THE USE OF MEDIA AND LEARNING METHOD VARIATIONS TO IMPROVE STUDENTS' ABILITY IN IDENTIFYING INTRINSIC ELEMENTS OF POETRY IN CLASS V SDN JATIMULYA 02 BEKASI REGENCY

Soelis Setyoningrum[1], Nani Solihati[2]
[1,2,] Graduate School of UHAMKA, Indonesia

Corresponding Author: Soelis Setyoningrum , E-mail: setyoningrumsoelissetyoningrum@gmail.com

ARTICLE INFO	ABSTRACT
	The appropriate method can increase the effectiveness of learning in schools. Even easy subject is sometimes difficult to be developed and be accepted by students because the method used is not appropriate. Therefore, this study discusses several variations of learning methods in improving the ability of elementary school students to understand the intrinsic elements contained in poetry. This research is a quantitative study with a Pre-Experimental Design approach in the form of One Group Pretest-Posttest Design. This research was conducted at SDN Jatimulya 02, South Tambun, West Java. The data sources in this study were fifth-grade students at SDN Jatimulya 02 as the sample and the population consisted of 61 students, consisting of 36 girls and 25 boys. Data collection techniques using observation and test techniques. The observations made in this study were participatory because the researchers were directly involved. In this study, the researcher involved himself in the situation under study, namely as a teacher. Researchers used three types of assessments in this observation, namely an assessment of the Learning Implementation Plan (RPP), an assessment of the implementation of learning, and an assessment of student tests or evaluations (cycles). The activeness of students in the class became the object of observation. The use of questionnaires was also carried out, to determine the effectiveness of students in learning Indonesian. The questionnaire is a list of written questions that must be answered to obtain certain information from students. The questionnaire is made based on a questionnaire grid that refers to the formulation of the problem. The test is used to measure students' abilities in cognitive aspects, or the level of mastery of learning materials. The process of implementing the learning outcomes test is carried out after the discussion of one subject has ended, or after one quarter or one semester has been completed. Based on the results of the study, it can be interpreted that the use of media variations and learning methods affects students' listening skills in identifying intrinsic elements. This is evidenced by the completeness of students' scores at the beginning of the test and the end of the test. In the implementation of the initial test, there were 41% of students did not complete it. However, in the final test, 100% of students were declared complete or reached the KKM.

1. INTRODUCTION

Ability determines student's behavior and results. Ability is a talent possessed by a person to carry out an activity since their birth. According to Chaplin (in Syafruddin, 2012), "ability (skill, dexterity, talent) is energy (power) to do an act". So, it can be said that ability is a skill, knowledge, or expertise possessed by a person to perform a task or action. everyone has different abilities, and it produces something different based on how someone can accomplish their job in certain measurements.

In the teaching-learning process, it is conducted by the applicable curriculum. The problem arises when the teachers lack understanding and need a good interpretation in applying this curriculum. This complex situation is experienced by the teacher in teaching Bahasa and Sastra Indonesia subjects in elementary school. This subject directs the teacher to improve students in integrated language and literature appreciation, (Resmini, Novi, Yayah Churiyah, 2009). The teacher should possess a high understanding of the materials and teaching techniques in the class since the goal of teaching-learning should be accomplished. Teachers also need an understanding of their student's traits, learning theories, and teaching aids in the lesson to achieve fix and effective learning process.

A method is a tool in the implementation of education, which is used in the delivery of material. Even easy subject, sometimes it can be a difficult lesson to be developed and be accepted by students because the method is not appropriate. However, on the contrary, a difficult lesson will be easily accepted by students, because the delivery and methods used are easy to understand, precise, and interesting, (Maesaroh, 2013). Based on this problem, teaching technique and method is the most factor that closely correlates to the student's understanding of the topics or the lesson.

