DEVELOPING POETRY TEACHING MATERIAL IN ELEMENTARY SCHOOL

MukhDoyin ✉

Educational Management of Postgraduate Program of Semarang State University

Abstract

This study aims to develop poetry teaching materials in accordance with the demands of learning including the demands of the curriculum, student characteristics, and the community in general. The study employed Research and Development (R&D) method in order to create a product in form of children's poetry criteria as teaching materials in elementary school. The method was simplified so that it only included three main phases, namely (1) a preliminary study, (2) formulation and product development, and (3) validation and dissemination of products. The study results in two outputs, namely the criteria of children's poetry and model of poetry teaching materials development in elementary school. Children's poetry criteria expected by the teacher can be seen from three aspects, namely typography, language, and content. Typography involves the writing of title, author's name, lines, stanzas, capitalization, the length of poetry, and poetry model. The language used should be beautiful and communicative. The contents of children's poetry should be useful and can be understood by children. The development of poetry in elementary school teaching materials can be done in three ways: through process of creation, translation, and adaptation. Creation means to create a poem that does not exist before;translation means to shift poetry from the local or foreign languages into Indonesian Language; while adaptation means to create poetry from the existed texts.

✉ Alamat korespondensi:
Kampus Unnes Bendan Ngisor, Semarang, 50233
E-mail: pps@unnes.ac.id

INTRODUCTION

Until the current period of time, there are many people who think that literature learning has not been successful by examining the lack of the expected outcomes or product (Suyuti 1994: 1; Endraswara 2002: 59; Djojosuroto 2006: 76; Suharianto 2009a: 1; Sudikan 2009: 18). Dealing with its objectives, the gap between what is expected and what has been achieved in literature learning becomes apparent. The objectives of literature learning as set out in the curriculum (PermendiknasNo. 22 of 2006: 318) are the studentsmust be able (1) to enjoy and to take advantage of literary works to broadenthe knowledge, to refine the character, andto increase the knowledge and language skills, and (2) torespect and to be proud of Indonesian literature as a cultural treasure and Indonesian human intellectual.

In accordance with its first goal, there are many students who have not been able to really enjoy and take advantage of literary work. Regarding to the second goal, the students are also unable to appreciate and to be proud of Indonesian literaturebecause of theirinability to understand literature and their lackof interest in literature. Sugihastuti (2007: 73) in her study even finds that there are many children in Indonesia prefer to choose foreign literature than Indonesian literature.

A lot of people blame teachers as the source of unsuccessful outcome on the literature learning (Endraswara 2002: 59-60). However, there are many factors which cause such result, such as:development of literature, environment, learning models, evaluation models, the competence of teachers, teaching materials, textbooks, and curriculum (Suharianto 2009: 1). Amongthese various factors, teaching material is an important component that must be considered and prepared so that learning can be conducted as expected (Tuloli 1996: 1).

Teaching materials, as one of the components, is very essential to consider. In fact, there are many teaching materials which are not in accordance withlearning expectations. Generous (1999) finds that teaching materials contained in the books of the Department of Education Instruction are mostly unattractive. Teaching materials in the books distributedto elementary schools in Indonesia are not able to serve asan optimal material in supporting students' literature learning. In his research, Sumardi findsthat literature (poetry) taught in school (SD) isfailing and very surreal for students (2000: 214). Such weak literary works will result in the absence of skills and knowledge which can be used by students in their everyday life. Whereas, learning will be more meaningful if the chosen teaching materials are authentic materials (Sudikan 2009: 2009).

The success of education at elementary school level will determine the success of education in the next level (Suparno 1999: 51). Therefore, the error which occurs at the elementarylevel will greatly contribute to the failure of learning in the next level. This finding further supports the importance of correct literature learningstarting at the elementary education. Elementary school children in general are more easily taken care of as compared to the stagesbefore and after elementary schools (Iskandarwassid and Dada Suhendar 2008: 140). The factorbecomes another essential reason in developing aproper teaching material in elementary school because, as expressed by Generous (1999), elementary school students actually possess high interest in literature.

