

Flying Board Method in Learning Writing Poetry in Class X Students in SMAN 4 Ternate

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Abstract: Learning activities in writing poetry still cannot increase students' interest, so the teacher needs an appropriate method in teaching to motivate the students in writing poetry well. This research is intended to prove that the Flying Board method can improve students' ability in writing poetry. In this study, it is described the results of the application of the Flying Board method in class X IPA.2 at SMA Negeri 4 Ternate. This method is categorized in PAKEM learning because the application requires all the class members' participation and activeness, effective to be carried out in the classroom, the students' and teachers' creativity, as well as fun for the learning atmosphere of students. The average results obtained by students in the application of this method is 89.14. This shows the average value above KKM. Thus, the flying board method is declared to improve the ability to write poetry.

1 INTRODUCTION

Teachers play an important role in efforts to improve the quality of education. Therefore, teachers are required to be more active, creative, effective, fun and student-centered learning. Students' writing competence in general is only emphasized in terms of language and development of experience or writing. During this time, teachers tend to pay less attention to students' abilities in literary competence. One of literary works that is less of a teacher's attention is poetry. Poetry is a work that must get serious attention from both teacher and students. In writing poetry, students are expected to create poetry and understand it. Tarigan emphasized (in Ganie, 2015: 57) that poetry is a matter of looking for and describing something that is desirable. Thus, the purpose of poetry is not to describe truth, but to worship the truth and contribute soul a more beautiful picture.

In general, students at high school level are competence to develop their poetry skills. In the process of expressing the taste, it still tends to be introverted. Therefore, it would take a fun and indirectly learning method which involves the students' participation in making poetry. The Flying Board method is expected to be a solution in

increasing students' learning interest in writing poetry.

2 LITERATURE REVIEW

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2.1 Learning Methods

Fun learning is commonly referred to PAKEM learning term. According to Budimansyah, et al (2009: 70), PAKEM stands for Active, Creative,

Effective and Fun Learning. Active means that in the learning process the teacher must create an atmosphere where the students actively ask questions, express ideas, and search for the data and information they need in solving problems. Creative is intended so that teachers create diverse learning activities to meet students' level of ability. Effective is not producing what students must master after the learning process takes place. Because learning has a number of learning objectives that must be achieved. Fun is the atmosphere of teaching and learning that is fun so that students focus on their attention fully on learning so that the time of attention is high. In addition, according to Utami (2010: 23), PAKEM is a communicative and interactive learning process between learning resources, educators and students.

2.2 Flying Board Method

This method can be classified into one of the PAKEM learning methods. This is based on the nature of the application of methods that require all students to be active, students must also write creatively because writing is given a time limit. This learning is effectively applied in the classroom, and is fun for students because student writing is formed into planes such as children's toys and students interact with each other. This method is made attractive to high school students because in addition to game-based, it also uses music as a stage barrier so that the class will feel pleasant and active.

2.3 Writing Poetry

Pradopo (2014: 7) suggests that a poem expresses thoughts that evoke feeling, which stimulates the imagination sensory in a rhythmic arrangement form. All those aspects are important, which is recorded and expressed by tapping and giving an impression. Poem is an important recording and interpretation of human's experience and then changed into the most memorable form.

Poetry is one of literary works that represents the author's feelings. Poetry is often referred to the art of stringing words which implies a connection between symbol and meaning. Writing poetry can be easy and also can be difficult. It depends on our point of views. But there is no basis that can limit the writer's desire to create poetry. Poetry is a bounded literature writing, but writing poetry is a free essay (Yunus 20015: 59)

In general, besides the emphasizing of the element of feeling, poetry is also an appreciation

of human life to the surrounding and environment where the poem is created based on the author's process of thinking (Rokhmansyah, 2014: 13)

Therefore, it can be concluded that writing poetry is included in creative writing activities that require adequate knowledge, consistent attitude so that it could be an interesting work. Poetry can also be referred to an essay that expresses feelings that are constructed by beautiful and meaningful words such as emotions, rhythms, and figures that represent life stories. Thus, poetry has an effect on people who tend to write poetry or people who read poetry.

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3 RESEARCH METHODS

This research used qualitative descriptive method. According to Nazir (1988), descriptive method is a method of examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present.

The data was in the form of learning to write poetry that has been collected by the teacher. This data collection was used to obtain an overview of school conditions regarding learning to write poetry. In this research, the researcher described the application of Flying Board method as the learning development in writing poetry at high school.

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4 RESULTS AND DISCUSSION

The implementation of this learning method is carried out on the basic competencies of writing poetry by focusing on its building elements. The steps in the implementation as follows:

1. The teacher associated between poetry and events around the students
2. The teacher explained the method to be carried out
3. The teacher prepared music that will be used in the learning process

4. The teacher gave instructions to the students:
 - a. Each student stated a poetry title
 - b. All students wrote 1 sentence about the title (according to student knowledge)
 - c. Folded the paper into an airplane origami
 - d. When music sounded, the plane was flown randomly in all directions, around the student seat
 - e. When music stopped, each student got 1 plane
 - f. Then the student wrote a second line of poetry on the plane paper obtained
 - g. Folded the paper back into a plane
 - h. When the music played again, the students flown the plane again
 - i. Repeated these activities until the sentence in the paper are enough to compile the poetry text
 - j. The plane was flown to the white board
 2. The teacher opened the plane and returned the paper to the students
 3. Students were guided to edit the text by reducing some words or sentences that are not needed and replaced them with the more meaningful words or sentences.
 4. Students collected poetry texts that have been edited.
- In applying this method there were several things that teacher and students should anticipate, as follows;
1. The teacher should maintain the class remains conducive. The teacher may provide additional

- instructions before starting the game. Instructions should be in the form of rules that students must adhere to avoid writing dirty things, not to cross out paper, not to fly airplanes outside the class, etc.
2. The music that the teacher used must be appropriate to the students' level of age. This aims to maintain the students' concentration.
3. To avoid the airplane flown too far, the teacher may close the door and windows.
4. The operator in this learning activity is the teacher himself. The teacher was considered as the one who was capable in measuring the time for students' activities.
5. After the text has been collected, some students should read the text that has been constructed while reading any sentence or word that has been discarded or replaced.

