

Materials Development of Writing Poetrybased on Environment in Elementary Schoolof Pangkep District

Halimah Abu Bakar, Muhammad Rapi, Azis.

*UniversitasNegeri Makassar Jln. BontoLangkasa, KampusGunung Sari, Makassar South Sulawesi, Indonesia
Postal Code 90222*

Corresponding Author: Halimah Abu Bakar

ABSTRACT; *The purpose of this research was to develop teaching materials to write poetry in third grade elementary school in Pangkep regency in the form of syllabus, student worksheet, lesson plan, and teaching materials. This research was a development research conducted to produce teaching materials to write poetry in learning of Bahasa at school level based on environment. The design of this research was designed through a model of teaching development by Thiagarajan (1974, p. 5) known as the four-D, define, design, develop and disseminate model. The data in this study were obtained from oral data, written criticism from observers, peers, informants, team of literary experts, media, language, content and material experts. Learners and verbal, were information about the lack of understanding of students in writing poetry from teachers and students. Development of environment-based poetry writing materials for elementary school students. In the third class that has been through the validation process of experts and practitioners of stages 1 and 2 and declared valid from the aspect of the content or material, language, presentation, practical and feasible to be used, and effectively improve the ability to read the beginning after being tested in SDN. 28 Tumampua II, SDN. 29 MattiroBombang Village, Salemo Island, and SDN. 16/24 BuluTellue Village, TondongTallasa District.*

KEYWORDS: *ability to writing poetry based on environment in elementary school*

Date of Submission: 20-02-2018

Date of acceptance: 03-03-2018

I. INTRODUCTION

According to Law No. 20 of 2003 on National Education System Chapter III article 4 that education is held by developing a culture of reading, writing and counting for all citizens. Furthermore, the teachings of poetry appreciation in schools have been complained of by teachers, many factors in this case, among others from the teachers themselves, students and from the poetry material taught (Tang, 2007, p. 25). The tasks of Indonesian language and literature teachers not only provide knowledge (cognitive aspect), but also skill (psychomotor aspect) and in still love (affective aspect) both in class and outside class (Hamid 2007, p. 21).

The main purpose of this textbook presentation was to make it easier for teachers and learners to carry out the scientific learning process and enable teachers to conduct objective judgments objectively. The activities presented varies covering practical, project and fortune activities and are added with selected activities that are tailored to the Core Competencies (KompetensiInti/KI) and Basic Competencies (KompetensiDasar/KD) Students were not encouraged to explore and extract the greatness of the values contained in the literary texts, provide knowledge of theoretical and memorized literature (Sawali, 2007, p. 23).

Based on the observation of the problem of the low effectiveness of students in learning poetry either in terms of writing or reading poetry was also expressed by some teachers who teach in class III in SDN 28 Tumampua II and SDN. 16/24 TondongTallasa one of the schools located in the mountains and elementary schools located in the islands was SDN 29 Salemo Island in Pangkep district was very alarming.

This condition according to the third grade teacher from three elementary schools that researchers had interviewed is Haryati Joseph Pattjing, SS, S.Pd. She is third grade teacher at SDN 28 Tumampua II Pangkajene City. The other of the teachers who have teaches in TondongTallasa District is Suryani, S.Pd and another classroom teachers in the Salemoisland, Pangkep district said the same thing that was difficult to teach poetry in the classroom. Difficulty of teachers faced to teach poetry was how to write poetry. Observing these conditions, determine appropriate teaching materials to help learners achieve competence and of the fact that there were three schools after conducting interviews with the third teachers SDN. 28 Tumampua II Pangkajene, SDN. 16/24 TondongTallasa, Salemo Islands and SDN. 29 Salemo Island.

Teaching materials in the form of information, tools and texts were materials that teachers / instructors need for planning and reviewing of learning implementation. The material in question can be either written or

unwritten material (National Center for Vocational Education Research Ltd/National Center for Competency Based Training) (in Majid, 2007, p. 174).

Expressed Salam (2007, p. 2-3) Teaching materials is a set of materials that are arranged in a systematic written or not so as to create an environment / atmosphere that allows learners to learn. Then, Wright (1987, p. 169) adds that teaching materials can help achieve the goals of the syllabus, and help the roles of teachers and learners in teaching and learning.

Tomlinson (1998, p. 2) says, teaching materials is something that teachers or learners use to facilitate language learning, improve knowledge and experience of language, teaching materials displaying a complete figure of competence that will be controlled learners in learning activities.