From the three types of literature teaching materials in elementary school, namely prose, poetry, and drama, according to research Sumardi (1999), poetry is the one which does not meet up the expectations of education.

Related to the poetry teaching materials, Semi (2002: 138-139) explains that the literature material must meet five criteria, namely (1) being valid to achieve learning objectives, (2) being significant and beneficial in terms of learners' needs, (3) being attractive and stimulating student interest, (4) being within the limits of students' intellectual legibility, (5) being a full literary work, and not partial work. Santosa (2008: 138), using another language and more detailed, reveals that the selection of

teaching materials should be determined by brilliant author, interesting theme, simple and poetic language, significant information, meaningfulmoral values, and proper entertainment.

In the end, the gap exists between the ideal picture and the real situation in poetry teaching material at school. The ideal requirements of poetry teaching materialcannot be found in the current teaching material used by teachers. The gap stimulates further studyin developingthe teaching materials based on the poetry learning demands, including the demands of curriculum, student characteristics, and community in general.

RESEARCH METHOD

This study employed Researchand Development (R&D) design. The design was chosen because it fit the general purpose of research increating a product in a form of teaching materials and its technique based onchildren's poetry criteria on Indonesian language subjects through development and validation of educational products. According to Gall et al (2003: 569), educational Research and Development (R&D) is a process for generating and validating the educational products.

Conceptually, the method of research and development includes ten general steps (Gall et al 2003: 569). The steps are: (1) research and information collecting, includingliterature study, observation, and preparation; (2) planning, itincludes determining the objectives to be achieved; (3) developing a preliminary form of the product, which is developing the onset form of the product at each stage; (4) preliminary field testing, including the initial field trials in limited scale; (5) main product revision, which is improving the initial product; (6) conducting field testing, the main trial; (7) operational product revision, including the improvement and refinement of the main trial; (8) operational field testing, including the test validation of the operational products that have been produced; (9) the final product revision, the final fixation of the product that have been developed; and (10)

dissemination and implementation, which is disseminating the developed products.

Gall et al (2003: 569-575) suggest to limit small-scale studies, including the possibility to limit the pace of research. Therefore, in this study, simplification of research steps was conducted. This study simplified the ten steps into three main stages, namely (1) a preliminary study, (2) formulation and product development, and (3) validation and dissemination of products.

There were two activities that were carried out at the preliminary study stage which was the stage before creating the product design. First activity wasa review of the poetry contained in Indonesian elementary school textbooks. Second activity wasto conduct the literary reception on teachers regarding the poetry teaching materials criteria in elementary school. Based on the theoretical studies and the results of theteacher reactions on poetry leaning, the next step was to perform the need analysis on the criteria of children's poetry in elementary school and its technical development in Indonesian language subjects. The need for these products was considered from both theoretical and empirical aspects. Based on the needs analysis, criteria were formulated for the children's poetry and itsdevelopment techniquefor elementary school. The development in this context was defined as an effort to develop, both quantitatively and qualitatively on thepoetry teaching materials based on the criteria that had been developed in high grade of elementary school. Furthermore, the rules were then used to develop the assessment instruments to measure the quality of the product.

After finishing the prototype and instruments,the expert test was conducted. The result was the criteria for poetry teaching materials submitted to the expertsof literature teaching and literary experts for assessment/quality test. Based on the evaluation and advice from the experts, the product improvementwas made. The next stage was the validation and dissemination. The validation was done by calling some representative of

elementary school teachers randomly in the city of Semarang to perform the preliminary tests, training, and poetry creation in accordance with the training material that had been given. The dissemination of products were made by (1) writing it in the form of scientific articles in the accredited/national journals, (2) presentingit in the activities of scientific meetings in the city/other districts, and (3) publishingit in the form of a text book.

The research was conducted in Semarang city, with the research subject of teachers from high level primary schools. Therefore, the location and subjects were determined by purposive sampling. This sampling technique uses particular consideration (Sugiyono 2006: 300). Thestudy used three methods, namely descriptive method, evaluative method, and experimental method. The descriptive methodwas used to collect data on existing conditions; evaluative method was used to evaluate the test development process of a product; and the experimental method was used to test the reliability of the resulting product (Sukmadinata 2009: 167).

