Improving Poetry Writing Ability Using Acrostic Technique in Class X Students of Vocational School Taman Karya Madya Pertambangan Kebumen

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Article Info	ABSTRACT
	This study aimed to describe: 1) the process of learning to write poetry using the acrostic technique, 2) students' interest in learning to write poetry using the acrostic technique, and 3) improvement of the ability to write poetry using the acrostic technique in class X students of SMK Taman Karya Madya Pertambangan Kebumen. This research is classroom action research that consists of three stages of research, namely pre-cycle, cycle I, and cycle II. The instruments used were test and note instruments. Data analysis techniques in this study used quantitative and qualitative techniques. The results of this study were in the form of learning steps for the ability to write poetry in class X students of SMK Taman Karya Madya Pertambangan Kebumen using acrostic techniques, namely (a) the teacher explained the meaning of poetry and the building elements of poetry, (b) the teacher explained the material for writing poetry using techniques acrostic, (c) the teacher gave examples of poetry using the acrostic technique, (d) the teacher and students conducted questions and answers about writing poetry using the acrostic technique, (e) the teacher gave assignments to students to compose poetry using the acrostic technique, and (f) students collected results of writing poetry with the acrostic technique to the teacher. The effect of the acrostic technique on students' interest in learning can be seen in the pre-cycle of 29.41%, cycle of 58.82%, and cycle II of 88.23%. The increase in the ability to write poetry results can be seen from the average value, namely, 63.82 in the pre-cycle, increasing to 73.24 in the first and 80.88 in the second cycles.

I. INTRODUCTION

Writing as a component of language and literature skills has a strategic position in education and teaching. The success of students in taking lessons at school is largely determined by their writing skills. Besides being able to make it easier for students to think critically, writing can also be used by students to communicate feelings, opinions, and experiences to others. Learning to write poetry is an important lesson for class X students. This is due to the presence of two elements that must be mastered by writers, namely elements of language, such as spelling, sentence structure, cohesion, and coherence, as well as non-language elements which are used as ideas or ideas in a writing that includes the knowledge and experience of the author.

Based on the results of observations of researchers at SMK Taman Karya Madya Pertambangan Kebumen class X, it is known that there are obstacles in learning Indonesian, especially writing poetry, they experience difficulties in composing sentences and lack mastery of grammar. These difficulties cause them to be unable to convey thoughts and ideas properly so students become reluctant to write. In addition, students' interest in participating in the learning process is still lacking. Learning is still centered on the teacher. Students are less active in participating in learning, what students do is only listen and take notes explained by the teacher.

Improving the ability to write poetry can be done by using innovative and creative learning methods and techniques. The acrostic technique is one of the teaching techniques that can be applied in learning to write poetry. The advantages of the acrostic technique include (1) directing students to find ideas from something they know and are around, (2) helping students enrich their vocabulary, and (3) helping students find the first word in their poetry. Therefore, it is necessary to research improving the ability to write poetry using the acrostic technique in class X students of SMK Taman Karya Madya Pertambangan Kebumen.

Based on this background, the purpose of this writing is to describe: (1) the process of learning to write poetry using the acrostic technique for class X students of SMK Taman Karya Madya Pertambangan Kebumen; (2) changes in learning interest of class X students of SMK Taman Karya Madya Pertambangan Kebumen; and (3) improving the results of the ability to write poetry using the acrostic technique in class X students of SMK Taman Karya Madya Pertambangan Kebumen.

Theoretical studies in this study include writing, poetry, and acrostic techniques. Sukirno[6] reveals that creative writing is a learning process that can manifest the activity of expressing ideas in writing or generating creativity based on thoughts and feelings in written form. Then Pradopo[4] states that poetry is a structure composed of various elements and poetic means. Poetry can be achieved in various ways, for example with visual forms: typography, stanza arrangement; with sound; rhyme, assonance, alliteration, sound figures, taste symbols, and orchestration; with the choice of words (diction), figurative language, rhetorical means, grammatical elements, language style, and so on.

Noer Tugiman says acrostic or acrostic, namely poetry in which the initial letters of the stanzas are a name or proverb[3]. Acrostic poetry is different from other poems because this poem is composed with a word that is written vertically. Then the first letter is arranged vertically to start writing at the beginning of the line. In writing poetry using the acrostic technique, someone tells the topic of the word he is writing, for example, a teacher. The word teacher is arranged vertically, telling the figure of the teacher and producing four lines of poetry about the teacher.

The implementation of learning with acrostic techniques according to Fleisher (in Fajri[2]) is as follows: (1) before carrying out this acrostic technique, the teacher first explains the overall material that is taught to students in class. Then during the introduction of a new vocabulary, the teacher explains the acrostic technique to make it easier for students to write the poem being taught, (2) the teacher explains that the acrostic technique in

question is a technique of writing poetry by taking the first, middle, or ending in a word arranged vertically and made into a poem. But usually to make it easier, namely by taking the first letter, (3) composing it into an acrostic poem. The acrostic technique is carried out to make it easier to compose poetry and add to the beauty of poetry. The acrostic technique is carried out by taking the initial letters in a word and then developing them into sentences in poetry, (4) evaluating. After the teacher finishes teaching the teaching material, at this evaluation stage the teacher gives a question or poetry writing test on the day's material. The questions or tests also aim to measure how much influence the acrostic technique has in learning to write poetry for students.

