The Development of Learning Materials to Write a Poem with Cooperative Learning Methods Type Two Stay Two Stray in the Fifth Grade Of Elementary School

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Abstract—**This event will be based on research based on the results of the analysis of the materials to write poetry in fifth grade of primary school (elementary school) encountered some problems about writing poetry learning materials: materials used have not been phases contain poetry, Pre-writing, whilewriting and post-writing as a whole as well as learning materials have not been developed to its full potential are still using materials that circulated in schools. It had a significant impact on the results of writing poetry students who belong to low. Therefore, teachers must be able to develop learning materials as a means to help the learning process that can improve the writing skills of poetry learners. The goals achieved in the efforts of the development of these materials is to produce learning materials writing poetry with a valid, practical and effective. This type of research is research development. This research uses a 4-D model which consists of 4 stages: the stage of definition *(Define)*, Design *(Design)*, development *(Develop)* and deployment *(Disseminate)*. Test the validity of research data obtained through validation sheet materials. The data obtained through implementation of RPP, an assessment of the response of the teacher and learner assessment. The effectiveness of the activity, as seen from the assessment process of writing poetry, and assessment of the results of writing poetry.**

Based on a test of the validity of the obtained level of validity of learning materials have very valid category. The results of the validation are retrieved from three experts with validator viewed the content aspects, language, representation and kegrafikan. Based on the trial results were known that the practicalities are very practical on the category. It is seen from implementation of RPP, the response of teachers and learners. Further results from the activity of learners, assessment of the process of writing poetry is as much as three learning done overall gained. Materials that can be said has already evolved effective in its use in the learning process. Based on these results, it can be inferred materials writing poetry using *Two Stay Two Stray* method on the Fifth Grade of Elementary School which developed could be declared valid, practical and effective.

Keyword—Materials, poems, Two Stay Two Stray Cooperative Methods

I. INTRODUCTION

Writing skills is an activity that is productive and expressive. A writer must skillfully utilizing Graphology, the structure of language, and vocabulary. Writing skills will not come automatically, but have to go through the exercises and practice (Tarigan, 2008:3). Therefore, writing skills learners should constantly be trained and mentored by teachers in order to improve the quality of the writing as learners.

According to Abdidin, (2012:187), there are three main goals of learning to write in elementary school, namely: (1) foster a love of writing in self learners, (2) developing a skill of learners writing, and (3) build the soul the creativity of learners to write. Therefore, the third goal of this writing skill to be achieved by learners through the process of learning to write.

According to Nurjamal, dkk (2011:69) "writing is a creative process of pouring the idea in the form of a writing language for the purpose of, for example, inform, persuade, and entertain". In the activity of writing should pay attention to in order to make writing made EBI the precise use of language. To improve the writing skill that is expressed is inseparable from the role of teacher as the spearhead of the learning process at each educational unit in accordance with national standards of education.

Learning writing skills is a complex learning activities. Writing activities requiring reasoning and ways of thinking that are organized to pour the ideas that are in his thoughts into writing. Therefore, in writing skills has several phases in creative activities include: (1) pre-writing, namely: the process of determining the topics that will be written, collect information, choose the form or type of writing, as well as make skeleton Garland, (2) when writing i.e. process lays out ideas in the form of writing, (3) post-writing, i.e. the process of doing revision, perform correction of the writing, editing, and presenting or publishing.

Teachers are less able to design their own learning materials, making learning materials are less meaningful for learners and learners are less active in the learning

process. It can be seen from the materials used at the school is learning materials issued by publisher, the teacher is not able to plan, prepare, and compile learning materials themselves. Based on the analysis on five books V-class Indonesian Language that is often used in the learning process with indicators that are already developed in primary schools with different publishers there is still a shortage. Five books including Yudhistira Publisher book Darisman et al (2015), book II, Center of Books publisher bouquet of Umri Nuraini et al (2008), Book III r Eason Publishe bouquet of Hanif Nurcholis et al (2007), book IV, Intermasa Publisher bouquet of Ade Husnul (2004), Publisher of book V Inprosa bouquet of Nur'aini Umri (2004). The results of the analysis of the writers do that is on the book I yaitubuku Darisman, Thebecker.com bouquet Yudhistira on KD 8.1 percentage that exists in a book that is 60%, 20% to KD 8.2, and 33.33% for KD 8.3. Next on book II, namely the book perbukuan Center Nur'aini, Umri bouquet on the existing percentage 8.1 KD in the book that is 40%, 40% to KD 8.2, and 16% for KD 8.3. Next in Book III, namely book Eason bouquet Hanif Nurcholis et al, at KD 8.1 percentage that exists in a book that is 60%, 80% are there to KD 8.2 66.66%, and KD 8.3. Later, in book IV, namely book bouquet Intermasa Ade Husnul, at KD 8.1 percentage the one in the book that is 20%, 20% to KD 8.2, and 33.33% for KD 8.3. and the last in the book V inprosa bouquet of Forest m. Styani, on the existing percentage 8.1 KD in the book that is 20%, 20% to KD 8.2, and 16% for KD 8.3. From this analysis it looks that much more of the glaring discrepancy between the content of the book with the demands of the KD.

