

# The Effectiveness of the Acrostic Technique Toward the Poetry Writing Class for Grade VIII Students of *SMP Negeri 5 Wates*

Arifin Rifan Nugroho  
*Indonesian Language and Literature Education*  
*Postgraduate Yogyakarta State University*  
 Yogyakarta, Indonesia  
 arifin\_rifan99.2017@student.uny.ac.id

Wiyatmi  
*Indonesian Language and Literature Education*  
*Postgraduate Yogyakarta State University*  
 Yogyakarta, Indonesia  
 wiyatmi@uny.ac.id

**Abstract**—This research aims to: (1) know difference skill writing poetry between the groups which following study by using learning write the poetry strategy with acrostic technique and the groups which not following study by using learning write the poetry strategy with acrostic technique: (2) tests the effectiveness learning write the poetry strategy with acrostic technique grade eight of SMP Negeri 5 Wates. The result of this research indicate that (1) its have a difference skill wrote poetry between the groups which following study by using learning wrote the poetry strategy with acrostic technique and the groups which not following study by using learning wrote the poetry strategy with acrostic technique.

**Keywords**—*effectiveness, learning strategy with acrostic technique, write*

## I. INTRODUCTION

In the 2013 Curriculum, Indonesian Language for Grade VIII of Junior High Schools in the first semester have core competencies. Those are trying, processing, and presenting in the concrete domain (using, decomposing, assembling, modifying, and creating) and the abstract domain (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources in the same perspective/theory. The basic competency is to present ideas, feelings, and opinions in the form of written or spoken poetry by paying attention to the elements that construct poetry. Explains that poetry is a literary form of work that expresses the thoughts and feelings of poets imaginatively and is composed by concentrating all the power of language by concentrating physical structure and inner structure [1]. In poetry creative writing class, students not only able to develop the poetry writing skill, but also examine the selection of diction and to have the ability to express ideas by writing poems that are interesting to read. In literary learning, including poetry writing, the four main aspects of language skills are also needed. In poetry learning, the skills and abilities of students in writing poetry are also needed, so that students are used to being skilled in writing poetry, students must truly know and understand linguistics and master language skills.

There are four stages in the poetry writing process [2]. The poetry writing stage included idea determination,

deposition, writing, and editing and revision. The description is as follows.

### A. *Selecting Idea*

Idea is a sense of someone who wants to be expressed into poetry. The idea is in the form of experiences that are all the captured events through sensing the experiences that lead sense of effect. Sense can be a sense of sadness, anger, happiness, anger and so forth that will be written into poetry [2].

Basically, the idea does not come automatically. It must be sought using the senses to capture everything that is or has happened. Thus, sensory sensitivity is the key to getting ideas or inspiration. Besides aspects of sensory sensitivity, ideas can also come from self-experiences that are considered most impressive, such as sadness, love, longing and others [2].

### B. *Contemplation Idea*

The second stage after getting an idea is contemplation. The contemplation process is also called the maturation of ideas. The process of contemplating ideas related to the direction of poetry, how to express ideas into words [2]. After that, do reflection and search answers individually. This process is called the deposition process.

The thing that must be considered in developing ideas in the contemplation process is diction or word choice, because the key to poetry lies in word concentration so the main aspect of contemplation and development of ideas is the selection of appropriate diction [2]. In this deposition must be determined diction that will be used as material for poetry writing. However, It still in the form of mind and imagination. In essence of the the deposition process is the process of selecting and composing diction into the construction of a beautiful poem.

### C. *Writing*

The third stage is writing the poetry. Basically, writing poetry is the disclosure of everything contained in the deposition process, then assembled it into verse after verse [2]. The choice of diction resulting from the deposition process is then translated into an array of arrays according to a predetermined idea.

At the stage of writing poetry, [2] said that the problem that often occurs is deadlock or freezing in the midst of writing

poetry. If this happens, then take a break to restore imagination. After finding comfort, the writing process might be carried out again. The important thing that must be understood in writing poetry is the issue of completeness, meaning that every time you write a poem you must complete forming a complete poem.

#### *D. Editing and Revising*

The last stage in writing poetry are editing and revising. Editing is related to the correction of poetry that is created in aspects of language, writing, substitution of words, sentences and written rules. A bit the same as editing, revising is related to aspects of meaning or content of poetry [2]. Both stages need to be done to check whether the poetry is written in accordance with the ideas that have been thought of before.