II. METHODOLOGY

The research method used is classroom action research (CAR). Lewin stated that PTK is a way for teachers to organize learning based on their own experience or experience collaborating with other teachers[1]. This action research consisted of 3 research stages, namely pre-cycle, cycle I, and cycle II, each cycle consisting of four stages, namely planning, implementing, observing, and reflecting. This research was conducted at the vocational school. The subjects of this study were 20 students of class X at the vocational school.

III. RESULT AND DISCUSSION

Regarding to the data collection, some notions in discussing the topic are as follow.

a. The process of learning the ability to write poetry using the acrostic technique

The process of learning to write poetry using the acrostic technique consists of, (a) the teacher explaining the meaning of poetry and the building elements of poetry, (b) the teacher explaining the material for writing poetry using the acrostic technique, (c) the teacher gives examples of poetry using the acrostic technique, (d) the teacher and students conduct questions and answers about writing poetry using the acrostic technique, (e) the teacher gives assignments to students to compose poetry using the acrostic technique, and (f) the students collect the results of writing poetry using the acrostic technique to the teacher..

b. Students' interest in learning to write poetry using the acrostic technique

The effect of using the acrostic technique in learning to write poetry on students' learning interests can be known through the results of questionnaires and observations made by researchers. The results showed that after learning to write poetry using the acrostic technique, students' interest in learning to write poetry increased in the pre-cycle from 29.41% to 58.82% in cycle I and cycle II to 88.23% in cycle II.

Table 1.
The effect of learning to write poetry with the acrostic technique on students' interest in participating in learning.

No	Stages	Student Behavior (%)	Enhancement		
			Pre-Cycle	Cycle I	Cycle II
1	Pre-Cycle	29,41	29,41	29,41	58,82
2	Cycle I	58,82			
3	Cycle II	88,23			

c. Improving the ability to write poetry using the acrostic technique

Improving the ability to write poetry in class X students of the vocational school after learning to write poetry using the acrostic technique. Before the acrostic technique was used, the researcher conducted interviews with the teacher, followed by observation and reflection. In the following, the researcher presents a table of improving the results of the ability to write poetry using the acrostic technique in the pre-cycle stages, cycle I, and cycle II.

Table 2.
Improving the results of writing poetry with the acrostic technique in class X students

No.	Name	Pre-Cycle	Cycle I	Cycle II
1	Anggi Putri Yana	80	80	90
2	Anisa Lu'lu Atusilfiyah	55	80	85
3	Chelsiana Ika	75	75	85
4	Defa Andriyani	60	80	80
5	Desti Marcela	65	65	85
6	Destis Nurlaeli	75	75	85
7	Difa Andriyani	55	65	70
8	Dinda Lestari	65	70	85
9	Dinda Wardani	75	80	75
10	Dwi Juni Ilmiyati	60	75	85

11	Farela Utami	60	70	90
12	Indri Fitriyana	65	75	80
13	Irfayanti Andira	50	70	70
14	Luna Agus Vita	60	70	75
15	Melisa Kirani	75	80	80
16	Melisa Mayas T.	50	55	80
17	Mettanca Mittasampada P.	60	80	75
18	Nadia Setiyani	65	75	80
19	Naila Reva Andriyani	65	75	80
20	Naya Maulidya	70	80	85
	KKM	75		
	Average	64,25	73,75	81

IV. CONCLUSION

Based on the results of the research and discussion it can be concluded as follows:

(1) The process of learning to write poetry using the acrostic technique is carried out: (a) the teacher explains the meaning of poetry and the building elements of poetry, (b) the teacher explains the material for writing poetry using the acrostic technique, (c) the teacher gives examples of poetry using the acrostic technique, (d) the teacher and students conduct questions and answers about writing poetry using the acrostic technique, (e) the teacher gives assignments to students to compose poetry using the acrostic technique, and (f) the students collect the results of writing poetry using the acrostic technique to the teacher.

(2) the learning interest of class X students of SMK Taman Karya Madya Mining Kebumen in learning to write poetry is very good, this can be seen from the pre-cycle results, cycle I and cycle II always increase. This increase can be seen in the observation sheet during the process of learning to write poetry. In the pre-cycle of interest in writing poetry, 29.41% increased to 58.82% in cycle I and 88.23% in cycle II.

(3) The increase in students' ability to write poetry is seen in the average student's results in each action. In the pre-cycle, students' ability to write poetry reached an average value of 64.25. In cycle, I, the average score of students increased to 73.75 and in cycle II, the average value of students increased again to 81. Thus, there was an increase in students'

abilities of 17.06 from pre-cycle to cycle II. Based on this description, it can be concluded that acrostic techniques can improve students' poetry writing abilities and can increase students' learning interest in writing poetry.

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