Based on the national curriculum structure of elementary school, the graduate competence standard, and the subject competition standard, the learning process of grade 1 to grade 3 is carried out through a thematic approach, while in grade 4 to grade 6 through subject approach with 35 minutes of time allocation. For Bahasa Indonesia subject, grade 5 to grade 6 learn core skills such as listening, speaking, reading, and writing in 5 hours a week. The depth of the core skill is based on the consideration of (a) grade level, (b) semester, (c) competition standard, and (d) basic competition. The central role of Bahasa are intellectual development, social and emotional of the students, and supporting success in learning all the fields of the study (Depdiknas, 2006: 317; Purwahida, 2010). And literature is included.

Supporting the argument stated previously, Widyaningrum states that in elementary school, Indonesian language and literature is studied to cultivate a sense of the sensitivity of the student to love literature which is studied especially in a short story, (in Apriliani, 2016). Listening is the oldest skill in language ability, (Tarigan,

1986). It is because listening is the ability that humans have for the first time. Listening is the central ability because the other's ability (speaking, reading and writing) need listening skill.

Tarigan states that listening is a process of activity in listening to speech symbols with attention, comprehension, appreciation, and interpretation in obtained information, understanding the content and message, understanding the meaning of communication delivered by the speaker through speech. Added by Anderson (in Tarigan, 1986), listening is the process of listening, knowing, interpreting the symbols of speech.

According to Kundharu Saddhono (Susanti, 2016), listening is a process of listening, identifying, and interpreting the sounds of language, then assessing the results of interpreting the meaning and responding to messages implied in the listening material. Agreeing with this, Retno (in Nazarius et al., 2014)) said that listening is listening carefully with full attention to what someone is saying, being able to catch, understand, remember the meaning of the messages contained in it. Based on the definitions as stated previously, it can be concluded that listening is a process of interpreting, understanding, reacting, and appreciating the meaning of speech sound that is stated by another.

According to Lauma (Lauma, 2017), Short stories are a type of literary work that describes stories about human life through short writing. Rosidi states that short stories are short stories and are a unanimous idea.

Nursito (in Alpiani et al., 2015), states that a short story is a kind of literature that describes humans' story and their complexities through short writing or poetry. A short story is an essay about someone's life writing in brief.

The definition of a short story is a literary work that contains situations and stories made by the author as a form of literary appreciation. The intrinsic elements of poetry include theme, plot, character/characterization, setting, message, point of view, and style of language. Based on this research, the intrinsic elements of poetry are divided into plot, characterization, setting, and message (Sari et.al, 2014). Elements of a short story:

a) The theme in a short story is an idea that the author wants to convey to the reader or audience through the characters. Themes originate from conflict and are expressed by plot, characters, or language.

b) Characters and Characterizations. Short stories must have characters. The presence of characters in the story is very important. Through the characters of the story, a thread of conflict can be built so it becomes a complete story. Characters will describe the meaning following the overall storyline and lead to the goals to be achieved. Meanwhile, characterization is about the process of placing the characters in the story. Characterizations in stories are usually realized through characters or

84

actors in the story, (Sulastri, 2010). Each character has a specific task so that based on their duties they can be classified into three types, namely: the protagonist (the main character in a short story who appears because he wants to overcome various problems that occur), the antagonist (a character who is opposed to the protagonist), and a third party.

c) The plot is cause and effect. plot or plot, the relationship between the events narrated must be causal, not only in chronological order, (Turistiani, 2017). This is in line with Aminuddin's opinion, the plot is a series of stories formed by the stages of events to establish a story presented by the actors in the story, (Aminuddin, 2010; Suhita & Purwahida, 2018).

d) The setting is the environment in which the event occurs, including the place or space and time. Rampan distinguishes the background of poetry into four elements. First, the place where it happened. Second, the work and way of life of the characters in the poem. Third, the time, when, or the time the event occurred. Fourth, the general atmosphere of the characters in the poem (Rampan, 2009).

e) The message is the author's advice that wants to be conveyed to the reader or audience. The message does not have to be conveyed explicitly like in children's stories, but in a good short story, the message is also conveyed implicitly, meaning the message must be felt and concluded by the reader or audience. This is supported by Sudjiman's statement which says that the message is the idea that underlies literary works (Sudjiman, 2006).

