	Average value	Complete	Not Completed
Before Action	59,6	35	65
I	65,4	46	54
II	68,8	65	35
III	77,1	88	12

The table above shows data on the results of students' poetry writing skills in pre-action, cycles I, II, and III. Meanwhile, the table below shows the teacher's action observation data using tacrostic technique multiple choice test I, II, and III.

Observation Table of Students' Active Writing Poetry Using Multiple Choice Acrostic Technique

Cycle I	Cycle II	Cycle III
69%	76%	86%

Based on research results, it is known that the acrostic technique in writing poetry can improve your ability in students at SDN 053978 Tanjung Ibus in writing poetry. If at the action level at the end of sikpass I student ability was 69%. Through several improvements made to learning techniques, at the end of learning cycle II the level of ability was classically menincreased to 76%. And in the final cycle, namely cycle III, the level of ability increased by 86%. In general, it can be concluded that improving students' poetry writing skills class 5 SDN 053978 Tanjung Ibus can use the acrostic technique. Standing assisted by multiple choice tests in the opinion of Dwi Triswanto et al (2019) stated that the acrostic technique can make it easier for students to find and develop ideas. Hamsa et al (2019) found that the use of acrostic techniques in learning to write poetry can increase students' competence in poetry writing skills.

Conclusion

Based on student learning results, both in terms of process and results, it can be concluded that the application of acrostic technique can improve the ability to write poetry is very effective. This is in accordance with the results of research carried out in cycle I and cycle II which show that the production of process scores and learning outcomes increased. The acrostic technique used in this research will be more effectively applied in learning when done by connecting students' learning experiences at school. They can use various topics to write poetry by synthesizing the experiences and information they know. Furthermore, the use of this technique can be combined with models, media, and other learning techniques so that students' learning outcomes both in terms of results and processes can continue to increase. Suggestions Based on the results of the research that has been carried out, there are several suggestions as follows: (1) Teachers who teach poetry writing material are expected to be able to use acrostic techniques as material for consideration deliver learning material because it can improve learning outcomes in writing poetry (2) For the Language and Literature Education Study Program, it is hoped that the results of this research can be used as a study in implementing strategies to improve the quality of education (3) For advanced researchers, it is hoped that this research can be continued again if there are things that have not been revealed in the research This can be further developed in further research.

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