The Development of Poetry Text Materials Based on Poet's Experience

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Abstract—**This study aims to overcome the limitations of textbooks. Lesson textbooks often only provide basic material about writing poetry without developing how creative it is. This makes the learners difficult in the process of writing poetry. Therefore, the solution of the problem is to develop poetry writing materials based on the poet's experience to be used in the learning process. This research method is using research and development. Based on the results of the interview can be concluded that the ability to write poetry is determined based on an understanding of the elements and forms of poetry writing as well as poet's experience. The process of writing poetry taken through several stages: (1) seeking ideas based on experience; (2) to process the idea by looking for impression and implied message; (3) deepening into the heart and mind; (4) conduct the process of contemplation and reflection, by living, thinking, feeling and interpreting every event; (5) begin the writing process by concreting the experience; (6) revise the poetry product. The developed teaching materials are presented from the basic competencies of the knowledge and skill competence learning. Based on experiments on teaching materials developed it is known that the average value of the ability to write poetry exceeds the minimum criterion score, so that the teaching materials used have been effective. Teaching materials can help learners learn activities become more independent, get a positive response from the content, appearance, and use of language.**

Keywords— poetry text material, poets' experience

I. INTRODUCTION

Results on some schools observation revealed that teachers and students have used textbook lessons as the main learning resources. Through the books, learners obtain knowledge on how to write or compose poetry. As known, the school text books are lack of contentfacilitating learners to create poetry. The books mainly present basic materials focusing only on poetry writing without providingcreative process of a poet. This considers less opportunity for learners to help understand its essential process and face some dificulties to practice. Therefore, a developed suitable learning materials based on poet's experience are essential and required. This is hoped to be able to help learners achieve their instructional goals. The experience is suitable in accordance with the text poetry learning materials, especially skill competence. Sayuti in [1] states that a poet is soemone who talks to the audience through poetry. So, it is his or her preference media to communicate with the audience. This preference can be developed into a model of learning materials for Senior High learners.

Hamdani in [2], states that learning materials are a set of topics that is required by the teachers and is systematically structured in both written and unwritten in accordance with the students'learning process to be completed. In addition, Zarkasyi [3], notes that the best way removing discouragement,anxiety, uncreativity etc is by learning from others' experiences.As a result, learners will emotionally get involve with the process further than merely know at the surface. Attempting some samples experienced by the poets frequently is considered highly effective.

The development of text poetry materials in Senior High School is very important as their age support the way they express ideas, thoughts, and feelings through their creativity. Learners tend to write poetry instantly by imitating or copying others work for instance. In addition they also ignore some important elements to make it lively. They must prevent making provocative poetry just as Sukmawati's that triggers noise. As a result, qualified and relevant materials are highly needed these currently. Brian in [4]; Du Toit [5]; Sasaki, *et al*, [6], state that the development of newly contextual learning materialsis now conducted.

On the other hand, Prastowo in [7]; Tanase, [8], note that developing learning materials based on some educational principles i.e relevance, consistency, sufficiency, and , Daryanto and Dwicahyono in [9] begin with the simplest ones, motivation, repitition and reinforcement, is gradually conducted with certain learning outcomes. It is therefore, the principles of developed learning materials present: (1) materials linkage Basic Competence figures; (2) materials are consistently presented in accordance with the number of competence that achieved; and (3) materials are adequate to help learners master the competence.

Language functions as tools for transforming thoughts, feelings, as well as aesthetic values in the form of text which include images, figures of speech, metaphors, and symbols. In this context, imagination plays an important role to put notions, ideas, thoughts, feelings and aesthetics in written and transform them into lively text. Imagination is potentials to form descriptions, either imagining or imagined descriptionsto be manifested along with the figures of speech, symbol, and metaphor in the form of poetry.

A Poet is one of poetry writers with excellent literary work that has been well accepted by the community.They

write poetry by applying creative and imaginative process, with insight understanding on a literary work. Poet's experience based materials challenge and boost learners developing their skills and expressing ideas, feelings, and thoughts well. Text poetry materials based on creative process are not yet available and thus findings of this study will be beneficial either for scientific development or "Poetry Text" learning in Senior High School.