Poetry learning is very important to be taught at the elementary school level because it teaches moral education in social life and increases students' appreciation of literary works. Reading poetry is relatively short when compared to other literary works such as novels or romances. Therefore, the students are not easily bored to read or listen to poetry. The aim of the researcher to identify the intrinsic elements of poetry is to increase students' understanding of the content of poetry and to gain inner experiences within themselves. Through intrinsic elements, students are invited to understand the meaning, events that occur, characters and figures. Thus, students can take the values contained in poetry and apply them in everyday life. By using a variety of learning methods, it is hoped that students can easily understand the intrinsic elements of poetry.

2. METHODOLOGY

This research is quantitative research with an experimental approach. This method is used to seeking the effect on certain treatments which are then experimented with a group of people as research subjects are called the independent variable, while the result of the treatment is called the dependent variable. The experimental design used in this study is a Pre-Experimental Design in the form of One Group Pretest-Posttest

Design. In this design, there is an initial test and a final test to find out more accurate results before and after being given treatment.

This research is conducted in SDN 02 Jatimulya, South Tambun, West Java, Indonesia. The sample of the research is 61 students that consist of 36 girls and 25 boys. The collecting data technique is conducted by observation and test. The observations in this study were participatory because the researchers were directly involved. In this study, the researcher involved himself in the situation under study, namely as a teacher. Researchers used three types of assessments in this observation, namely an assessment of the Learning Implementation Plan (RPP), an assessment of the implementation of learning, and an assessment of student tests or evaluations (cycles). The activeness of students in the class became the object of observation. The use of questionnaires was also carried out, to determine the effectiveness of students in learning Indonesian. The questionnaire is a list of written questions that must be answered to obtain certain information from students. The questionnaire is made based on a questionnaire grid that refers to the formulation of the problem. The test is used to measure students' abilities in cognitive aspects, or the level of mastery of learning materials. The process of implementing the learning outcomes test is carried out after the discussion of one subject has ended, or after one quarter or one semester has been completed.

3. DISCUSSION

Based on the result of the research, during the pre-test and final test in the experimental class, at the first meeting, the pre-test was given without using learning media. Then, at the last meeting, the final test was given after using the learning media. The following is a table of students' post-test scores.

Table 1: Experimental Class Initial Test Score

No	Score-range	Number of students	Category
1	50-60	4	incompleted
2	61-69	21	incompleted
3	70-80	24	Completed
4	81-90	7	Completed
5	91-100	5	Completed

**Grafik 1: The Histogram of Experimental Class Initial Test Score**
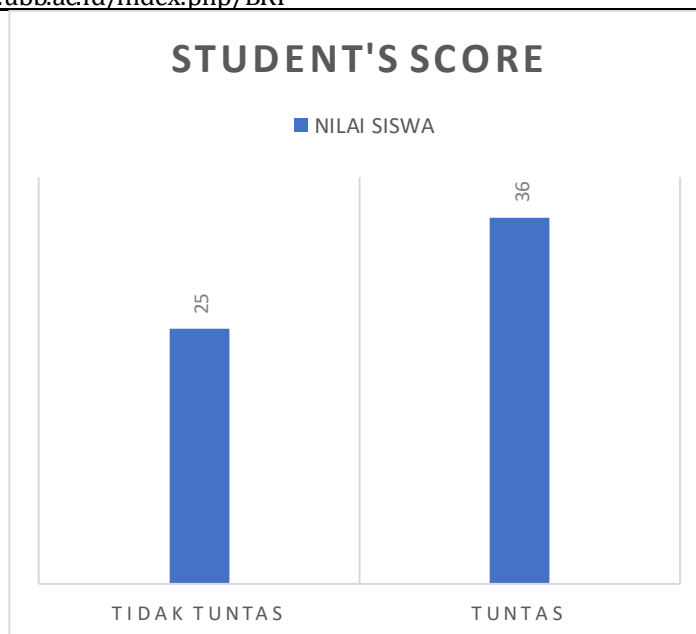
STUDENT'S SCORE