RESULT AND DISCUSSION

Children Poetry Criteria

The criteria of children poetry can be seen from three aspects, namely typography, language, and content of poetry. These three aspects are explained in the following reviews.

Typography

Typography is the physical form of poetry. The typography criteria ofchildren poetry are in the physical parts of poetry, such as the writing of title, author's name, line composition, stanzacomposition, the use of letters, the length of poetry, and writing models.

1) The Writing of Title

The first part of the poetrywhich people will read is the title. Therefore, the position of the title emerges as an essential aspect. The title enables the readers to predictthe content of poetry. In children poetry, the title has even reflected the whole content of the poetry. There

are several criteria for writing children's poetry titles, such as: in the form of a word or group of words; consisting of 1-7 words; all the words using all capital letters or all words beginning with a capital letter except the task words that are not located at the beginning of the title; and is located on the left bank, indented or in the middle (center).

2) Writing of Author's Name

There are two models of the writing of the name of the author of the poem which is acceptable to children: below under the title poem and poetry. Both models are equally acceptable for children poetry, regardless the model of writing, whether written with flat on left or indented models. Hence, the model of author's name writing that precedes the title of the poem is unacceptable for children.

3) Line Composition

There are two criteria for the lines composition of children's poetry, which is arranged vertically or horizontally as sentences in prose and not using enjambemen.

4) Stanza Composition

The function ofstanzas in the poem is almost the same as the function of paragraphs in prose. One or more lines get together in groups to express one meaning to form astanza. Therefore, if one stanza declares only one meaning or one atmosphere, the writing between the stanzas must be separated. Therefore, there are three acceptable models for the composition of children's poetry stanzas. Firstly, the separation among stanzas must becharacterized by different spaces. Secondly, the odd stanzas beginfrom the margin which is left flat alligned, while the evenstanzas start from increased indent. Thirdly,the first stanzas until the last stanza are written with continuously increased indent.

5) The Use of Letters

The letter is divided into two types, namely uppercase and lowercase letters. Each font already has standardized function. Although the writing of poetry haslicentiapoetica, which theoretically allows the poet to use all lowercase in poetry, but in writingchildren's poetry, the case is not always like that.

Uppercase and lowercase letters must be used jointly in accordance with the existing conventions.

6) The length of Poetry

Regarding to the length of the poem, there are two different points of view. The first point of view is that poetry must be appreciated and serve asan example to write poetry; while the second point of view is seeing poetry as an art of reading poetry. The two criteria are different viewpoints. The size of the poem to be appreciated and used as an example to write poetry meansthat the students must have the ability to recognize or understand the poem; whereas, criteria for the poetry reading is not solely as learningmaterial which can only be understood by the readers, but also able to generate rhythms that can be enjoyed by listeners/viewers.

As consequences, the poetry as an appreciation and writing poetry examples of materialsdoes not have minimum category. The statement delivers that 1-2 lines can qualify as poetry. However, the poetry criteria as reading material, because it must generate the rhythm, then it must have a length of at least 3 stanzas with notes per stanza consisting of 2-6 lines. Both from the first and second viewpoints, children's poetry have a maximum size, which is composed of seven lines of each stanza and consists of eight stanzas for one poem.

7) Writing Model

There are two models of writing poetry which are acceptable to children. Both models such writing is to the left-aligned and center aligned models. Beside these two models, the other models are considered unacceptable. Model of writing poetry that is not acceptable can be shaped flat writing right or models of writing with certain forms, such as zigzag-shaped.

Language

The first requirement of children's poetry language is its beauty. To create a beautiful poetic language, there are several ways to do. The first way is variety. The variation means using the combination of one form with other forms, such as basic words withcomplex words or short lines with long lines. Second way is to pay attention to the rhyme. Rhyme creates the beauty of poetry through sound. Rhyme is important because it drives the realization of beauty within a poem. Children's poetry requires the rhyme, at least the ending rhyme. The third way is by using informal language. Informal language does not mean a language that does not entirely follow the linguistics rules. The main form of the informal language is seen at the use of "*aku*"(me) as the first person pronoun. The fourth way is by using figures of speech. There are various types of figure of speech that are commonly used in children's poetry, such as repetition, personification, hyperbole, and metaphor. The figures of speech in poetry are meant to embellish the poetry so that the meaning and sense of poetry are more easily captured by the reader.