AECT (1986, p. 72) defines teaching materials as learning materials in the form of software that contains messages to be delivered using equipment.

Then Richards (2002, p. 262) proposed the development of teaching materials, including: (1) development of objectives; (2) development of syllabus; (3) organizing teaching materials into learning units; (4) development of structure per unit; and (5) sorting units (inTrianto, 2005, p. 10).

Hamalik (2004, p. 44) states that teaching is to convey knowledge to learners in the School. Mulyasa (2009), in teaching, teachers should be able to master the 8 basic skills of teaching so that teachers can create a conducive learning atmosphere so that the learning process run smoothly.

II. RESEARCH METHODS

The research was a research development of R & D (research and development), the research method was done with the stages of define, design, develop, and disseminate. This research was conducted at SDN. 28 Tumampua II, SDN. 29 MattiroBombang village, Salemo Island, and SDN. 16/24 BuluTellue Village, TondongTallasa District. The data in this study were obtained from oral data, written criticism from observers, peers, informants, team of literary experts, media, language, content, material experts, and students and oral, is information about students' lack of understanding in writing poetry from teachers and Students.

III. RESULTS AND DISCUSSION

The model used is the development of 4-D model. The 4-D development model (Four D) is a learning device development model. This model was developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel (1974, p. 5).

A. Define stage

1. Front-end Analysis

Preliminary analysis was conducted to find out the basic problems in the development of environment-based poetry writing. A preliminary analysis activity was conducted to identify the main problems faced by grade three of elementary students in Pangkep District as the subject of developing poetry writing materials. It activity was done by two way of observed the activity of writing poetry of students and interviewed with each homeroom teacher in the location of research. Of the three schools identified 80% of students have not been able to write poetry. The indicator was that students have not been able to write poetry well and were still far beyond the expectations.

2. Learner Analysis

Student analysis is very important at the beginning of planning. Analysis of learners is done by observing the characteristics of learners. From the results of observations and interviews it is known that the subject of research in three schools happened the same thing, only 20% of learners who can understand a little about the writing of poetry and 80% who have not understood at all about the writing of poetry.

3. Task Analysis

The tasks assigned to the students based on the results of observations in the elementary school has not been able to provide maximum motivation. This is apparent when teachers ask students to write poetry without seeing the media and were asked to do it repeatedly but not showing the expected results. When students were instructed to write poetry students feel as if that writing poetry was a learning material that is still foreign to learners when in fact poetry learning was pleasure and fun learning.

4. Concept Analysis

The concept analysis aims to determine the content of the materials in the environment-based poetry materials developed. Based on the results of interviews with teachers in three schools the basic competence of writing poetry grade III SD is set in Curriculum 2013 was considered less able to write poetry. Students in urban areas Pangkajene, mountains BuluTellueVillag, TondongTallasa District, and elementary school in research

location inSalermo Island,Pangkep reGENCY. The standard of writing poetry skills in the early grades elaborated



into basic competencies was too difficult to achieve with minimal time allocation.

5. Specifying Instructional Objectives

Basic Competence to write poetry for third grade students to be achieved is "Able to Write Poetry Based on Environmental". Based on interviews with teachers that the competence is not fully achieve mastery due to many obstacles both from learners and from teachers. Learners have difficulty composing words to be poetry and then combine words into a simple sentence. While teachers have difficulty due to lack of use of varied methods to achieve these competencies so that there are some learners who do not achieve mastery.

B. Design Stage

After getting the problem from the defining phase, then done the design stage, namely the preparation of the test (criterion-test construction). Preparation of test instruments based on the preparation of learning objectives that become benchmarks of the ability of learners in the form of products, processes, psychomotor during and after learning activities. The first step to find out the early ability of students to write poetry as an evaluation tool after the implementation of teaching materials writing of environment poetry. At this stage, the researchers formulate the evaluation format of poetry writing based on the KD contained in the Curriculum 2013, Theme 1 "Animals and Plant Care" with Subthemes "Animals and Plants", three aspects: recognize themes, rhymes, rhythms, poetry understanding and write environmental poems with a simple sentence, with the criteria of assessment (very capable, able, less able, incapable, and very incapacitated).Furthermore, the initial reading test results, the initial test in SDN 28 Tumampua II of 27 learners, 80% is still in the reading stage Poetry, and have not been able to write the sentences of poetry well and correctly.Based on that the researcher determines the mapping of the competence of writing poetry used in reference to the development of teaching materials.Criteria used as a reference for the competence of writing poetry is able to write poetry correctly and sentences to develop words into sentences Poetry. The results of the test after the treatment will be used as a reference to assess the effectiveness of teaching materials applied.