Based on the table above, in the initial class test, the lowest score was 50-60 as many as 4 students. While the highest score is 91-100 as many as 5 students. In the histogram, it can be seen that the total number of students who did not complete listening to poetry (intrinsic elements) was 25 students. While the completed students were as many as 36 students. Based on this, it can be concluded that there are 41% of students do not reach the minimum score.

After getting the results of the test, the author teaches the material to find the intrinsic elements of poetry by using a variety of media and learning methods. After the material, the teacher gave another test about the material to find the intrinsic elements of poetry, and the results were:

Table: Experiment Class Final Test Score

No	Score-range	Number of students	Cumulative frequency
1	55-65	0	incompleted
2	65-74	0	incompleted
3	75-85	30	completed
4	85-90	25	completed
5	90 ke atas	6	completed

STUDENTS' SCORE

■ NILAI SISWA
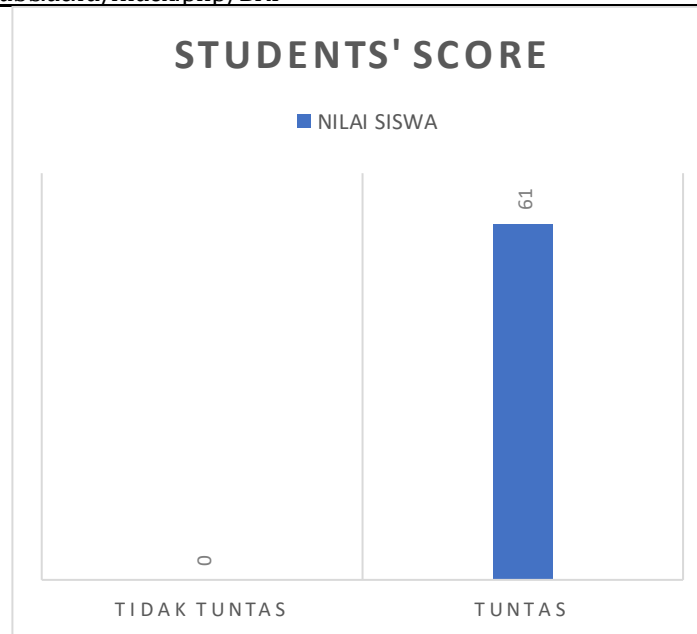
Based on the table above, it can be seen that the lowest score obtained by students after getting material exposure using a variety of media and learning methods is 75-85, which is as many as 30 students. While the highest score is 90-100 as many as 5 people. There is a significant increase in the scores of the initial and final tests. In the initial test, 25 students were declared incomplete or below the KKM, which was 75. However, in the final test, all students scored above the KKM. Based on the results of the study, it can be interpreted that the use of media variations and learning methods affects students' listening skills in identifying intrinsic elements. This is evidenced by the completeness of student scores at the beginning of the test and the end of the test. In the implementation of the initial test, there were 41% of students did not complete it. However, in the final test, 100% of students were declared complete or reached the KKM.

5. CONCLUSION

At the end of this chapter, conclusions and suggestions related to variations in media and learning methods will be presented as an effort to improve the ability to find the intrinsic elements of poetry in class V SDN Jatimulya 02 Bekasi Regency. Of course, this is based on several findings from the results of research and studies starting from the planning, implementation, evaluation, and the results of the author's reflection. Previously, students had not fully understood the material to find the intrinsic elements of poetry. After the writer used a variety of media and learning methods, it turned out that students made progress in understanding Indonesian language learning in the material to find the intrinsic elements of poetry. This is evidenced by

the increase in the number of students who scored 70-90 and there were no more students who scored below the KKM of 70. Through this research, the researcher hopes that using a variety of media and learning methods can make it easier for teachers to deliver Indonesian Language and Literature learning in elementary schools which will foster a sense of pleasure and enthusiasm for students, especially in finding the intrinsic elements of poetry.