The second condition is that poetic language children should be communicative. Communicative means that the language must be understandablefor children. Thus, the choices of words, idioms, and arrangement of lines and stanzas have to ease the children in understanding the poetry. There are several criteria for the use of language that has the potential to make poetry more communicative or more easily understood. The criteria are as follows.

First isby using Indonesianlanguage. Indonesian language in this context covers all aspects of the written language. Related to poetry, this means that the elements of the language, such as diction and style of language, must use Indonesian language. Multilingual poetry is poetry which uses Indonesian language but is combined with some local or foreign words. This type of poetry is classified as unacceptable. Moreover, if all elements of the language in the poem come from the local language, the unacceptability level becomes higher.

Second is using straightforward language. Straightforward language is a language that has explicit meaning as what is written. The intended meanings are lexical meaning or

meanings that are stated in the dictionary. The words used in children's poetry must not metaphorical and can be easily understood by children. However, if in poetry there are one or two words which are metaphors, as long as the meaning of the metaphors is still understandable for children, the poetry remains acceptable. Therefore, common metaphorical words or idioms can be used.

Third is using words that are known by children. There are two classes of words or words groups that are unknown for the children. First, the class of a word or word group that has not been used by the children, and second, theclass of word groups that comes from non-word functioned as words. Poetry usingknown wordmeans that children poetry which do not use the word or words group that must not be used by children according to their age and poetry which do not use non-word forms, such as the poetry widely used by SutardjiCalzoumBachri.

Fourth is using the punctuation in accordance with its function. There are several commonly used punctuations in writing poetry, such as: period (.), Comma (,), semicolon (;), question mark (?), Exclamation mark (!), Dash (-), and quotes ("..."). Punctuations in children's poetry should be used as their respective functions. If punctuations are not used as their function, such as being a separate line in the poem, would make the poem difficult to be understood by children.

Contents

The content of poetry is the material contained in the poem, either explicitly or implicitly expressed. There are two conditions for a good content in children's poetry, (1) is useful for children and (2) is understandable for children.

Several criteria must be met in order to create a beneficial content of poems for children. The criteria are as follows. Firstly, the poetry must providemeaningful information for children. In writing children's poetry, the author must ensure that the provided information is correct. The true information must be based on facts. Secondly, poetrymust contain educational values associated with the development of the children character. Thirdly, poetry shouldrepresent the expression of children. Through poetry, children's could shed their feeling of loneliness, sadness, happiness, anger, or spirit. Fourthly, poetry must deliver positive influence for children.

The criteria that must be met in order for the contents of the poem can be enjoyed and understood by children are as follows. Firstly, poetry must be createdaccording to the children's ability to think. The content of the poem must be accessible within children's minds. Therefore, children's poetry must talk about common issues that are experienced or encountered by children. Secondly, poetry must be in line with the logic of children. Thirdly, poetry must be appropriate with children's culture. Children's life cannot be separated from their surrounding culture. Their way of thinking, behaving, and acting are determined by the culture that they possess. Therefore, the content of children's poetry must be in accordance with the culture of the children. Next, the poetry must follow the mental development of children. Then,poetry must take the viewpoint of children into account. The point of view is the position of looking at things. The viewpoint is usually determined by a person's experience and capabilities. Thus, children's poetry must be in accordance with the experience and ability of children.

Development of Teaching Materials Poetry in Elementary School

Thisstudy finds three ways to develop teaching materials in poetry for elementary school, namely through the Creation, Translation, and Adaption.

