

Effectiveness Of The Writing Poetry Guidebook with Pop-Up Book Media To The Student Learning Outcomes of Thrid Grade Students

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Abstract

The purpose of this study was to determine the design, feasibility and effectiveness of a poetry writing guidebook with pop-up book media for third grade students. The type of this research was development research (R & D). The data taken were questionnaires on the needs of students and teachers, media and material validation, student learning outcomes, student and teacher responses to the developed guidebook. Small scale tests were carried out by Jambean 03 Elementary School with 8 students, and large scales test was conducted by Bumirejo 01 Elementary School with 32 students. The results showed that the guidebook developed had met the very feasible criteria with the results of obtaining 79.5% feasibility score from material experts and 98% from media experts. In the large-scale test the results of posttest students were got the classical completeness criteria that was equal to 100%. The calculation results got an average percentage of 97.22%. The increasing average was calculated using the N-Gain formula, with an average was 0.7 in the high category. The results of the teacher's response were 86.7% (very feasible) and the results of the students' responses were 96.3% (very feasible). It was concluded that the guidebook for writing poetry with pop-up book media for third grade students fulfilled the criteria of being very feasible and effective to be used in Indonesian language learning material for writing poetry third grade in second semester.

Keywords: guidebook; write poetry; pop-up book.

1. Introduction

Indonesian language is important to learn in order to develop the potential of students, both in the intellectual, social and emotional aspects through learning. In the 2006 curriculum, the objectives of learning Indonesian language include students being able to: communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing; To achieve this goal requires the skills to use Indonesian language. There are four aspects of language skills, namely listening, speaking, reading and writing (Tarigan, 2008: 1). Compared to three other language skills, writing skills is felt to be more difficult to master. This is because writing competence requires mastery of various linguistic elements and elements outside the language itself which will be the content of essays. Both the elements of the language and elements of the content must be well established so as to produce cohesive, coherent, and content essays (Nurgiyantoro, 2014: 422).

Poetry is a literary genre that expresses the thoughts and feelings of poets based on imagination, and is composed by concentrating the power of language and its physical and mental structure (Achmad, 2015: 17). Writing poetry is a productive activity born of personal expression. Skill in writing poetry depends on the experience of writing poetry. Writing poetry includes the types of skills that the acquisition must be through learning and practicing, the

more often you learn and the more active you practice, the faster you will be skilled (Sri, 2011: 2). One way to preserve poetry is carried out through Indonesian language learning in elementary schools. Therefore, through writing poetry, students will recognize literature as a means to express ideas or imagination about something. In Bumirejo 01 Elementary School, writing poetry was difficult so that it became a problem of learning, especially for third grade students. This was shown from the average value of the writing of poetry writing only reaching a value of 66.59. Students have difficulty expressing their feelings and pouring their thoughts into a series of beautiful words. Students experience difficulties in choosing the right word (diction) when making poetry. Students also experienced difficulties in developing his imagination. Teachers were still not optimal in using learning media. The class teacher stated that the material in Indonesian subjects was too broad. Therefore, the researchers conducted research on third grade students of Bumirejo 01 Elementary School in making poetry using a guidebook writing poetry with three-dimensional pop-up book media. The uniqueness of the three-dimensional effect created when the pop-up book is opened can attract the interest of the reader so that the message to be conveyed can be achieved and attract students to write, especially writing with certain themes (USAID, 2015: 124).

The research that supporting this problem is a research journal written by Fred Lunenburg and Melody Lunenburg (2014) with the title Teaching Writing in Elementary Schools: Using the Learning-to-Write Process. The results of this study are in the form of a description, stating that to write well, students must have confidence in their writing skills. Teacher can build their confidence by using the right guidelines and media. The Guidance in this student writing process includes: how to start, how to process it, and how it concludes. There are 5 steps in writing which are identified in this study, namely: prewriting, drafting, revising, editing, and publishing.