Text assessment is based on the text that was edited at the writing stage. The results of the edits were analyzed using four main aspects based on the assessment of writing poetry, including: (1) the matching of the content with the title, (2) word choice, (3) conformity with the rules of poetry writing, (4) the attractiveness of the meaning of poetry. Poetry written by students was modern poetry so that the rules of writing are free, the assessment was done primarily on the suitability of fragments of the temple. Thus, in one verse contains the coherence of meaning. In addition, all the verses must relate to its meaning regarding to produce a poem that is full of meaning.

The table below shows the assessment of each student based on the aspects assessed.

Table 1: Students' mark in learning poetry.

No	Name	Content and title matching	Word choice	Conformity with the rules	Attractiveness	Total Scores
1.	Ahmad Rivai Kharie	4	3	3	3	81.25
2.	Ananda Natasya	3	3	4	4	87.5
3.	Anggrayni Septyani Noe	3	4	3	3	81.25
4.	Aprilliyani Ersas S.	4	4	4	3	93.75
5.	Eka Amelia Ilham	4	4	4	4	100
6.	Fardal Ramadhan	4	3	4	3	87.5
7.	Fathia Salsabilla Malan	4	3	4	3	87.5
8.	Fatima Gina Yustika	4	4	4	4	100
9.	Faturrahman Umra	4	3	3	3	81.25

10.	Febrhian Abd. Rajak	4	3	3	3	81,25
11.	Febriyanti Darwin	3	3	3	3	75
12.	Fikri Duwila	4	4	4	4	100
13.	Firna Sari Damir	3	3	4	4	87.5
14.	Fitrah H. Ibrahim	4	4	4	4	100
15.	Helfi Anti Wulandari S.	3	3	3	3	75
16.	Gama Adi Pratama	4	3	4	3	87.5
17.	Gibran Fitransyah Yusri	4	3	3	3	81.25
18.	Gilang Fahrul	4	4	4	4	100
19.	Indra Binsar Mawa	3	3	3	3	75
20.	Indra Wahyu Y. Ahmad	4	3	3	4	87.5
21.	Juniarsa Bali Putra	4	3	4	4	93.75
22.	M.Daffa Uzzaki Irawan	4	3	4	4	93.75
23.	M. Rizal Masuara S.	4	4	4	4	100
24.	M.Syahul Ramadhan	3	3	3	3	75
25.	Marsya Malan	4	3	4	4	93.75
26.	Moh.Revan Fajrin	3	3	4	4	87.5
27.	Motyahhar Nafis	4	4	4	4	100
28.	Muhammad Gibran A.	4	3	4	4	93.75
29.	Muhammad Iqra	4	3	3	3	81.25
30.	Nadya Irwan	4	4	4	4	100
31.	Nalasari B. Usman	4	3	4	4	93.75
32.	Nizma Aziz	4	4	4	4	100
33.	Nurul Safitri Ruslan	3	3	3	3	75
34.	R. Muhammad Reza	4	4	3	3	87.5
35.	Rafly	4	4	4	4	100
36.	Rahmadani Kholid	4	4	4	4	100
37.	Sallu Muhlis	4	3	3	3	81.25
38.	Sarini Abdul Latif	3	3	3	3	75
39.	Siti Fatimah Albaar	4	4	3	3	87.5
40.	Sukri A. Gani	4	3	3	3	81.25
41.	Widya Nautisa Mustari	4	4	4	4	100
42.	Ravzan Aziz	4	4	4	3	93.75

Based on the table above, there were 6 students whose value was 75, it means that there were 14.2% of students who required the KKM based score. The rest of them got marks above the KKM score. The average score of students in learning poetry writing with the Flying Board method was 89.14. Thus, the flying board method is declared to improve the students' ability to write poetry.

The results of this study indicate that (1) the planning of learning to write poetry can be maximized by using Flying Board method based on the writing poetry criteria (completeness of text, logic, diction, and writing rules), (2) learning to write poetry through Flying Board method can improve students' writing skills in poetry which

can be seen in the emergence of motivation, interest, and the habituation in expressing students' ideas, and (3) the assessment in writing poetry learning not only focuses on students' learning outcomes, but also on their learning process. Students who were previously less prepared and less active in learning became more prepared and more active in learning. The assessment is a manifestation of the effort to maximize objective assessment based on an evaluation of Indonesian language in learning writing skills, especially writing poetry.

5 CONCLUSIONS

Based on the data analysis and discussion, it can be concluded that, first, the planning of learning to write poetry can be maximized by using Flying Board method based on the writing poetry criteria (completeness of text, logic, diction, and writing rules). Second, learning to write poetry through Flying Board method can improve students' writing skills in poetry which are evident in the emergence of motivation, interest, and the habituation in expressing students' ideas. Finally, the assessment in writing poetry learning not only focuses on students' learning outcomes, but also on their learning process.

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