Creation

Creating isto makeor hold something new. Something new here is intended as something which does not exist before. Development of poetry teaching materials through creation means as the activity of making new poetry that will be used as teaching materials. Teeuw says that the literature has

never been created from a cultural emptiness. Literary works are created as a combination of convention and innovation process. The creation of poetry is also through the same process, namely the convention and innovation. Convention on the poetry form, content, and targetare retained in the creation of poetry; but the novelty of all three, at the same time, are also created.

Regarding to children's poetry, the intended innovation is not as big as innovation in adult poetry. The experiments in the creation of poetry are not applied in children's poetry. Innovation is needed as long as it does not exceed the ability of children to understand and enjoy it.

Translation

Developing poetry teaching materials through poetry translation means that taking non-Indonesian children poetryand then translating them into Indonesian. Non-Indonesian language can be broadly classified into two categories, namely the local language and foreign language. Therefore, the translation of the poetry means that the translation of poems from foreign or local languagesto Indonesian language.

In translating a language, translators are forced to rigorouslycreate the language which canstill divert a unique experience existed in the literarywork. The situation in a literarywork might never be experienced by the reader (Damono 2003: 37). Translating makesthe literary works alive because the translated work undergoes second existence(Gifford in Damono 2013: 32). In simple words, translating means transferring literary work from one language to another (Damono 2003: 29).

Language is part of culture. Language cannot be optimally understood without including its cultural background. Language is not solely a collection of words, but the meaning symbol of a culture. Culture itself can be interpreted as the whole system of human knowledge as a social being used to understand and interpret the environment and experiences, as well as being a foundational framework for

the realization of the behavioral pattern (in Zefrry Geertz 1998: 37). Therefore, the translation process cannot be defined as the process of replacement of local or foreign vocabularies into Indonesian vocabularies. Translating poetry from local or foreign language is the shiftfromlocal and foreign cultures and languageto Indonesian language and culture.

Adaptation

In Indonesian Dictionary, *wahana*is defined as (1) the vehicle; conveyance; (2) equipments to achieve an objective (PusatBahasa 2008: 1804). Because it is a conveyance, the principal functionof *wahana*is to achieve certain goals. Based on that definition,*wahana* can be simply interpreted as replacement of vehicle, tool, or means to achieve certain goals. In the simpler sense, *wahana* can be referred as the removal or alteration process (Damono 2003: 1). In a narrow sense, the removal or adaptationcan occurs among different forms for example, from poetry to prose, novel to film, or short story to drama; whereas in the broad sense, the adaptationcan come from various types of sciences into art work (Damono 2003: 1).

There are many adaptation forms in art, such as adaptation, ekranisasi, dramatization, and musical. In the context of teaching materials development in poetry, such adaptation can be used.

Developingpoetry teaching materials through adaptation means to reinvent the poetry from something that has existed before. The existed work is then re-adapted partially or completely as a poetry material. Adaptation has meaning of altering. Adapting something into children's poetry means to format the material in accordance with the children criteria. The texts which are adapted n the context of the development of poetry teaching materials serves only as *hipogram*. As *hipogram*, the text can be forwarded, retold, simplified, taken in partial, or even reversed. In facing the initial text, the adapter can accept the text (either fully or

partially) or reject the text (either fully or partially).

CLOSING

Criteria of children's poetry which are expected by the teacher can be seen from three aspects, namely typography, language, and content. Typography involves the writing of the title, author's name, lines, stanzas, capitalization, length of poetry, and poetry models. The language used should be beautiful and communicative. The contents of children's poetry should be useful and can be understood by children.

Developing poetry teaching materials in elementary school can be done in three ways, namely through creation, translation, and adaptation. Creation means creating a poem that is not there yet; translation means to shift the poetry from one language into another language; and adaptation means to create poetry from other text.

An in-depth study on the poems that are used as teaching materials in elementary school during this time is urgently needed, especially from the textbooks because the majority of elementary school teachers use the textbooks as the main reference.

Teachers should strive to develop poetry teaching materials independently, either through creation, translation, oradaptation.

The teacher and author of the book should struggle to work together in the delivery of teaching materials that meet the eligiblerequirements so there is a positive crossing between the interests of student and poetry teaching materials authors.

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