Suppose, a good learning material begins with cognitive competence and to be continued to enhance psicomotoryc competence of the learners. In addition, learners' cognitive competence are conducted through scientific approach. Therefore, current learning materials are not designed as presenting information in general, it is however, as an inquiry as Reflective Schon theory stated [10]. And so, the development of learners skill competence and essential material are presented through creative process Buonanno in [11] as implemented by a poet.

Regulation of Ministry of Education and Culture Number 65 year 2013 states that learning process uses suitable methodologywhich is match the learners' characteristic and subject of the lesson. Among suggested methodology in Standard Process, is strengthening the use of scientific method. It is a well designed instruction to improve learners' role in forming concept, rule or principle through some phases of observing, formulating problems or asking, proposing or formulating hypotheses, collecting data in various techniques, analyzing data, concluding and communicating concept.

Creative process conducted by learners is gradually applied in the form of learning materials which was developed by poet's experience in poetry writing. The materials could best be in the form of information about poet's experience. Learning materials would be sistematically structured, included all the ingredients (whether information, tools or texts) which show a complete competence, mastered by learners and used during learning process. Learning material is one of the most essential parts in learning process, as there are a number of information, instructions, proceses and evaluations that support learning activities, [2], [12].

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

II. PROPOSED METHOD

The study applied Research and Development method. Sugiyono in [13] stated that Research and Development (R & D) is a methodology to create a certain product and examine the effectiveness of its product. The design used ten cycles as stated by Sugiyono in [13], (1) the potential and problems, (2) collecting information, (3) design of the product, (4) validation of the design (5) revision of the design, (6) limited trial products, (7) revision of the product, (8) extensive user trials, (9) revision of the product, (10) mass production. Therefore, the effectiveness and efficiency of the study were highly required. However extensive user trials, revision of the design and mass production were not

implemented. The activities in the development stages were as follows.

Data collection techniques in this current study were gained through interview, questionnaire, test and observation. These techniques applied as the following steps: (1) The interview was used to collect information in accordance with the expression of creative process of the poets in poetry writing. (2) The questionnaire was used to test the validity of developed materials designed by some experts and excellent practitioners and was used to recognize the students' responses on the materials that have been used during learning process. (3) The test was used to recognize learner's outcome, poetry writing activity, after utilized by developed materials. (4) The observation was used to witness teacher and learner activities during the lesson.

After conducting the interview, the data were begun to analyze through careful reading on some responses given by the interviewee and continued with the next cycle, reduced data. The researcher created it by making abstraction. It was gained and taken from some valuable information based on context. Furthermore, concluding and presenting data. Here, the analysis of qualitative data was constantly continued and repeated. With regards, data reduction, data presentation and inference/verification show the successful of analysis process. Validated teaching materials were analyzed by identifying the result of validity test from the expert and practitioner to find the weaknesses and suggestion from material of poetry that has been made. The analysis of descriptive data from validity test by the expert seas derived from qualitative data and questionnaires consisting of suggestions from the experts. After the test, data of the instrument of poetry writing were analyzed by the t-test (one sample *t*-test) [13].

Result of the observation on learner and teacher activities during teaching and learning process was analyzed by descriptive analysis and classified into two different activities based on 2013 Curriculum using scientific approach, whereas the result of questionnaires was analyzed using rating scale formula that functions to know the result of questionnaire [13].

III. RESULTS AND DISCUSSION

Based on the experience of the poet in poetry writing, it was known that a poet was ought to understand various elements and forms of poetry writing before s/he wrote the poetry, both physical and inner elements such as diction, imagery, rhyme, typography, and language style, meaning, situation, and various types of poetry writing/characteristic of the existing poetry. Accordingly, this will create a harmony between lines and stanzas, and thus result beautiful, imaginative, and profound poetry.

In the process of creativity, first step to do was to find out the idea. The idea from the experience became basic material of a poet to create literary works. To find out the idea, a poet should be able to get good impressions and implied messages from his/her own experience. The idea was then deepening fully into heart and mind. In this step, contemplation and reflection process were required by observing, feeling, thinking, and interpreting every single

activity intensively. In this context, imagination played an important role to form an image in grasping something gained from the experience.