Responding to the above problems, then the author will design the learning materials in accordance with the stages of writing proper, i.e. by using the methods of cooperative Two Stay Two Stray. Method of cooperative Two Stay Two Stray attract learners to be active and engaged mentally so that learners learning motivation will be better, and can receive lessons easily in cooperative method using Two types of Stay Two Stray. This type describes the learners acting directly as teachers and learners can issue opinions or ideas in groups. In addition students can explain a concept on his friends and others to respond to.

Steps in the cooperative learning two lived two guests (Two Stay Two Stray) according to Lie (2004:62) is as follows:(I) Students work together in groups of four as usual. (2) After the completion of two people from each group would leave the Group and each of the other two groups. (3) Two people living in a group in charge of doling out work and information to groups who drop by. (4) Guests please you and go back to their own group and

to report their findings from other groups. (5) The group matches and discuss the results of their group work.

Two types of cooperative methods Stay Two Stray all learners have each task so that all involved in the game. This competition was held with the learners delight in learning the language of Indonesia and expected each learner can improve learning. Upon exposure to the above, the authors intend to lift the research entitled, "the development of learning materials to write a poem With Two type of Cooperative Methods Stay Two Stray in class V primary school"

II. METHODS

This research is research development (Research and Development). Research development of research is a method used to develop a product through certain stages, and later produced a product that tested the level of validity, practicality, and their effectiveness against needs. This research was undertaken to develop a product in the form of learning materials in learning to write poems with Two type of cooperative methods Stay Two Stray which include syllabus, lesson plan, and learning materials.

III. RESULTS AND DISCUSSION

A. *The validity of learning materials to write Poetry Using Two types of Cooperative Methods Stay Two Stray.*

Learning materials writing poetry using the methods of cooperative Two Stay Two Stray developed on research development is valid in terms of contents and invalid constructs. This is in accordance with the results of the validation of the validator indicates that materials of writing of poem with method using cooperative Two Stay Two Stray developed for semester II is already valid. This means that the learning materials have been assessing what should have been assessed in accordance with the competencies defined in the RPP. Validation of learning materials in terms of feasibility aspects of content, presentation, linguistic, and graphic.

B. *Practicalities of learning materials of writing poetry by using Two types of Cooperative Methods Stay Two Stray.*

Learning materials writing poetry by using Two types of cooperative methods Stay Two Stray developed on research development it has can be expressed in terms of the practical implementation and useless. This is in accordance with the results of tests conducted on the students of class V with SDN 007/XI Sumur Anyir and in class V B SDN 007/XI Sumur Anyir show that learning materials to write poetry using the methods of cooperative

Two stay Two stray practical. Materials used can improve the writing skills of poetry learners.

C. Effectiveness of Materials Writing Poetry with methods of Cooperative Two Stay Two Stray

Writing poetry learning materials by the method of cooperative Two Stay Two Stray that was developed in the research of this development has been declared effective to improve the writing skills of poetry learners. Effectiveness were observed in this study was the implementation of the activities and results of the learning learners. Based on the description and analysis of the data, the level of activity of poetry writing skills learners during a learning process was very good. From the description of learning outcomes learner level of achievement reached 75% in class V A on SDN 007/XI Sumur Anyir and the level of achievement reached 80% in grade V B SDN 007/XI Sumur Anyir.

IV. CONCLUSION

Exposure above, describe the materials that compose poem with cooperative method Two Stay Two Stray effectively used in learning to write poems. It is supported by stages on Two methods Stay Two Stray. During the initial phase, learners are invited to determine the theme of the poem, and then formulate the title poem, developing the framework story into poetry. Activities such as this contribute to the absorption of information as a whole through the process of discovery and evidentiary directly. Therefore, materials writing poetry with the method of cooperative Two Stay Two Stray can be used in learning to achieve better results.

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