1. Media selection

Selection of media adapted to the material and characteristics of learners. The media used in the development of this initial reading method using print-write media. Based on the observation, learners are very interested in books full of images and brightly colored. When the researcher showed a reading book that many pictures of the students were very enthusiastic about observing the image, and when designated images contained in the book, learners can mention the image in question even though they have not seen directly see the real thing. The book supplement learns reading for grade III elementary students is designed with colorful designs. The selected images are also adjusted to the images known to learners as in the following figure:
Sample Book Cover Material:

2. Format Selection

Selection of the format was done in the initial step so that the format chosen in accordance with the learning materials. Image accompanied by colors that match the level of development of learners. Appropriate images can interest the learners and learners to learn to read and write poetry. In addition, the selection of type of writing and the size of the writing was adjusted to the development of learners is to use a combination of capital letters 12, 14, and 16 that were tailored to the center point or the center of attention of the material. This was intended so that learners do not feel bored or tired of reading the book. In addition to the size of writing or

images tailored to the needs of learners, the use of spaces, letter font and background were designed as beautiful as possible. Appropriate Ausubel meaningful learning theory that teachers should be able to develop the cognitive potential of learners through meaningful learning process. The meaning of the learning process show results, if teachers were cleverer to design meaningful teaching materials and present the subject matter well not boring and it can connected with relevant concepts, which already exist in the cognitive structure of learners.

3. Initial Design

Initial design was an environment-based design that has been made by researchers and then given output by the promoter, the output used to improve the teaching materials before production. Then make a revision after getting suggestions of improvement of teaching materials from the promoter and then this design performed the validation phase. The draft was draft I of teaching materials.

This stage was a simulation of poetry writing materials. Before the simulation activities were conducted, the experimental class teachers were trained by researchers at their respective schools in the three basic schools attended by all school model teachers. Training was carried out to observe and discuss each step of instructional materials, media, exercises and tasks of the students and the tests to be used. After the teacher understands every stage of the device of one third grade teacher, Mrs. Haryati Yusuf Patjing, S.Pd. Suryani, S.Pd. SDN. 29 Salemo Island, and Hadina, S.Pd. From SDN. 14/24 TondongTallasa, Pangkep district simulates lessons used materials of environmental poetry writing materials, observed by researchers and peers. The observation results of the simulation activities were very good and responded positively by all observer and research teachers. The whole stages of the method were understood and the supporting tools is teaching materials and media were also very relevant to the materials of writing environmental poetry materials.

C. Development Stage (develop)

This development stage was aim to produce a revised teaching material based on expert input and trials to learners. There were two steps in this stage as follows:

1. Expert appraisal

Expert appraisal serves to validate the content of teaching materials to write poetry before testing and validation results were used to revise the initial product. The instructional materials that have been compiled were then assessed by expert material validators and expert media validators, so it can be known whether the teaching materials were suitable to apply or not. The results of this validation were used as an improvement material for the perfection of developed teaching materials. After the draft I was validated and revised, then draft II was produced. Draft II was further tested to students in a limited field trial phase.

2. Development testing

After the validation of experts then conducted limited field trials to determine the results of application of teaching materials in learning in the classroom, including measurement of learning motivation learners, and measurement of learning outcomes of learners. The results obtained from this stage were revised pop-up media. This stage Thiagarajan (1974) divides into two activities: expert appraisal is a technique to validate the product done twice to assess the feasibility of the prototype. In this activity validation by 2 experts (lecturers) and 2 practitioners (supervisor) in the field of material and language learning, they were: Prof. Dr. AchmadTolla, M.Pd., Dr. AkmalHamzah, M.Pd. Dr. Paris, M.Pd., and Dr. Akhir, M.Pd. The suggestions given were used to improve and revise the supporting tools of reading method namely teaching materials and media, tasks, assessment, and steps of application of methods and learning that have been prepared. As a result, the first validation of the four validators assessed the instructional material to write an environmental poem designed from aspects of language, material, display, and presentation steps, each with a small revision note. In the second validation, each validator provides a note worth to use.

The next stage, developmental testing was a test activity of product design on the subject of the real target. Limited trials were conducted in Class III (27 students). The trials were observed by two teachers of the model teacher colleagues. The observer records of the overall stages were well executed, as well as the learner's participation in the teacher's attention, actively inquiring, answering and actively performing the task, the overall being in good category, only 5% of the less-active learners. The test results were used to revise the product that produces prototype 2.