2. Research Method

This type of research is development research (R & D). According to Sugiyono (2015: 407) research and development methods are the methods used to produce products and test the effectiveness of these products. In this study used seven stages of research that refer to the ten stages of the implementation of the development model according to Borg and Gall (Sukmadinata, 2008: 169). The seven stages of the research were (1) the research and data collection stage, (2) the development stage of the product draft, (3) the initial field trial stage, (4) the revising stage of the trial results, (5) the final product improvement stage, (6) the stage described the used of a poetry writing guidebook with a media pop-up book for third grade elementary school students whose effectiveness has not been tested, and (7) effectiveness testing stage.

This research was conducted on third grade students of Jambean 03 Elementary School and Bumirejo 01 Elementary School with the determination of samples used saturated sampling techniques. Subjects in this study were 22 students of Jambean 03 Elementary School and 32 students of Bumirejo 01 Elementary School.

Data collection techniques used test and non-test techniques. Field data collection used a closed questionnaire instrument. This study, required three different data, namely (1) data on the need for guidebooks for writing poetry with pop-up books media, (2) validation test of guidebook for writing poetry with pop-up books book prototype, (3) data on responses students & teachers in third grade elementary school. To get the first data, a questionnaire was used for teachers and students. The questionnaire

contains matters related to the content and physical form of a writing poetry guidebook with a pop-up book media. To obtain the second data, a questionnaire was used aimed at teachers and expert lecturers. This second data was used to obtain the quality of the guidebook prototype. Whereas to get the third data, a questionnaire was used for students and teachers of third grade elementary school. This data was used to get responses regarding the guidebook. The following was an overview of the instruments used in this study.

Table 1. General Grid Research Instrument

No.	Data	Subject	Instrument
1.	Need	a. 3 rd Grade Teachers	a. Need Questionnaire
		b. 3 rd Grade Students	b. Need Questionnaire
2.	Writing Poetry Guidebook with Pop-Up Book Media Prototype Validation	a. Material Experts	a. Validation test questionnaire
		b. Media Experts	b. Validation test questionnaire
3.	Response	3 rd Grade Teachers 3 rd Grade Students	Student and Teacher Response Questionnaire.

Data analysis used initial data analysis, product analysis, and final data analysis. Preliminary data analysis was done to find out the need for a manual writing an official letter. The analysis used by researchers was using questionnaires for the needs of teachers and students. Product analysis, namely products that are made according to the needs of teachers and students were then analyzed. Product analysis was used to assess the products by validators of material experts and media expert validators on the validity of product use and small-scale tests using student response questionnaires. Validation used criteria by converting the score that is on the instrument used with the literate scale (Akbar 2013: 41).

3. Results and Discussion

The results of the study in this study included three things, namely: (1) the profile of the guidebooks that were of interest to students and teachers, (2) the feasibility of media and material experts on guidebooks for writing poetry with pop-up books media of third grade students, and (3) the effectiveness of the guidebook on the learning outcomes of third grade students of Bumirejo 01 Elementary School. The following was a description of the three things as follows.

1) Guidebook Profile

The profile of poetry that students are interested in includes the profile of poetry based on the students' condition of poetry and the profile of the guidebook that students want which consisted of the appearance of the book and the contents of the book. Aspects of poetry profiles that students are interested in based on students' conditions on poetry, those in Bumirejo 01 Elementary School and Jambean 03 Elementary School, all liked reading and writing poetry. While relating to the display of books that students want in the aspect of the form of guidebooks for grade 3 elementary school students, students preferred a rectangular guidebook with the size of the medium guidebook (B5). Regarding the thickness of the guidebook, most students chose a book with between <25 pages thickness. In connection with the guidebook that students want, the guidebook also need to be given a picture with a bright color of the book cover. For the contents of the guidebook, students preferred material that followed the times.

