

Improvement of Pantun Writing Skills with Serial Writing Method Integrated with Smart Card Media

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ABSTRACT

This study aims to improve pantun writing skills through Classroom Action Research (PTK) activities. This research was conducted at Senior High School (SMAN) 1 Sidayu, Gresik, of XI grade as many as 36 students. The research was conducted for 2 cycles. The instrument used in this study was a description test that assessed four aspects, namely content, text structure, line cohesiveness, and linguistic rules. The results showed that students' skills in writing rhymes increased based on the average score, which increased from 57.94 to 71.94. This can also be seen from the increasing number of students who get adequate and good score categories and those who get scores in the lower category, which decreases.

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1. INTRODUCTION

The curriculum in education aims to produce people who are productive, creative, innovative, intelligent, and have good character [1], [2]. In learning Indonesian, students are required to be able to produce works both in spoken and written form. One of these works is a poem. The skills to produce these texts are like those in KD 4.4, namely producing short stories, rhymes, retellings, complex explanations, and film/drama texts both in writing and orally, which is one of the materials that SMA students must master. The skills demanded in Basic Competency (KD) require students' creativity to arrange words well and can represent the intentions that students want to convey [3].

Skills in writing pantun texts are often hampered by students' difficulties in finding and expressing ideas, including what happened in the XI grade of the SMAN 1 Sidayu Gresik. One of the skills in writing pantun texts that seems to be a problem amongst the students is the mapping and finding of ideas, as the process of doing so requires both creativity and linguistic and cultural understanding. The problem of how to come up with a theme or a topic that can resonate is a real issue for many students as they have limited contact with pantun as traditional literature. Such ignorance can become detrimental to students by inhibiting understanding of how to combine following some structural guidelines like rhyme and syllable, with meaning. Important, too to feel overwhelmed with how to put an abstract and complex idea into a few lines of poetry, especially when it comes to students with little vocabulary and poor figurative language use. All these compounds when students do not have confidence in themselves to try new words or word collocations, which makes him/her fiesta and nervous about making mistakes. In the absence of adequate guidance, enthusiasm, or practice, they might have a difficult time turning their ideas into the organized beauty of pantun. That disparity between ideas and their expression can cause writing pantun to be more like a frustrating and hopeless undertaking as they fail to think of what pantun should be all about, a fun, creative endeavor instead. Under these conditions, the

teacher's competence in teaching is very important to achieve the learning objectives mandated by the curriculum [4]–[6]. Teachers must be able to plan and implement interesting learning. This is because students want more varied learning, not just lectures [7].

Against this background, the use of the sequential writing method is assumed to be able to facilitate students to express their imagination and creative ideas in written rhymes. Group learning by implementing this chaining method can also increase student motivation in learning[8]. This method supports learning with the principle of learning by doing so that students can learn in a more enjoyable way. On the other hand, effective learning can be pursued by using interesting media in order to increase students' interest in learning[9].

One of the learning media that can be used to learn Indonesian is smart card media. The use of these media can increase learning motivation so that in rhyme topics, it can facilitate students to find ideas. In implementing smart card media, learning is done in an interesting way because it is done in the form of a game. In learning, there is competition or competition for students to produce rhymes in writing as quickly as possible according to the structure and rules of the rhyming text. Smart card media is media in the form of picture cards, which later students are asked to arrange rhymes according to the pictures on the card. Students can write the sampiran and contents of the pantun with many variations and differ from one another according to the cards they each get facilitate understanding of the material and trigger the learning process. Against this background, this research is focused on improving the learning process to improve the skills of students of SMAN 1 Sidayu Gresik through the serial writing method with learning media in the form of smart card media.

2. METHOD

The research was conducted in classroom action research (CAR), which was conducted in a series of cycles. CAR is carried out by the teacher based on the problems that occur in class. The actions given must really be based on the problems that exist in the class and are non-generalized to other classes. CAR also has the goal of increasing teacher professionalism.

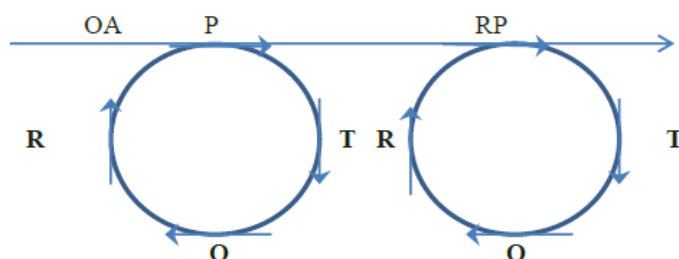


Figure 1. The Cycle Conducted in the Implementation of CAR

Figure 1 shows the process of carrying out Classroom Action Research (CAR) activities. The actions were implemented in two cycles. Before starting the activities in cycle I, initial observations (OA) were first carried out. Based on the findings on OA, planning (P) is carried out which is then implemented in action activities (T). During the activity until after the action activity, the researcher made observations (O). Finally, after completing the actions and observations, reflection (R) is carried out. Based on the reflections made, the next step is to revise the planning (RP), which will later be implemented to carry out activities in cycle II.

