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Improving Narrative Poetry Writing Through Film Media for Grade X-1 Students at YPKPM Christian High School Ambon

Foster Jouverd Lawalata[1], Thomas Frans[2], Novita Tabelessy[2*]

[1]Pendidikan Bahasa dan Sastra Indonesia, Universitas Pattimura, Ambon, Indonesia
[2]Bahasa dan Seni, Universitas Pattimura, Ambon, Indonesia
[*]*tabelessynovi25@gmail.com*

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Abstract

This research is driven by the issue of inadequate writing proficiency in the study of narrative poetry. The limited capacity to compose narrative poetry is attributed to several issues, including students' insufficient expressiveness in articulating thoughts derived from a teacher-provided notion, resulting in a passive learning experience, and students' poor performance in poetry writing. This research aims to equip educators with effective strategies to enhance the quality of narrative poetry writing instruction at YPKPM Christian High School in Ambon. The utilization of film media is anticipated to enhance pupils' proficiency in composing narrative poetry. Writing is a generative and expressive endeavor, according to Tarigan (1982:4). Narrative poetry is a form of poetry that conveys a story, tale, or the experiences of the poet (Gani, 2014:25). Film media can convey information, elucidate intricate concepts, and demonstrate processes, as it initiates learning through authentic scenarios or circumstances relevant to daily life. Arsyad (2002, p. 5). This research employs classroom action research (CAR) based on Susilo's CAR methodology, which comprises four stages: preparation, implementation, observation, and reflection. The four stages were executed in two study cycles, each concentrating on the evaluation of poetry writing in relation to themes, titles, and fidelity to film. This study was carried out at YPKPM Christian High School in Ambon, focusing on students from class X-1 as the subjects of research. This research aims to optimize the learning process and augment students' writing skills. The research findings indicate that the utilization of film media in narrative poetry composition enhances student engagement and facilitates the creation of quality poetry. This is apparent from the enhanced academic performance of the students. In Cycle I, only 11 individuals attained the minimal passing grade (KKM) of 69.00, although the anticipated KKM was 75.00. In Cycle II, the figure rose to 77.23.

Keywords: *CAR film media; Narrative Poetry; Writing Skills.*

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INTRODUCTION

Writing is the process of articulating ideas through language with a specific intent to attain a particular objective. In the realm of formal education, writing abilities are integral to literary endeavors, including the composition of poetry. To accomplish this, proficient writing skills are necessary. To enhance poetry writing skills, it is essential to provide a medium that inspires students to achieve competency criteria in articulating thoughts, emotions, and facts through narrative poetry, hence enhancing their narrative poetry writing capabilities. Consequently, educators should utilize film media as a pedagogical tool to facilitate students' composition of narrative poetry.

This study employs the Classroom Action Research (CAR) methodology. It comprises four stages: planning, implementation, observation, and reflection. Susilo (2007:23). In light of the aforementioned context, the research problem is articulated as follows: Can the capacity to compose narrative poetry be enhanced through the use of film media for pupils in class X-1 at YPKPM Christian High School in Ambon? This study aims to enhance the capacity to compose narrative poetry via video for students in class X-1 at YPKPM Christian High School Ambon. This research can provide practical benefits to: Students as a straightforward and unique educational approach. The teacher serves as a tool to facilitate the learning process. The school serves as a fundamental support for the learning process. The study program provides feedback to enhance knowledge for the classroom action research course.

LITERATURE REVIEW

Writing constitutes a creative and expressive endeavor (Tarigan, 1982:4). The objective of writing is to articulate facts, messages, attitudes, and thoughts to the reader with clarity and efficacy. Samuel Taylor Coleridge (in Pradopo 2002: 6) asserted that poetry constitutes the most exquisite words in the most aesthetically pleasing arrangement. The poet selects the most suitable words and organizes them optimally, exemplifying balance and symmetry, with a profound interconnection between elements. Rahmoto (1992:118) asserts that creating poetry serves not merely to enhance observation and refine linguistic proficiency. This student's writing is anticipated to evoke renewed attention due to the poem's inherent profundity. Narrative poetry is a form of poetry that conveys a story, tale, or the poet's personal experience. The narrative may be presented as simple, suggestive, or complex. A cinema or motion picture comprises a sequence of images displayed frame by frame through a projector lens, creating the illusion of movement on the screen. The film progresses rapidly and intermittently, producing a seamless visual experience. Arsyad (2002: 5-10).