The profile of poetry that the teacher wants included poetry profiles on poetry learning, and the profile of the guidebook writing poetry which consisted of the display of the guidebook, the contents of the guidebook, and the presentation of a guidebook for writing poetry. With regard to poetry writing literary learning, there were obstacles in providing poetry or there was no one teacher who stated that experiencing poetry in providing literary poetry learning to write poetry. Regarding the need for guidebook as a trigger for the emergence of ideas, all teachers agreed that a guidebook was needed to spur student ideas in writing poetry. While relating to the appearance of the book desired by the teacher, in the form of a guidebook all teachers chose a rectangular guidebook with the size of the medium manual (B5). Regarding the

thickness of the guidebook, more teachers chose between <25 pages. Regarding the aspect of needing to be given a picture or not in the guidebook, all teachers stated that they needed to have a picture in the guidebook with the color of the cover in the bright guide book. Finally, the contents of the guidebook to learn poetry writing needed to be adjusted to the situation and conditions, development of the times, and poetry writing competence should be integrated with SK and KD.

With regard to the results of the feasibility test, a guidebook for writing poetry with pop-up book media was presented by a team of experts. In this study the expert team consisted of material experts and media experts. The material expert who gave the assessment was Uki Hares Yulianti, S.Pd., M.Pd. and media expert Dr. Deni Setiawan, S.Sn., MHum. provided an assessment by filling out the evaluation sheet format of a poetry writing book with a pop-up book. Assessment by the expert team was used to determine the feasibility of a poetry writing guide book with pop-up book media for third grade elementary school students. The results of the expert team's assessment and the response of students and teachers can be described as follows.

2) Results of Media Validation Test by Experts

a. Results Validation Data by Material Experts

Validation of the material for writing poetry guides with pop-up book media was conducted to assess the material in the guidebook in accordance with the basic competencies, learning objectives, and conditions of third grade elementary school students. The results of the assessment of material experts on the guide to writing poetry with the pop-up book media obtained a score of 79.5% with very decent criteria.

b. Results Validation Data by Media Experts

Validation of poetry writing guides with pop-up book media by media experts was conducted to assess the media that had been developed in accordance with aspects and assessment of learning media. The results of the assessment of the guide to writing poetry with the pop-up book media obtained a score of 98% with very decent criteria

c. Results of Student Response

Student responses are intended to obtain student response data regarding a poetry writing guidebook with a pop-up book media that is

being developed. Based on the data of students' responses to the initial field test, a percentage score of 96.3% was obtained for third grade students of Jambean 03 Elementary School with very good criteria

d. Results of Teacher Response

The teacher's response is intended to obtain teacher response data regarding a poetry writing guidebook with a pop-up book media that is being developed. Based on the results of the teacher response data on the initial field test obtained a percentage of 86.7% in third grade students of Jambean 03 Elementary School with very good criteria.

3) Results of Effectiveness Test

a. Results of Small-Scale Trial

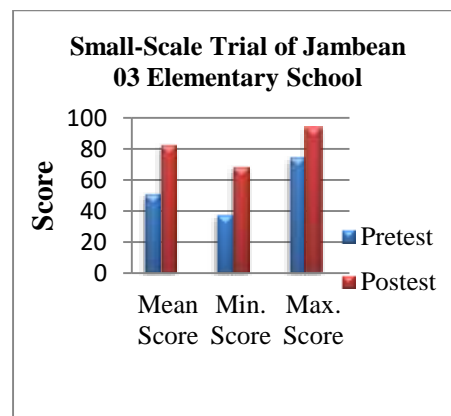
The results of the assessment and suggestions made by the expert team have been refined, then duplicated as needed for the research step. Before carrying out a large-scale effectiveness test, the researchers conducted a small-scale trial of the guidebook at Jambean 03 Elementary School to find out the effectiveness of the guidebook that were created before being tested in the research class, namely third grade Jambean 03 Elementary School. Small-scale trials were conducted on 8 third grade students of Jambean 03 Elementary School which was chosen heterogeneously. Analysis of learning outcomes was done by comparing the results of the evaluation in the form of pretest questions given before the implementation of learning using a writing poetry guidebook with pop-up book media on the results of the evaluation of posttest questions given after learning. Here are the results of the trial guidebook in third grade Jambean 03 Elementary School.