The next step was writing process. Through this, the imagination was written in the form of lively poetry. After writing, the last process to do are vision. This was needed in order to meet the requirement as good poetry. The following Figure 1 shows the poet's experience in poetry writing.
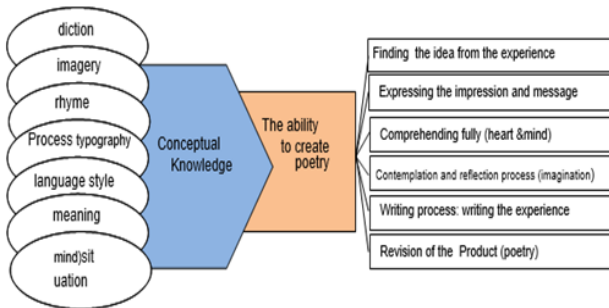

Fig. 1. Poet's Experience in Poetry Writing

Curriculum 2013 based learning materials are developed as shown in the following chart
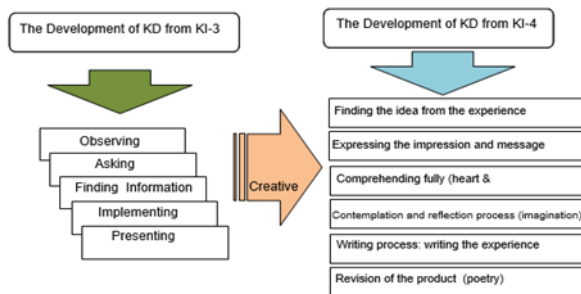

Fig. 2. Poerty Text Learning Materials

Based on the Figure 2 above, After the validity test on learning materials was conducted, there were some points need to be revised. The revisions were : (1) giving mind maps (general view) in the beginning of lesson, (2) giving explanations on steps to find out the milieu of the illustrated poetry, (3) giving instructions in order to identify and analyze the elements of poetry, (4) giving explanation on how to analyze the meaning of poetry by providing some guidelines supported by diction, (5) adding time allotment in each indicator of chapter, (6) giving explanation about the characteristic of imaginative poetry by providing guideline in the examples and the meanings in each line, (7) explaining the characteristic and evidence of narrative poetry by showing the evidence in the line/diction in the examples, (8) giving the explanation about type of imageries in poetry, except the imageries in the materials, (9) enriching the examples of the language style with various language styles except language style in the materials, (10) giving guideline to show the diction in each of language style, (11) adding the exercise activities to implement the steps of creative process in poetry writing, (12) adding examples in poetry writing, (13) revising incorrect language used, and 14) changing rhyme of the song with rhyme of the correct song.

The result of the test was as follows:

Based on the result of pre-test of teaching materials, it is indicated that the result of *t* countwas12.2, and the result of *t* table with degree of freedom (dk) = *n*-2 with the significance 5% was gained:

$db = N\text{-}2$
$\quad = 36 - 2 = 34$
t-table = 1,691

Based on statistical calculation above, it can be concluded that *t*-count was higher than *t*-table: *t*-count was 12,2 and *t*-table was 1.691. Based on the result of observation in the teaching and learning process, it can be concluded that the process of poetry writing using scientific approach supported by the materials, improved the activities of year 10 learners. This occurred as learners inquired more information during classroom activities than before.

Observation activities were carefully conducted to raise the learners' perception and curiosity about the data/information after reading the materials during the lesson. Process of trying was observed in order to ask the learners to participate actively such as try to express the idea, concept, or principle for instance, after they comprehended the materials during the classroom activities. In the step of reasoning, learners were eager to answer the questions that will be verified by empirical fact gained through the previous activities. In the step of construction, they were responsible to do their tasks. After they learned the materials, the learners showed the result and submitted their works to the teacher.

Learning process using scientific approach involved skill process such as observation that was required to propose the hypotheses, try, think, construct, and thus the activity transformed into students center independently. Results of the students' response with the total score 891 was almost excellent as described below:
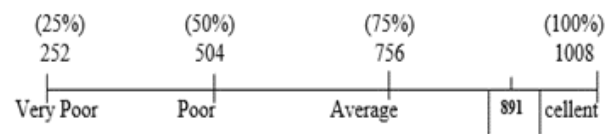
According to the analysis on the interview, it can be stated that understanding the elements and the form of poetry was essentially required before someone carries out his/her creative process. As paralleled to Jabrohim in [13], in order to understand the totality of a literary work, structural understanding might be considered as an inevitably difficult or obligatory stage to do. This also goes along with the characteristics stipulated in the learning process of the 2013 Curriculum that aims to balance the knowledge and skills to reinforce the learning process. The learning process cannot be taught separately so that the KI-4 cannot be accomplished before the KI-3. Therefore, the teaching material for poetry writing in this study was integrated to the understanding of the content, message, and linguistics aspect of the poetry itself.