The research methodology selected for the study in class X-1 of YPKPM Christian High School Ambon is classroom action research (CAR). Classroom action research (CAR) is referred to as classroom action research (CAR) in English. This classroom action study is undertaken to enhance the efficacy of assessment methods and the allocation of tasks to students and researchers.

Classroom action research (CAR) is a self-reflective inquiry undertaken by individuals in social contexts, including education, aimed at enhancing the rationality and validity of (a) social or educational practices, (b) comprehension of those practices, and (c) the context in which those practices occur (Kemmis, 1993, as cited in Tantra, 2005). PTK is a systematic, introspective endeavor conducted by participants, specifically educators, to enhance systems, methodologies, procedures, content, capabilities, and circumstances. PTK is implemented to address learning challenges faced through direct classroom application.

A defining feature of Action Research is its collaborative essence, involving cooperation among educators and peers (including fellow instructors and researchers) to aid, observe, and identify the core issues requiring attention. This indicates that PTK can be executed through collaboration among colleagues, involving participation between educators and students centered on common objectives (Susilo, 2007: 17).

Research Location

a. Research Location: This classroom action research was conducted at YPKPM Christian High School in Ambon.
b. Research Time: This research was conducted in the second semester of the 2016/2017 academic year. The research timeline is based on the school's academic calendar, as Classroom Action Research (CAR)

requires several cycles that necessitate an effective teaching and learning process in the classroom.

Research Subjects and Objects

This classroom action research is conducted in the context of Indonesian language instruction focused on writing materials in class X-1 at YPKPM Christian High School Ambon, with 17 students—8 females and 9 males—alongside one collaborating Indonesian language instructor. The employed data collection method was observation, utilized to examine the teaching and learning processes of the students. The observational results yielded data regarding student errors and the underlying causes of faults in poetry writing. This is anticipated to facilitate the researcher's ability to organize interventions based on student errors. Interviews were conducted to identify the challenges teachers confront in the teaching and learning process and the strategies they employ to surmount these challenges.

This method is employed to gather data concerning students' enthusiasm in acquiring writing skills. This method is employed to acquire information about composing narrative poetry via cinematic media. This method will produce statistics to assess pupils' proficiency in poetry composition. Guidelines for Observation This instrument is utilized to assess and document aspects pertinent to enhancing narrative poetry writing skills through film media. Interview Protocols This tool serves as a framework for researchers to pose inquiries to topic teachers. The questionnaire solicits students' perspectives regarding writing proficiency, serving as an alternate problem-solving approach.

The data analysis methods for this classroom action research were examined in three phases as outlined by the PGSM project training team (1999:43): data reduction, data display, and conclusion drafting. The following delineates these three stages: Reduction is the process of simplification attained by selecting, concentrating, and verifying data into significant information. Data presentation involves the exhibition of straightforward data in both narrative and numerical formats. Conclusion is the process of distilling the essence from systematically presented data through questions, statements, and/or succinct formulas that, despite their brevity, communicate significant significance. The data analysis, derived from the specified data gathering methodologies, is articulated through a descriptive format utilizing the following formula:

$$Value \ \frac{Total\ Score}{Maximum\ Score} \ X\ Ideal\ Score$$

Description :

Maximum score : The highest total score, which is calculated as the maximum score of 4 (the maximum score for each indicator) x 3 indicators = 12.

Total score : The total score obtained from the indicator results.

