

Analysis of Necessity of Writing Poetry in Senior High School

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Abstract – This research aims to find out teacher and students' needs on poetry writing learning development at Senior High School level. The sample consisted of 20 Indonesian language teachers at 10 Senior High Schools and 20 X graders at 5 Senior High Schools. The techniques of collecting data were preliminary observation in the forms of questionnaire and interview. The data was analyzed descriptive qualitatively. The data was analyzed by collecting, presenting, and concluding the data. The validity used data triangulation technique. The findings showed that the learning was not maximum since the learning medium was not used optimally, less interesting, and did not have variation so it could not stimulate students' imagination to put their ideas and notions. Students had less attention while doing creative process outside of Indonesian learning hours. Writing poetry should be done by using more interactive technology to improve the students' interests. It was important because creative writing process of poetry could emerge and occur outside of learning hours. The usable technology was utilization of android toward poetry writing learning process so that students' creative processes could be monitored well, anytime and anywhere by the teachers. The findings showed that android was considered influential medium to improve the learning.

Keywords–learning development, writing poetry, learning medium, android

I. INTRODUCTION

Learning process is identic with studying and learning terms. In Indonesian language lesson, learning literature is one of important aspects to master. Through this learning, students could comprehend, enjoy, and take the value of noble values in the work. Literature learning at school covers reading, speaking, listening, and writing. One of them to master is writing. Abdul Khak, a secretary of Language Development and Monitoring Institution stated that interest, quality, and writing skill are still low. Several factors causing poor writing of students are: teachers did not maximally teach writing skill, teachers did not implement strategy for writing, the used strategy and method were not appropriate, teacher still had conventional understanding by noting, writing, and controlling (Abidin, 2013: 190).

One of competences concerning with writing skill is poetry writing competence. This material is taught at X grade of Senior High School. Poetry becomes an important aspect in building character, trains soul, and improves creativity of students. However, this writing is not preferred by students because of boring media. In fact, poetry writing needs situation which is

able to trigger feeling so students could express their ideas properly into poetry. It is also known that students' creativities could emerge in various situations: anywhere and anytime. In this situation, teachers' roles are considered not maximum because they only guide learning inside of class at school.

Learning is arranged upon various element combination: material, human, facility, procedure, and instrument (Hamalik, 2011: 57). When one of them is not fulfilled, then learning will not proceed well. Such condition could also be influenced by verbalism, inappropriate perception, misinterpretation, and lack attention of students in learning. Learning medium is known could improve learning quality (Sungkono. 2008: 1). Learning medium brings more active learning process and could attract attention so information could be accepted well by students.

Based on the problems, it is important to analyze the needs of poetry writing learning at Senior High School through a descriptive qualitative research. This research aims to find out the needs of the writing, especially the used media to support learning process.

II. LITERATURE REVIEW

A. Poetry as Part of Learning Process in School

Poetry is literature genre which selectively select language aspect. The effects of its beauty is obtained from the dictions dealing with the rhymes, forms, and meaning (Nurgiyantoro, 2005: 312). Poetry is aesthetic work using language specifically (Sayuti, 2002:24). Poetry is expression of thought, stimulating feeling, imagination, and sense in a rhyming arrangement. All of them are important things, recorded, expressed, and stated attractively to impress (Pradopo, 2009: 7).

There are two macro groups of poetry: (1) physical structure such as diction (connotation, and symbolic words), imagination, concrete word, metaphor, versification (rhyme, rhythm, metrum), typography; (2) inner structures such as theme, feeling, tone, situation, and value (Waluyo, 2000:106-130).

B. Writing Poetry Skill

Writing a poetry is a skill which is not owned since one's birth. It could be obtained through habituation (Langan, 2011: 11). The purpose of writing is to tell, direct, explain, persuade, and summarize (Semi, 2007:14). Specifically, the function of writing is a meant to express an individual self, to express feeling such as insecurity and anger. Writing is an understanding meant. It means by writing an individual could create strong

bound of science into his mind (Soebachman, 2014:16). By writing poetry, an individual could put ideas, notions, knowledge, feelings, and experience into written language.

C. Role of Media in Learning in School

Learning media are instruments to deliver learning (Notoatmodjo, 2003:71). Learning media could be understood as media used and purposed for learning process. Essentially, learning process is a communication. Therefore, learning media could be understood as communication media used in learning process. Media facilitate learning process to students can concentrate on learning. Learning media have functions to clarify message not to be verbal, to overcome sensing, space, and time limitations, to motivate learning, to allow students learning independently, and to stimulate creative process (Ekayani, 2016:3).