This classroom action research was conducted at SMAN 1 Sidayu, Gresik. The research was conducted in XI grade. The number of students who were the subject of the study was 36 students. In this classroom action research, the variable studied was poetry writing skills, and the action taken was to implement the serial writing method integrated with smart card media.

In this study, students' ability to write rhymes was measured by a written test instrument in the form of an essay test. The tests given to students require students to be able to write rhymes briefly, concisely, and clearly. The test has four aspects. The formula used to determine each student's test score is as follows.

$$S = (RS_1 \times B_1) + (RS_2 \times B_2) + (RS_3 \times B_3) + (RS_4 \times B_4)$$

(Source: Mahanani, 2015)

With S is the score obtained by students, RS_n is the nth criterion score range, and B_n is the score weight of the nth criterion. The determination of the score range is based on the scoring criteria, as shown in Table 1.

Table 1. Criteria for assessment of pantun text writing skills

No	Score Range	Skill Category
1	86-100	Very good
2	71-85	Good
3	61-70	Enough
4	0-60	Low

(Source: Mahanani, 2015)

In this study, the successful implementation of the chain writing method integrated with smart card media was seen from the descriptive statistics for each cycle. In addition, success is also seen in the category of skills in producing pantun texts, as shown in Table 1. Based on the scores obtained by students, the skills in writing pantun texts are classified into four categories. First, if students get a score of 0-60, then the student's skill category is lacking. Second, if students get a score of 61-70, then the student's skill category is sufficient. Third, if students get a score of 71-85, then the student's skill category is good. Fourth, if students get a score of 86-100, then the student's skill category is very good.

3. RESULTS AND DISCUSSION

The presentation of the results of this study is based on two, namely descriptive statistics of poetry text writing skills for each cycle and categories of pantun text writing skills for each cycle.

3.1. Descriptive Statistics of Pantun Text Writing Skills for Each Cycle

The descriptive statistics given from the research data are (1) a measure of the central tendency of the data, which includes the mean, median, and mode, and (2) a measure of the distribution of the data, which is informed in the form of a standard deviation. The descriptive statistics are as shown in Table 2. Based on these data, it appears that, in general, based on the size of the data's central tendency, the pantun writing skill score has increased from each cycle. Based on the average value increased from 57.94 to 71.94; the median increased from 57.00 to 70.00, and the mode increased from 57.00 to 69.00. As for the size of the data distribution, it actually decreased from 14.38 to 9.02. This shows that the data on students' skill scores in writing pantun is more spread out during cycle I.

3.2. Category of Pantun Text Writing Skills for Each Cycle

Student scores were then grouped into 4 categories, namely poor, moderate, good, and very good. Data on changes in the number of students for each category of each cycle as shown in Figure 2. Based on the data shown in Figure 2, it appears that the number of students with very good score categories in cycles I and II remained at 2 (5.56%) students. The good category increased from 4 (11.11%) students in cycle I to 15 (41.67%) students in cycle II. The pretty good category also experienced an increase, from 9 (25.00%) students in cycle I to 16 (44.44%) students in cycle II. Finally, the number of students with less score categories decreased significantly from 21 (58.33%) students in cycle I to 2 (8.33%) students in cycle II.

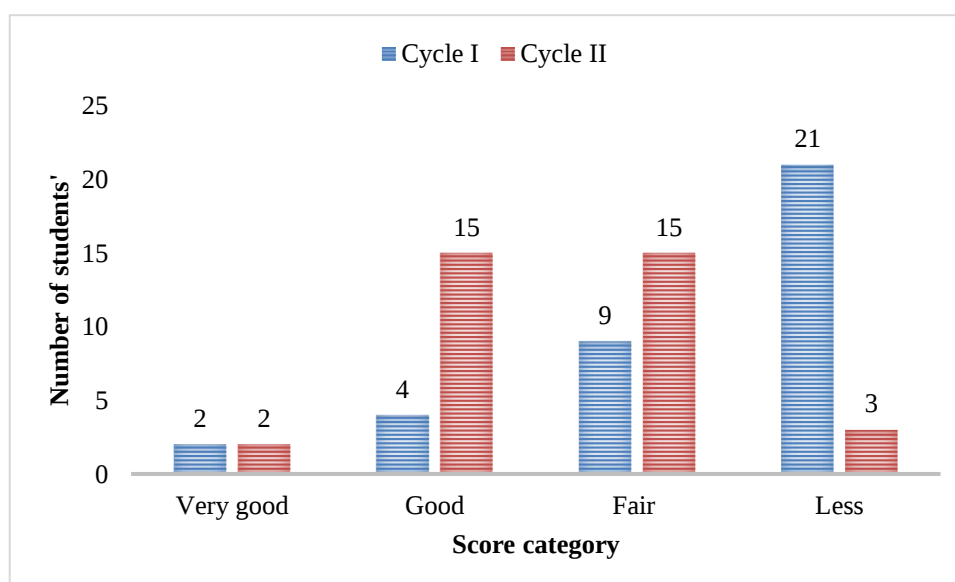
Based on the data obtained, the implementation of the write chain method, which is integrated with smart card media, has increased. This is indicated by an increase in the average score of students' skills in writing rhymes, from 57.94 in cycle I to 71.94 in cycle II. Improving students' writing skills after learning by using the chain writing method is in line with research [10]. Furthermore, the implementation of this sequential writing method was also able to increase students' motivation to learn to write poetry [8]. This can be seen from the response of students in learning. Students seem more excited and enthusiastic.