The problem that often occurs at this stage is that there are often changes in language and content from the initial stage of writing to the stage of editing and revising because they get additions, omissions, and even theme changes [2]. This is natural because at this stage there is an improvement in the poetry that has been written. If this stage is completed, then poetry has been created that are readily appreciated by the reader.

The students writing skills would be good if students have mastered all three aspects beforehand because writing is a process. In addition, learning that takes place traditionally and theoretically in learning to write poetry will affect in the lack of interest of students in learning. This case would lead that the goal of learning to write poetry is often not achieved.

In teaching poetry writing can be taught through the use of appropriate techniques and easily replicated. In literary learning, students may get examples of poetry with the generic structure that is quite complicated. Poetry that is suitable as an example of writing poetry is free and simple, containing observations in the form of appeals or statements [3].

There are many learning strategies along with the advancement of science and technology. Learning strategies used to improve writing skills are also increase, but each learning strategy has its own criteria in influencing the level of the students writing skills, especially writing poetry. Choosing a good learning strategy will increase students' creativity in writing poetry. Learning techniques will not succeed if there are no strategies that are truly suitable to support learning. Insist that strategy is a tactic or strategy designed by a designer from an activity to achieve goals [4]. In this study, the researcher used acrostic techniques. Acrostic technique is one of the renewal techniques that assist the students to develop their imagination to compose a poem by providing keywords.

Acrostic comes from the Greek, *akrostichis*, which means that the rhymes with the first letter of the line compose a word or sentence [5]. Acrostic is a language game that can be applied to the learning of writing poetry that is writing a verse of poetry by describing the initial letters of each line, if arranged vertically, then form a person's name, animal name, object name, and so on. Explains that the structure of poetry using acrostic techniques when combined with the teacher's teaching model will create a helper bridge for students, showing them

how to think flexibly and developing interesting ideas and word choices [6]. Therefore, the effectiveness of learning strategies to write poetry with acrostic techniques will be tested to Grade VIII students of SMP Negeri 5 Wates.

The object of the research in this study was the grade VIII students of SMP Negeri 5 Wates. The underlying reason the researcher chose SMP Negeri 5 Wates as a place of research because the teacher in Indonesian Language and Literature had never used acrostic techniques in poetry learning. Therefore, the acrostic technique will be tested for its effectiveness in learning to write poetry for grade VIII students of SMP Negeri 5 Wates.

The rest of this paper is organized as follow: Section II describes proposed research method. Section III presents the obtained results and following by discussion. Finally, Section IV concludes this work.

## II. RESEARCH METHOD

The type of this study is an experiment research with pretest posttest design control group. The population in this study were grade VIII students of SMP Negeri 5 Wates in the academic year 2013/ 2014. The total population is 161 students consisting of six classes, namely class VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F. The sample random sampling technique was used to select the sample of the population. Based on this technique, class VIII A was set as the control group and class VIII B as the experimental group. Each class consists of 28 students.

This research was conducted on April - May 2014. The research procedure began with the experiment until the experiment. Measurements before the experiment were carried out through pretest, in the form of an initial test of discussion skills. Pretest was given to the control group and the experimental group. The pretest aims to determine the level of early poetry writing skills before being given treatment in the experimental group and learning process in the control group.

According to the pretest result, it proves that both group have the same poetry writing skills. Then the experimental groups were given treatment. However, the learning process in the control group was conducted as usual. The treatment in the experimental group was carried out four times.

After the treatment was given to the experimental group, the next step was to give posttest to the experimental group and the control group. The posttest was aimed to determine the achievement after treatment. Based on the results of the posttest, it will be known the difference in scores before being treated and after being treated. The posttest results were calculated using the t-test statistical technique through the SPSS version 17.

The instrument used in this study is a poetry writing test with a guide to assess poetry writing skills according to which has been modified according to research needs [7]. Data analysis techniques employed in this study consists of prerequisite test analysis and application of data analysis techniques. The prerequisite test was done though the normality test of the data distribution and the variance homogeneity test.

Data analysis uses t-test statistical techniques. The whole calculation process is assisted by the SPSS version 17. The t-test statistical technique was used to determine the significant differences in poetry writing skills between the control group and the experimental group. In addition, the t-test statistical technique was also used to test the effectiveness of the learning strategy of writing poetry with acrostic techniques for students in class VIII of SMP Negeri 5 Wates.

**III. RESULT AND DISCUSSION**

Comparison of control group and experimental group score is in the form of the highest score, lowest score, mean, median, modus, and standard deviation, both at pretest and posttest. Comparison of the score data can be seen in Table I.