The activity continued with a trial at SDN 28 Tumampua II (27 students), SDN 29 PulauSalemo (23 students), and SDN 14/24 BuluTellue village, TondongTallasa district (14 students). At the time of the implementation of this trial, based on the observer records, the students' responses in the three schools were very good, it appeared from the enthusiasm of learners in paying attention to the teacher's explanation, answering the questions, actively asking questions, and doing the tasks when writing poetry, all done actively and with pleasure. Similarly, the implementation of the stages of the methods were all well executed. The lessons were

held three times and one meeting for the test of learning result. When researchers ask questions about their responses to environmental poetry writing activities, the reactions, they were happy to write poetry in the outdoors on interesting teaching materials and the stages were easier to do so more quickly understand. Comments from model user teachers all respond positively. After that final test was done to measure the effectiveness of the method and the result was very effective. Of all the learners in the field test classes, 86% of the two schools had complete completeness in writing simple poems and 1 school was still 45% unfinished and 14% unfinished from both schools received additional services in the form of tutoring to write poetry during break time.

D. Dissemination stage

After a limited trial and the instrument has been revised, the next step is the dissemination stage. Simulation of material presentation with media and the steps of designed method. This stage was to hold a meeting with third grade teachers in three schools before the activities were conducted, the test class teachers were explained about the use of teaching materials by researchers at their respective schools which were attended by all teachers and principal trials. The meetings were conducted to explain each step of the method steps, teaching materials, media, exercises and tasks of the learner and the test to be used. After the teacher understood each stage of the device of one of the third grade teachers, Mrs. Haryati Yusuf Patjing, S.Pd from SDN 28 Tumampua II, Mrs. Suriani SDN 29 Salemo Island and Mrs. Hadina, S.Pd SDN 14/24 Tondong to conduct learning simulation used the corresponding method dictated to lesson plan was the environment, which was observed by researchers and peers. The observation result of the simulation activity was very good and responded positively by all observer teachers and researchers. The whole stage of the method was easy to understand and the supporting tools of teaching materials and media were also very relevant to writing environment-based poetry.

1. Develop Stage

This stage Thiagarajan (1974) divides into two activities: expert appraisal is a technique to validate the product done twice to assess the feasibility of the prototype. In this activity was validated by 3 experts (lecturers) and 1 practitioner (supervisor) in the field of material and language learning, they were Prof.Dr.Muhammad Rapi, M.S As a Promoter, Dr. Azis, M.Pd as Co-promoter, Prof. Dr. Ir. AchmadTolla, M.Pdas validator I and Dr. AkmalHamzah, M.Pd as a validator II. Suggestions given the authority to improve and revise the supporting tools of reading method that is teaching materials and media, tasks, assessment, and steps of application of teaching materials in the learning that have been prepared. As a result, the validation of the 1st four validators assessed the environment-based poetry writing materials designed from aspects of language, material, display, and presentation steps, each with a small revision note. In the 2nd validation, each validator provides a note worth to use.

The next stage, developmental testing was a test activity of product design on the subject of the real target. A limited trial was conducted in Class III, SDN 28 Tumampua II. The trials were observed by two teachers of the model teacher colleagues. The observer records of the overall stages were well executed, as well as the learner's participation in the teacher's attention, actively inquiring, answering and actively performing the task, the overall being in good category, only 5% of the less-active learners. The test results were used to revise the product that produces prototype 2.

The activity continued with a trial conducted at SDN 29 PulauSalemoMattiroBombang Village LiukangTupabiring district and SDN 16/24 BuluTellue Village TondongTallasa District Pangkep Regency. At the time of execution of this trial, based on the observer note the response of learners in two schools were very good, and in SDN 29 PulauSalemo got good value. It is seen from the enthusiasm of learners in paying attention to teacher explanation, answering questions, actively asking, and doing the task that was when learning to write poetry that was done outside the classroom, all done with an active and accompanied by pleasure. Similarly, the implementation of the stages of the methods were all well executed. The lesson was held twice and one meeting for the test of learning result. When researchers asked questions about their responses to poetry writing activities, their reactions were delighted that with the writing of poetry in the open spaces was fun, interesting and not boring, the stages were easier to do and more quickly understood. Comments from teachers of teaching material users all respond positively. After that final test was done to measure the effectiveness of the method and the result was very effective. Of all the learners in the field test class, 89% had a completeness in writing environmental poetry, 11% of which was not complete was SDN 29 Salemo Island, it was only 75% who can write poetry and 25% receive additional services in the form of guidance to write poetry on hours of extracurricular activities or on at rest.