Basically, teachers have been aware the importance of learning media. However, in the realization, the media are still limited on software such as *power point* and hardware such as LCD. Although there are several teachers presenting their materials in the forms of audio and vision but teachers could only ask students to observe without any follow up and material presentation. Teachers mostly use lecturing method to deliver the (Riyanti, 2017:3). The use of learning media to make learning interesting and attracting students' attention so it could motivate them (Nana, 2002: 2. Learning material meaning will be much clearer so it could be better understood by students. Thus, it makes them able to master and achieve the learning objective. It also makes learning method to have many variations and not only just verbal communication done by teachers. Thus, students will not get bored and teachers will not be easily tired moreover when he teaches all day. Students also could do better learning because the learning does only require them to listen the lecture but also it has activities, such as observing, doing, demonstrating, displaying, and so on. The common benefit of learning media is to uniform all material delivery, to clarify learning, to make learning interesting, to have interaction and efficiency for both time and energy, to improve learning outcome quality, to be implemented anytime and anywhere, to develop positive attitude of learning toward learning material and process, to improve teachers' roles (Aqib, 2013 :51).

III. METHODOLOGY

This research is a descriptive qualitative research. Research procedure by describing the subject or object's situation based on appearing facts or what it should be (Siswanto, 2010:56). Qualitative research is research procedure to produce descriptive data in the form of written or spoken words about individuals and observable behaviors (Moloeng, 2011:4). Qualitative research is directed to provide facts or events systematically and accurately about certain domain (Riyanto, 2007:23). Qualitative methodology is used to understand experienced phenomena by the subjects, such as behavior, perception, motivation, action and etc completely and descriptively in the forms of words and

language on scientific – specific context with various scientific methodological benefits.

The techniques of collecting data were questionnaire and interview. They were done to find out the process of writing poetry. The subjects consisted of 10 Indonesian language teachers from 10 schools and 20 X graders of 5 schools. Based on the data collection techniques, the instruments were questionnaire and interview sheets. The data was analyzed by collecting, presenting, and concluding data techniques. The data validity used data triangulation technique.

The questionnaire and interview consisted of several questions divided for teachers and students. Here were the questions proposed to the teachers: 1) how is the students' interest in learning poetry writing? 2) Have you implemented supportive technology to industrial revolution 4.0 instead of PPT and LCD? 3) Do teacher control and accompany the creative writing process of poetry outside of classroom (assignment)? 4) Does technological advancement facilitate learning poetry writing? 5) Is technology utilization important in learning literature, specifically poetry writing? 6) Do you agree if android could facilitate poetry writing task anywhere and anytime? 7) Do you agree that through android, poetry could be published easily and efficiently? 8) Do you support technological utilization in learning poetry writing? 9) Can android be alternative of learning media in poetry writing? 10) Can android utilization be an alternative to improve students' interests in poetry writing learning?

The next was questions addressed for students: 1) Do learners write the taught poetry attractively? 2) Do teachers use learning media to help poetry writing learning? 3) Are you interested in learning media used by teachers? 4) Do you think creative writing process of poetry run maximally when teacher monitors you outside of classroom? 5) Do you think it is interesting when poetry writing learning could be accessed digitally at *smartphone* or computer? 6) Do you agree if android could assist poetry writing task anytime and anywhere? 7) Do you agree through android, poetry could be published easily and efficiently? 8) Is technology utilization in literature learning, especially poetry, important? 9) Do you support the use of technology in learning poetry writing? 10) Can android utilization be an alternative to improve students' interests in learning poetry writing?

IV. RESULT AND DISCUSSION

A. Results

The questionnaire sheet of learning need analysis consisted of 10 questions for students and 10 questions for teachers. The questions concerned with learning process during poetry writing and the used media in the learning. Here are the answers of the questionnaire.

TABLE I: Result of Indonesian Language Teacher of Senior High School Responses toward Poetry Writing Learning.