REFERENCES

Alpiani, D., Hodijah, & Ganda, N. (2015). Pengaruh Metode Discovery Learning Terhadap Kemampuan Siswa Dalam Mengidentifikasi Unsur-Unsur Intrinsik Cerita Pendek. *Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *2*(2), 270–277.

Aminuddin. (2010). *Apresiasi Karya Sastra*. IKAPI.

Apriliani, S. (2016). *Meningkatkan Kemampuan Mengidentifikasi Unsur Intrinsik Cerita Pendek Menggunakan Model Cooperative Integrated Reading And Composition (Circ) Di Kelas Iv Sd*. 1–11.

Depdiknas. (2006). *Kurikulum 2006 Standar Kompetensi dan Kompetensi Dasar Bahasa Indonesia Sekolah Dasar*. Depdiknas.

Lauma, A. (2017). *Unsur-Unsur Intrinsik Cerita Pendek "Protes" Karya Putu Wijaya*. Https://Media.Neliti.Com/Media/Publications/185439-ID-None.Pdf.

Maesaroh, S. (2013). Peranan Metode Pembelajaran Terhadap Minat Dan Prestasi Belajar Pendidikan Agama Islam. *Jurnal Kependidikan*, *1*(1), 150–168. https://doi.org/10.24090/jk.v1i1.536

Nazarius, A., Asran, M., & Margiyati, K. Y. (2014). *Peningkatan kemampuan menyimak menggunakanmedia audio disekolah dasar*. 1–11.

Purwahida, R., Sayuti, S. A., & Sari, E. S. (2010). Pembelajaran Sastra di Kelas X Rintisan Sekolah Bertaraf Internasional SMA Negeri 8 Yogyakarta. *Jurnal Penelitian Humaniora*, *11*(1), 18–30.

Suhita, S., & Purwahida, R. (2018). *Apresiasi Sastra Indonesia dan Pembelajarannya*. Bandung: Remaja Rosdakarya.

Rampan, K. L. (2009). *Apresiasi Puisi Indonesia Mutakhir*. Bukupop.

Resmini, Novi, Yayah Churiyah, dan N. S. (2009). *Membaca dan Menulis di SD: Teori dan Pengajarannya Bahan Belajar Mandiri*. UPI Press.

Riski Puspita Sari, Martono, A. W. (2014). Kemampuan Mengidentifikasi Unsur Instrinsik Puisi Siswa Kelas XI SMA Negeri 1 Semparuk. *Angewandte Chemie International Edition, 6(11), 951–952.*, 1–11.

Sudjiman, P. (2006). *Kamus Istilah Sastra*. Universitas Indonesia.

Sulastri, A. (2010). *Peningkatan Kemampuan Mengidentifikasi Unsur-Unsur Intrinsik*

89

Dongeng dengan Metode Jigsaw Pada Siswa Kelas V SDN Bandardawung 03 Tawangmangu Tahun Ajaran 2009 / 2010. 1–85.

Susanti, W. (2016). *Penggunaan Media Film Animasi The Improvement ff Children Stories Listening Skill Through Animation*. 904–912.

Syafruddin. (2012). *Pendidikan dan Pemberdayaan Masyarakat*. Perdana Publishing.

Tarigan, H. G. (1986). *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Percetajan Angkasa.

Trinil Dwi Turistiani. (2017). Jurnal Pena Indonesia (JPI) Jurnal Bahasa Indonesia, Sastra, dan Pengajarannya. *Jurnal Pena Indonesia*, *3*(2), 130–146.