2. Disseminate Stage

Thiagarajan divides the dissemination phase in three activities, were validation testing, packaging, diffusion and adaption. However, in the context of the development of this poem, the dissemination was done by socializing through the distribution of products in the form of a textbook entitled "Caring the environment through poetry". The number was adjusted to the number of teachers assigned to simulate the teaching materials given to the school teachers in the location of the research.

IV. CONCLUSION

Based on the results of research and discussion, then put forward the conclusion of research results as follows.

1. Implementation of learning to write poetry with environment-based third grade students SDN. 28 TumampuaPangkajene Sub-district of Pangkep Regency at meeting I has been categorized as an increase but not significant. Increases that have not been significantly marked by the activities in the second stage of writing there are moderate and less qualified. Some obstacles faced by teachers and students in learning. These constraints include: liveliness and student enthusiasm in composing words to be sentences of poetry was still lacking. Activities still tend to be done individually; liveliness and courage to provide an assessment of published results has not been satisfactory. In addition, there are still some students who do not dare to appear to read and publish his writing in front of the class. At the second meeting there was a significant change by anticipating all the obstacles and revising the shortcomings encountered at the 1st meeting. At the 2nd meeting, the students were more active and enthusiastic in developing the teaching materials of poetry into meaningful poetry.

2. Evaluation of learning poetry writing based on the environment of class III SDN 28 Tumampua II Pangkajene District Pangkep District at the meeting I have not experienced a significant increase because the acquisition of student grades both individually and classically has not reached 86% of Minimum Criteria of Completeness (KKM) was 65 andclassically only reach 76%. At the second meeting, after the improvement of planning and learning process, the assessment showed an increase, ie more than 86%. Students are able to achieve the above score Minimum Exhaustiveness Criteria (KKM), which was 70 and above while the percentage achievement at meeting II, was 95%.

REFERENCES

- [1]. Anwar, Chairil. (2000). *SebelumSenjaSelesai*. Yogyakarta: Hikayat Arikunto, Suharsimi. (2002). *ProsedurPenelitian*. Jakarta: RinekaCipta.
- [2]. Clive Sansom. (1960). *TheWorld Of Poetry*. London: Phoenic House. Cunningsworth, Alan. (1995). *Choosing Your Course-Book*. Oxford: Heilmann.
- [3]. Endaswara, Suwardi. (2013). *TradisiLisanJawa: WarisanAbadiBudaya Leluhur*. Yogyakarta: Narasi.
- [4]. Hamid, Mukhlis. (2007). *AntaraHarapandanKenyataan*. Online., (<http://gemasastrin.wordpress.com>) Diakses 15 Mei 2010..
- [5]. Luxemburg, Jan Van, dkk. (1984). *PengantarIlmuSastra*. Terjemahanoleh Dick Hartoko PT Gramedia.
- [6]. Lukens, Rebecca. J. (2003). *A Critical Hand Book Of Children,s Literature*.
- [7]. New York: Longman. Mulyasa, E. (2007). *KurikulumBerbasisKompetensi*. Bandung: Remaja. RosdaKaraya.
- [8]. Pradopo, RachmatDjoko. (2003). *BeberapaTeoriPegangan Guru Pengajar Sastra*. Yogyakarta: Kanisius.
- [9]. Salam, (2004). *PembelajaranApresiasiPuisi*. Makalahdisajikandalam seminar Bahasa bagi guru SMA. Makassar 2 Mei.
- [10]. Sawali, (2007). *OtonomiPengajaranSatra Online*, (<http://www.BindoSmp.com>, Edukation Logs). Dakses, 5 Mei 2010.
- [11]. Stewig, John Warren. (1980). *Children and Literature*. Chicago: Rand McNally College PublishingCompani.
- [12]. Tang, Muhammad Rapi. (2007). *Sastra Makassar*. UniversitasNegeri Makassar.
- [13]. Tomlinson, (1998). *Materialis Development InLanguange Teaching*. Cambridge: Cambridge Unversity Press.

Halimah Abu Bakar ." Materials Development of Writing Poetrybased on Environment in Elementary School of Pangkep District." IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 23 no. 3, 2018, pp. 60-65.