It is also stated that the creative process of poetry writing started from the search of idea coming from experience. The idea was then processed by means of a thorough contemplation of mind and feeling. The next was the process of writing, which was conducted by paying a very

careful attention to both the elements and the form of poetry. The last stage was the revision process. This involved the correction of words, lines, stanzas, and other elements, to accommodate the fulfillment of the beauty of the work in terms of its intrisicity, extrinsicity, and form. The process that led to the revitalization of the authenticity, freedom, and sincerity of the work through the beauty of language was identified as the comprehension process of experience.

The writing experience of the poet was then developed into teaching material, through these following processes: (1) identifying the milieu, theme, and meaning of the poetry; (2) demonstrating the poetry (through poetry reading or musicalization); (3) analyzing the composing elements of the poetry; (4) writing the poetry by carefully noting the elements. Description was then added to every competence development that included: (1) basic competence, (2) learning objective, (3) material description comprising some activities suitable for the objective, (4) example, and (6) evaluation. The outcome of the material development was then validated by a rater as the evaluation of the product designed, to qualify the criteria of either the substance or the outlook of the teaching material.

The structure of the materials after validation included: (1) title, (2) forewords, table of contents, (3) mind map, (4) main competences; (KI 3); identifying the milieu, theme, and meaning of the poetry; (KI 4); demonstrating the poetry (through reading or musicalizing); (KI 3); analyzing the composing elements of the poetry; writing the poetry by noting its elements. Each main competence comprises: (1) learning objective, (2) time a lotment, (3) material description comprising some activities suitable for the objective, (5) examples, and (5) practice / assignment

Based on the data analysis, the average value of the students' poetry writing-learning was as much as 85,5 with the value of *t*-count was bigger than the value of *t*-table amounting for 12.2 and 1.691. This clearly indicates that the developed poetry learning material has been applied effectively. This strategy takes a very important role in succeeding the teaching-learning process.

Scientific approach involves a series of abilities such as observational skill required for hypothesizing, practicing, reasoning, and composing, so that the students will be able to work independently on their will apart from their teacher. This is in line with what Kusmana in [14] stated that scientific approach to Indonesian language learning is expected to create a condition where the students are no longer be dependent on the teachers in looking for any information required in the learning process. In addition, according to the significance of learning material re-emphasized by Daryanto and Dwicahyo [9], it is believed that the learning material will give the students independency to comprehend each competence they required.

The poet's experience-based material given to the students received such a positive response from 891 students or 88% as much. Therefore, it can be stated that the response the students express toward the content, outlook, and the use of the language of the material is nearly excellent.

IV. CONCLUSION

In summary, the conclusion of this work can be drawn as follow: (1) Based on the poet's experience, the quality of the work has determined by the understanding on the elements and form of the poetry writing (diction, imagery, rhyme, typography, figurative language, meaning, and milieu) that created the wholeness and harmony of the poetry produced. The writing process has involved these following stages: (1) discovering idea through experience; (2) developing the idea to obtain the explicit and implicit message and impression; (3) comprehending the idea through the mind and soul; (4) conducting the contemplation and reflection by comprehending, thinking, feeling, and interpreting every experience; (5) starting to write by concreting the experience; (6) revising the final product; (2) The composition of the developed poetry text learning material based on the 2013 Curriculum compriseded: title, forewords, table of contents, mind map; (1) identifying the milieu, theme, and meaning of the poetry; (2) demonstrating the poetry (through poetry reading or musicalization); (3) analyzing the composing elements of the poetry; (4) writing the poetry by carefully noting the elements, with the descriptions to every competence are as follow: 1) basic competence, (2) learning objective, (3) material description comprising some activities suitable for the objective, (4) example, and (5) evaluation; (3) The learning material applied according to the poet's experience has done effectively. Based on the statistical calculation using *t-test*, it was then obtained that $t_{count} > t_{table}$. This shows that the learning material based on the poet's experience is suitably applied for the students. The poetry learning process through scientific approach has led the learners to learn independently. This is in line with the objectives of the learning not to "tell how", but to direct the learners to "find out" every competence they should require. The poet's experience-based learning material has positively responded according to the positive response the students showed on the questionnaire.

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