In applying the serial writing method, students carried out the learning process in groups, whereas in this study, students were divided into groups with a maximum of 4 students. Each group member was asked to write a rhyme with the same theme and title. The given theme corresponds to the randomly selected smart card media. Participants in the group complete the pantun in sequence (relay) and then give the results of their work to the teacher. The rhymes given are then distributed to students randomly by the teacher again (rhymes may not be returned to members of the same group). Students who get these rhymes must continue to make rhymes according to the theme they get.

Apart from the application of the serial writing method, the increase in students' skills in writing rhymes is due to the use of smart card media in the implementation of learning. The use of smart cards is also effective in increasing student motivation [11]. With the use of smart card media, the visual form of an image is a good thing for writing assignments because it can awaken students' imaginations to create narratives [12]. Especially pictures that can be interpreted into several meanings, this is able to actively provoke the imagination of students.

Table 2. Descriptive statistics of research data

Criteria	Cycle	
	Cycle I	CycleII
Average	57,94	71.94
Median	57.00	70.00
mode	57.00	69.00
Std Dev.	14.38	9.02

**Figure 2.** Number of Students per Category in Each Cycle

In research, the implementation of learning cycle I and cycle II did not experience much change. The increase in students' abilities in this study was more due to the provision of feedback based on the results of student work. The teacher explains the concept of a good rhyme by commenting on some student rhymes. This is because the concept is an important part of the learning objectives that must be achieved. This is in accordance with Taqwa's statement, as stated in some of his research results (Examples of research: Saputri et al. [13]; Taqwa [14]; Taqwa & Pilendia [15]; and Shodiqin & Taqwa [16]). The feedback given makes students better understand things that are wrong and right than what they already understand. In this study, the teacher explained in detail the students' pantun comments based on the four important aspects being assessed. By knowing the mistakes they made well, it will be easier for students to make improvements to future learning.

The limitation of this study is its focus; it remains within the use of pantun learning, more specifically in the context of the classroom action research approach. While PTK does assist in the solving of issues that arise within the specific confines of a single classroom, it is not the best approach if the aim is to obtain results that can apply to a big group of students. This over-reliance on PTK makes the findings of the research work too context-specific or dependent on the environment of the classroom, the learner's characteristics, including their age group, and the teacher's attitudes and methods of teaching employed. This study has not involved a more controlled experimental method, which can provide empirical evidence of the cause-and-effect relationship between the pantun learning variables and the improvement of students' skills. For this reason, the findings of this study cannot be said to reflect many other different learning situations.

As an implication for future investigations, it is suggested that experimental or quasi-experimental strategies involving control and treatment groups be used as this can yield more reliable data with respect to the effectiveness of pantun learning under different situations. Furthermore, it is crucial to repeat the study across different grades and or a wider variety of students in order to evaluate the reliability of the findings. More detailed qualitative research might also be included so as to capture students' and teachers' views and understanding of the practice of pantun learning in order to broaden the scope of the best strategies for its use. Thus, the future study can make a wider and more relevant impact on the evolution of pantun learning.

4. CONCLUSION

Students' skills in writing rhymes increased with the implementation of the serial writing method integrated with smart card media. The rhyme writing skill score has increased from each cycle. Based on the average value increased from 57.94 to 71.94. This can also be seen from the increasing number of students who get adequate and good score categories and the number of students who get scores in the lower category, which decreases.

This research is only focused on the implementation of the write method integrated with smart card media. However, it turns out that the improvement in students' writing rhyme skills is also due to the provision of feedback. Based on these findings, future research may be carried out by compiling feedback in a more structured way to assist students in learning.

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