Ideal score : 100

RESULTS AND DISCUSSION

1. CAR Cycle I Results

a. Cycle I, Meeting 1

In this activity, the teacher briefly reviewed the students' explanations regarding their writing skills, specifically narrative poetry writing, from previous lessons. Many students have not yet reached the minimum passing score (KKM) of 75.00; only 11 out of 17 students were able to achieve the KKM.

b. Cycle I, Meeting II

During the initial cycle's second meeting, the learning objectives for poetry writing skills were presented to the students, specifically: 1) utilizing poetry media while focusing on engaging elements within film media, and 2) enabling students to compose poetry effectively by adhering to the prescribed steps for writing poetry. The teacher provided students with a concise overview of the poetry writing exercise utilizing cinematic media that will be conducted in the classroom. The instructor outlined the exercises for the students, which included: 1) composing poetry individually inspired by the film material presented, and 2) receiving an explanation of the phases involved in producing poetry. During th classroom writing activity and the implementation of poetry writing stages through film media, students identified the frames and comprehended the content presented in the film.

2. CAR Cycle II Results

a. Cycle II, Meeting I

Cycle II learning was conducted based on the reflection results of Cycle I implementation. Based on the reflection results, it can be known that: 1) students still have difficulty determining the theme of the poem. 2) determining the title of the poem. 3) writing poetry through film media with film accuracy. The number of students who reached the minimum passing score (KKM) is only 11 students, or a completion rate of 30%.

b. Cycle II, Meeting II

The implementation of the second cycle, second meeting, is a reflection of the implementation of the second cycle of Classroom Action Research (CAR). Students and teachers engaged in a question-and-answer session regarding the narrative poetry writing skills activities conducted in the classroom. Students carefully reviewed notes about the shortcomings in their narrative poetry writing process during the second cycle, including determining the poem's theme, determining the poem's title, and writing poetry through film media. Students and teachers discussed the shortcomings in the narrative poetry writing process during the second cycle, and the learning activity concluded with reinforcement from the teacher.

CONCLUSION

Based on the presentation of the research results and discussion, conclusions can be drawn, including: 1) the application of film media in narrative poetry writing activities.students of class X-1 of YPKPM Ambon Christian High School apparently made learning felt by students more interesting and made it easier to create good poetry, 2) learning to write narrative poetry through film media created a different learning atmosphere and enabled students to gain knowledge and experience in creating poetry. Learning to write narrative poetry through film media for students of class X-1 of YPKPM Ambon Christian High School apparently had an impact on increasing student learning achievement before using film media, students' interest in writing narrative poetry was only normal after using film media, although it only increased slightly but could increase in cycle II.

The results of cycle I still have shortcomings, including: 1) students still have difficulty understanding film media, 2) students still have difficulty determining the theme of poetry, the title of poetry, writing poetry through film media with the accuracy of the existing film, the number of students who have not met the KKM is 6 students, these shortcomings are perfected in cycle II. The results of cycle II show an increase in students' abilities in writing skills, especially writing narrative poetry through film media with a class average of 77.23. Students who achieve KKM are 15 students Because student learning outcomes have met the minimum completeness (KKM) of 77.23, this research ends in cycle II.

In light of the aforementioned conclusions, the researcher offers the subsequent recommendations: Educators ought to enhance their understanding of narrative poetry through cinematic media, while students in class X-1 at YPKPM Ambon Christian High School should consult additional resources pertinent to narrative poetry composition. After acquiring a comprehensive understanding of film media, students must engage in persistent practice to create poetry, specifically focusing on narrative poetry within the writing skills learning process. Contemporary advancements in education need that educators engage actively, exhibit creativity, and demonstrate innovation in class planning.

Consequently, selecting the appropriate pedagogical strategy, method, and model is crucial in the learning process. Classification challenges should not be evaded, but rather addressed with solutions. The media video designed to address challenges in poetry writing, namely narrative poetry for 10th-grade students at YPKPM Christian High School Ambon, has demonstrated efficacy in enhancing learning quality and alleviating student difficulties. Nonetheless, there remain deficiencies, like the considerable time required to acquire poetry writing talents. The media provided here commenced with an initiative to facilitate students in composing narrative poetry. The students of class X-1 at YPKPM Christian High School in Ambon have challenges in composing coherent poetry. Enhancing the quality of education is a primary objective for schools as formal educational institutions. Consequently, to bolster educators' endeavors and enhance the quality of education, institutions should furnish appropriate facilities and sufficient assistance.

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