Table 2. Results of Writing Poetry in Small-Scale Trial Class in Jambean 03 Elementary School

No.	Explanation	Learning Outcomes	
		Pretest	Posttest
1	Number of students	8	8
2	Mean Score	51.6	83
3	Min. Score	38	69
4	Max. Score	75	94
5	Number of students was completed.	1	7
6	Number of students was not completed.	7	1
Mean of Clasical KKM		12.5%	87.5%
N-gain		0.65	

Based on the table, it was known that the mean pretest score was 51.6 and the mean posttest score was 83. The improvement of students' cognitive learning outcomes was analyzed using the N-Gain formula and obtained the value of $g = 0.65$ with the medium criteria. In addition, the value of posttest evaluation has increased the number of completeness which shows that as many as 7 out of 8 students (87.5%) experienced learning completeness compared to the results of the pretest evaluation with student's completeness as much as 1 in 8 students (12.5%). Students who have not achieved the KKM score still experience difficulties in using imagination and rima in making poetry.

The results of improving student learning outcomes in small-scale classes can be presented in the form of bar charts as follows.



Picture 1. Results of Small-Scale Trial

Based on the results of the data analysis, it is known that the use of the poetry writing guide book with the media pop-up book has a completeness percentage of 87.5% so that it can be concluded that the guidebook writing poetry with pop-up book media effectively improved learning outcomes.

b. Results of Large-Scale Effectiveness Test

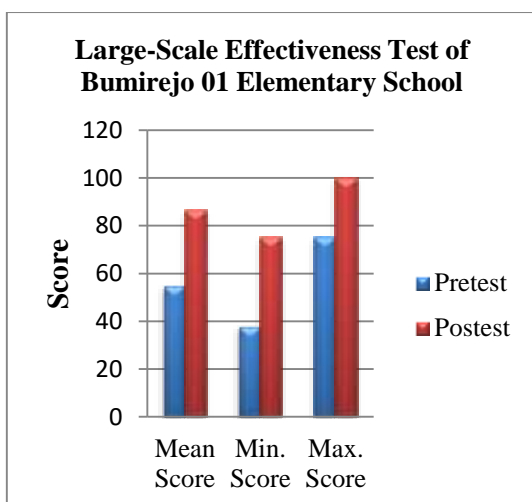
Large-scale effectiveness tests were carried out on third grade students of Bumirejo 01 Elementary School in Pati District were 32 students. Analysis of learning outcomes was done by comparing the results of the evaluation after the implementation of learning to write poetry used the media that has been / has been used by the teacher, namely pictures / photos of the evaluation results after learning using a poetry writing guidebook with pop-up book media.

Table 3. Results Evaluation of Writing Poetry for Large-Scale Effectiveness Test in Bumirejo 01 Elementary School

No.	Explanation	Learning Outcomes	
		Pretest	Posttest
1	Number of students	32	32
2	Mean Score	55	86.5
3	Min. Score	38	75
4	Max. Score	75	100
5	Number of students was completed.	5	32
6	Number of students was not completed.	27	0
Mean of Classical KKM		15.6%	100%
N-gain		0.7	

Based on Table 3, the mean pretest score was 55 and the mean posttest score was 86.5. The results of the posttest evaluation score have increased the number of completeness which showed that 32 students (100%) experienced learning completeness compared to the results of the pretest evaluation with the number of students completing as many as 2 of 32 students (15.6%). The average problem experienced by students is making 3 rhymes in one poem and using more than 2 imaginations in making poetry.