Participant	Question
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	1	2	3	4	5	6	7	8	9	10
1.	Y	Y	T	C	T	Y	Y	Y	Y	Y
2.	Y	Y	T	C	C	Y	Y	Y	Y	Y
3.	C	T	Y	C	Y	C	Y	Y	Y	Y
4.	T	T	T	Y	Y	C	T	C	T	C
5.	T	T	C	Y	Y	C	T	C	C	C
6.	T	T	C	Y	Y	C	C	C	Y	Y
7.	T	T	T	Y	Y	C	Y	Y	Y	Y
8.	C	T	T	C	Y	T	C	C	Y	Y
9.	C	T	T	Y	Y	C	Y	Y	Y	Y
10.	C	T	T	Y	Y	Y	Y	Y	Y	Y
11.	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
12.	T	T	T	Y	Y	Y	Y	Y	Y	Y
13.	T	T	T	Y	T	Y	Y	Y	Y	Y
14.	T	T	T	C	C	Y	Y	Y	C	C
15.	Y	Y	T	C	Y	C	Y	Y	Y	C
16.	C	T	C	Y	Y	C	C	C	Y	C
17.	T	T	T	C	Y	C	Y	Y	Y	Y
18.	T	T	T	Y	Y	C	Y	Y	Y	Y
19.	T	T	C	C	Y	T	Y	Y	Y	Y
20.	T	T	C	C	C	Y	Y	Y	T	C

Remarks:
 Y: Yes/Good
 C: Sufficient
 T: No/Poor

TABLE II: Result of the X Graders toward Poetry Writing Learning Process.

Participant	Question									
	1	2	3	4	5	6	7	8	9	10
1.	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
2.	Y	Y	C	Y	Y	Y	Y	Y	Y	Y
3.	C	Y	T	Y	Y	Y	Y	Y	Y	Y
4.	C	Y	T	Y	C	Y	Y	Y	Y	Y
5.	Y	Y	C	Y	C	C	C	T	C	C
6.	T	Y	C	C	T	C	C	C	C	C
7.	T	Y	Y	C	C	C	Y	T	C	C
8.	T	Y	T	Y	C	Y	Y	Y	Y	Y
9.	T	Y	T	T	T	Y	Y	Y	Y	Y
10.	T	Y	T	Y	Y	Y	Y	Y	Y	Y
11.	Y	Y	T	C	Y	Y	Y	Y	Y	Y
12.	C	Y	C	T	Y	C	C	C	Y	C
13.	C	Y	C	Y	Y	Y	Y	C	C	Y
14.	C	Y	C	C	Y	C	Y	Y	Y	Y
15.	C	Y	C	Y	C	Y	Y	Y	Y	Y
16.	T	Y	C	Y	C	Y	C	Y	Y	Y
17.	T	Y	C	Y	C	Y	Y	Y	Y	C
18.	T	Y	Y	Y	Y	Y	Y	Y	Y	Y
19.	T	Y	Y	C	C	Y	Y	Y	C	Y
20.	Y	Y	Y	C	Y	Y	Y	Y	C	C

Remarks:
 Y : Yes/Good
 C : Sufficient
 T : No/Poor

1. Discussion

The results of the questionnaire analysis distributed to Indonesian high school teachers and class X high school students are as follows.

TABLE III: Recapitulation of the results of responses from Indonesian high school teachers to the learning process of writing poetry.

Question	Y	C	T
1	4	5	11
2	4	-	16
3	1	6	13
4	11	9	-
5	15	3	2
6	8	10	2
7	15	3	2
8	15	5	-
9	16	2	2
10	14	6	-

Remarks:
 Y: Yes/Good
 C: Sufficient
 T: No/Poor

Based on analysis result of the questionnaires given to both the teachers and the students, it was known that 55% students were not interested, 25% sufficiently interested, and 20% interested in the taught learning. The number showed that 80% students did not have good interest toward the learning. It became a concern because poetry indirectly could build the students' characters. When the students did not have good interest toward the learning, then they would miss their chance to train their characters and creativities. It could be caused by boring learning media, as for example lack of interactive learning media such as technology utilization. In fact, nowadays learning emphasizes on 4.0 revolution. Meanwhile, the questionnaire result showed 80% teacher only used learning media such as PPT and technology. The other 20% used interactive learning media based on 4.0 technology.

It was known that creative process of writing poetry could be occurred anytime and anywhere. The process did not only occur in learning poetry writing. Unfortunately, learning outside of classroom, 65% of the teachers could not monitor the creative process occurrence, 30% sufficiently could accompany the process, and only 5% could surely monitor and accompany the creative process. It was due to both teachers and students did not have applicable learning media to use in distance. However, 75% teachers agreed that technology utilization was important in learning literature, 15% sufficiently agreed, and 10% teachers disagreed.

One of the problems in the learning was teachers did not have appropriate media to use anytime and anywhere. There were 40% teachers agreed that android could facilitate in doing poetry writing assignment, 50% sufficiently agreed, and 10% disagreed. Although it was so, 75% teachers agreed that android

could facilitate publication process of literature work easily and efficiently, 15% sufficiently agreed, and 10% disagreed.