Based on Table I it can be seen the comparison of pretest and posttest scores of poetry writing skills possessed by the control and experimental groups. At the time of pretest, the writing skills of the control group, the highest score was 15 and the lowest score was 8 while at the posttest poetry writing skill, the highest score was 17 and the lowest score was 9. At the pretest the poetry writing skill in the experimental group, the highest score was 16 and the lowest score was 9 while at the time posttest poetry writing skills, highest score 18 and lowest 9.

**TABLE I. THE PRETEST AND POSTTEST SCORE OF CONTROL AND EXPERIMENTAL GROUP**

Test	N	Max	Min	Mean	Median	Mode	SD
Pretest (Experimental Group)	28	16	9	11.928	12	11	1.53788
Pretest (Control Group)	28	15	8	11.678	11,5	11	1.74385
Posttest (Experimental Group)	28	18	9	13.892	14	15	2.18309
Posttest (Control Group)	28	17	9	12.392	12	12	1.74991

The average score between the pretest score and the posttest score of the control group and experimental group increased. At the time of the pretest, the average score of the control group was 11.678 while the average score at the posttest was 12.392. At the time of the pretest, the average score of the experimental group was 11.928 while the posttest average score was 13.892.

The first hypothesis in this test is that there are significant differences in poetry writing skills between students who take lessons with acrostic techniques and students who take lessons without the acrostic's technique. The first hypothesis was tested by looking at the results of the t-test on the posttest score data of the control group and the experimental group. The data can be seen in Table II.

**TABLE II. SUMMARY OF T-TEST RESULTS POSTTEST DATA OF EXPERIMENTAL GROUPS AND CONTROL GROUPS**

Data	t <sub>count</sub>	t <sub>table</sub>	Db	P	Information
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Posttest	2,837	2.000	54	0,006	t <sub>h</sub> > t <sub>t</sub> p < 0,05 = <b>significant</b>
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From the Table II above it can be seen that the amount of t<sub>count</sub> is 2.837 with db 54. The t<sub>count</sub> is then consulted with the value of t<sub>table</sub> at a significance level of 5% and db 54. The result is t table of 2.000, it shows that the value of t<sub>count</sub> is greater than the value t<sub>table</sub> (2.837 > 2.000). The results of the calculation of p also showed that it was obtained p value of 0.006 (p < 0.05) so that it was stated to be significant. Final data on poetry writing skills between the two groups shows the first hypothesis is accepted.

The second hypothesis in this study is a learning strategy with acrostic techniques effectively used in learning to write poetry for Grade VIII students of SMP Negeri 5 Wates. This is known by looking for differences between pretest and posttest scores in the experimental group. Data calculation uses a statistical sample t-test technique. Data calculation of the difference between pretest and posttest scores in the experimental group can be seen in Table III.

**TABLE III. SUMMARY OF T-TEST RESULTS FOR PRE-TEST AND POST-TEST DATA IN THE EXPERIMENTAL GROUP**

Data	t <sub>count</sub>	t <sub>table</sub>	Db	P	Information
Experimental Group	5,222	2.052	27	0,000	t <sub>h</sub> > t <sub>t</sub> p < 0,05 = <b>significant</b>

From the Table III above, it can be seen the value of t<sub>count</sub> is 5.222 with db 27. The t<sub>count</sub> value is then consulted with the value of t<sub>table</sub> at 5% significance level and 27 db. 5.222 > 2.052). The results of the calculation of p also shows that the p value obtained is 0.000 (p < 0.05). Accordingly, it is stated to be significant. The result of the pretest and posttest in the the experimental group showed that the second hypothesis was accepted.

**IV. CONCLUSION**

Based on the results of the research and discussion that have been stated in the previous chapter, it can be concluded into two points. First, there are differences in poetry writing skills between groups that participated in learning with acrostic technique learning strategies and groups that did not participate in learning using acrostic technique learning strategies. This can be seen from the results of the t-test of the posttest score of the control group and experimental group which shows that t<sub>count</sub> is 2.837 greater than t<sub>table</sub> which is 2.000 with df 54 (t<sub>count</sub> > t<sub>table</sub> = significant).

Second, the acrostic techniques are an effective strategy to support the poetry writing skill of grade VIII students of SMP Negeri 5 Wates. This can be seen from the t-test formula result of the experimental group toward the poetry writing skills in the pretest and posttest score. From the calculation results, it is known that the t<sub>count</sub> of 5.222 is greater than t<sub>table</sub> of 2.052 with df 27 (t<sub>count</sub> > t<sub>table</sub> = significant).

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