Improved student learning outcomes were analyzed using the N-Gain formula and obtained the value of $g = 0.7$ with high criteria. The results of increasing learning outcomes of large-scale class students can also be presented in the form of bar charts as follows.



Picture 2. Results of Large-Scale Effectiveness Test

In general, there are some improvement suggestions provided by media experts and

material experts on the poetry writing guidebook with the pop-up book media in third grade students, including 1) color selection of writing in the guidebook; 2) adding images that are in accordance with the material in the book of writing poetry to make it easier for students to understand 3) giving examples of poetry before understanding poetry. Suggestions from media experts and material experts on the feasibility assessment were carried out to improve the poetry writing guidebook with the pop-up book media before carrying out a small-scale trial at Jamban 03 Elementary School and large-scale effectiveness test at Bumirejo 01 Elementary School.

Based on observations and product validation tests, the results of the assessment and inputs were obtained as the basis for improving the guidebook for writing poetry with pop-up book media. However, not all suggestions and inputs are used as a basis for improvement because the author has a concept, design, and considerations that are adjusted based on the needs of students and teachers at school.

In relation to the effectiveness testing stage, it was carried out on third grade students at Bumirejo 01 Elementary School. The effectiveness test was used to find out more details about the results of the assessment of poetry writing by using a guidebook to write poetry with a pop-up book media for third grade elementary students. This effectiveness test is calculated using the N-Gain formula. The N-Gain value obtained in the 0.7 effectiveness test was in the high category.

4. Discussion

Based on the analysis of the needs of teachers and students to improve the learning outcomes of poetry writing, the development of guidebook for writing poetry with pop-up book media that meets the requirements in material, construction, and language substance by fulfilling valid and reliable elements in order to improve students' writing poetry skills, because writing poetry for elementary students is a challenging task.

The validity of the guidebook is validated by material experts and media experts. The results of the validation of material experts produced several inputs, namely, the guidebook should be adapted to the basic competencies found in the curriculum, learning objectives, and the condition of third grade elementary

school students. This is corroborated by the opinion that in making an instrument must meet the requirements of validity, namely accuracy or validity that is measuring what should be measured. According to Sugiyono (2010: 363) validity is the degree of accuracy between the data contained in the object of research and the data reported by researchers.

5. Conclusion

Based on the description of the results of the research on developing a writing poetry guidebook with pop-up book media for third grade elementary school students. The following conclusions are related to the development of guidebook for writing poetry.

1. The results of the analysis of the need for a guidebook to write poetry, it turns out students and teachers need a guidebook that was written completely and easily understood by students. In addition, students and teachers want a guidebook that is designed attractively using images, easy to carry, not too thick and in accordance with students' understanding.
2. The results of the questionnaire analysis of the needs of students and teachers, the display of books that students and teachers want were rectangular, B5 size with a thickness of less than 25 pages and then given pictures and colors that must be interesting. The desired textbook writing guide must be packed with a book cover that uses 260 grams of ivory paper and the inside of the paper using CTS paper. The language used is standard, simple, and communicative language, there are pictures and instructions for using a guidebook to write poetry and are completed with a student poetry assessment rubric.
3. The results of the media feasibility evaluation and guidebook writing material with the media pop-up book are, a) media expert's assessment of the poetry writing guide book covering the dimensions of the 100% manual, 100% manual dimension, and book content guidance of 95%, the results of the evaluation of media experts are categorized as very feasible; b) the assessment of material experts covering the contents of the guidebook was 79.5% in the very feasible category.

4. The results of the small-scale trial of third grade students of Jambean 03 Elementary School, the results of research on poetry writing guidebooks with pop-up book media have 87.5% learning completeness with an increasing average score with n gain = 0.61 included the medium category. While the test of the effectiveness of large-scale third grade students of Bumirejo 01 Elementary School has 100% learning completeness with an increasing average was 0.7 included the high category.

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