4.0 revolution directed learning process by prioritizing technology. It was in line with 75% teachers whom committed to support the technology utilization in learning poetry writing and 25% of them sufficiently agreed with it. With another word, there was no teacher disagreeing the technology utilization to support learning poetry writing. Through this questionnaire, there were 80% teachers assumed that android could be an alternative medium in learning poetry writing, 10% sufficiently agreed, and 10% disagreed. There were 70% teachers optimistic that android could improve interest of students toward the learning. The others sufficiently agreed that it could improve interest of the students toward it.

TABLE IV: Recapitulation of the response results of class X high school students to the learning process of writing poetry.

Question	Y	C	T
1	5	6	14
2	20	-	-
3	4	10	6
4	12	6	2
5	10	8	2
6	15	5	-
7	16	4	-
8	15	3	2
9	14	6	-
10	14	6	-

The questionnaire results of the students toward the learning process were known that 25% were interested, 30% sufficiently interested, and 70% were not interested to the learning. It showed that many students not interested in the learning. Although it was so, 100% students stated that the teachers had implemented the learning media in teaching poetry writing. However, there were 20% of the students were interested in the learning media, 50% sufficiently interested, and 30% were not interested in the learning media.

The questionnaire results showed 60% of students experienced creative process of writing poetry would run maximally when the teachers accompanied them outside of classroom. 30% of them sufficiently agreed and 10% of them disagreed with it. Technology advancement made 50% of the students assumed that learning poetry writing would be more interesting when it was accessed through *smartphone* or computer. 40% of the students sufficiently agreed while 10% disagreed. Other problem sowed that teachers could not monitore creative process of the students outside of classroom but in fact 75% of them agreed that android utilization could support the learning anywhere and anytime and 25% of the teachers sufficiently agreed. Besides that, there were 80% of students agreed that poetry would be easier and more efficient to be published through android and 20% of the students also sufficiently agreed so.

Based on the questionnaire, there were 75% supported the use of technology in learning poetry writing, 15% sufficiently

agreed, and 10% disagreed. 70% of students assumed that android could be an alternative to be implemented in learning poetry writing and 30% of the students sufficiently agreed so. Even, 70% students thought that android could improve their interest in learning poetry writing and 30% students sufficiently agreed so.

Through questionnaire and interview, it was found that the teachers had implemented learning media in teaching poetry writing as effort to improve students' poetry writing competence. The used learning media were *power point*, LCD, and handbook. However, the learning media were insufficient to attract the students' interest. In fact, as it is known, poetry is a result of thought, feeling, and imagination experssion. It is known that creative process could occur anytime and anywhere. Through this research, it was known that students needed guidance outside of classroom to accompany their creative process in learning poetry writing.

In 4.0 industrial revolution, technology becomes effective learning media. It is realized into the use of *smartphone* or computer as interesting alternatives, especially when the users are 15 – 18 year old, whom mostly are Senior High School students. The teachers and students also supported and demanded the implication of technology in poetry writing learning. Through technology in the forms of *smartphone* and computer, learning process could be more interesting and applicative. The teachers and students could improve their creative process without limited by time and space.

V. CONCLUSION

The findings based on the questionnaire of the teachers could be concluded that > 55% of the students were not interested in poetry writing learning, 80% did not have intention to the learning, 80% of the teachers only used learning media such as LCD and PPT, >65% of the teachers acknowledged not to be able in monitoring creative process of the students outside of classroom, >75% of the teachers thought technology was important for the learning, >40% of the students agreed that android could facilitate in poetry writing learning, 75% of the teachers assumed that publishing process of the work would be easier through android, 75% of the teachers supported the use of technology in the learning, >80% of the teachers assumed that android could attract students to improve their interests on the learning.

The findings of the student questionnaire showed that 70% of the students were not interested to the learning, 100% of the teachers used learning media but only 20% of students were interested in the learning media, 60% of the students thought creative process outside of classroom could run maximally when teachers accompanied them outside of classroom, 50% of the students were interested in poetry writing learning done by using android, 75% of the students assumed that android could facilitate creative process of the students which could occur anytime and anywhere, 75% of the studetns agreed with technology utilization in learning poetry writing, 80% of the students assumed that android utilization would be easier and

more efficient to publish the work, and 755 of the students supported the use of android in the learning.

It showed that poetry writing learning was not maximum because of boring learning media. The students also did not get attention during having creative process outside of classroom. Poetry writing should be done by using more interactive technology so that it could improve interest and motivation of the students because creative process of writing poetry could occur and happen anytime and anywhere outside of classroom. The usable technology was android to make creative process of students' poetry writing could be monitored well anytime and anywhere by the teachers.

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