

The Implementation of Poetry Writing Textbook with Nationalism Character for Junior High School Students in Surakarta, Central Java, Indonesia

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Abstract: Recently, poetry learning, which accrues nationalism character, has not run as expected. It needs numerous creative learning strategies, one of which is through the use of textbooks on poetry to stimulate and develop the nationalism of students. This study aimed to the implementation of textbook for poetry writing, devoted to accruing the nationalism of students at a junior high school in Surakarta, Central Java, Indonesia. The research method was classroom action research, operationalized to capture various information in the form of observable words, sentences, or images. The results of this study can be described as follows. Based on the observation results, the study concluded that learning to write poetry, which was aided by textbook on writing poetry and aimed at calculating nationalism character, was successful and therefore encouraged active class engagement. Based on the interview data, the teachers voiced positive comments on the use of textbook. This corroborated that the learning of poetry writing bound to accruing nationalism character was successful. Based on the questionnaire data on students who had positive opinions, analysis results evinced that the learning of poetry writing was successful. The average result on the learning of poetry writing using the textbook on writing poetry reached 80. Therefore, the study concludes that the instruction involving poetry writing with emphasis on nationalism has been successful, as supported by data in the Likert scale. The average grade ranges from 61 to 80.

1 INTRODUCTION

Educational development is highly recommended to improve the quality of human resources. Educational development is put at work by implementing innovative learning process. Learning process is an educative activity (Djamarah, 2006, p. 1). Educative values color the interaction between teachers and students. The educational value involved in such interaction stems from the learning activities undertaken and directed to achieve certain objectives determined beforehand. Teachers thoughtfully plan their learning activities systematically for successful teaching and learning. Learning is a complex process which occurs in every person throughout his life (Arsyad, 2002, p. 1). The learning process occurs because of the interaction between people with their environment. The indicator showing that a person has learned something is marked by a

behavioral change associated with increased level of knowledge, skill, and attitude.

Language learning comprises of four language skills: listening, speaking, reading, and writing. These four skills become the standard of competence established in the current curriculum. Achieving standard competency embedded in basic competencies at higher education requires every student to engage in learning experience by practicing the four language skills to scaffold superior personality (Andayani, 2013, p. 56).

Writing is a complex and important language skill because it permanently records information, opinions, beliefs, feelings, arguments, explanations, theories, and emotions (Erkan and Saban, 2011). Writing does not occur automatically, but it must go through practice regularly. Writing is a language skill used to communicate indirectly. In writing, one must be skilled at using language structure, sentence structure, clauses, phrases, and vocabulary.

Writing is a productive and expressive activity. It is said to be productive because writing is entwined with mental processes and contributes to the development of multiple skills (Berk and Unal, 2017). In composing a text, a writer should carefully think about what the purpose his writing aims to achieve, who the readers are, how the language varies appropriately, and so on. Writing should pay attention to the language elements used for delivering messages to assist readers' comprehension. The difficulty in determining main idea and supporting idea results from the lack of vocabulary. The lack of vocabulary may obstruct the writing process. The lack of mastery on writing theories appears to many as the hurdle to develop ideas appropriately. Lack of grammar mastery is also another cause to students' difficulties in choosing a preposition and a thesis or main idea.

There are several causes to the difficulties in writing, comprising of the lack of critical thinking, organizational thoughts, language skills, theory, and elements of fear. The difficulty of writing is not only experienced by students but has become a common cliché among society (Darma, 2007, p. 4-9). These are some of the causes of one's difficulty to write, but on the other hand they denote the advantage of writing skills compared to other language skills.

In order to prepare good writing, be it fiction and nonfiction, one must go through several steps, which encompass (1) finding themes and titles, (2) collecting materials, (3) selecting materials, (4) framing, and (5) developing a framework (Hasnun, 2006, p. 2). Associated with fiction writing in junior high, poetry writing calls for serious attention. This is based on the facts and researchers' observations revealing that the teaching of poetry by most teachers is still oriented to theoretical learning and hardly encourages the growth of students' characters. Poetry is a literary art which can be learned from various aspects. Poetry can be studied for its structure and elements, given that poetry is an imaginative literary which prioritizes the elements of fiction, artistic values, and language engineering (Najid, 2003, p. 14).

Research on poetry learning in China is usually associated with aesthetic analysis, with linguistic translations of teachers being analyzed, valued, and followed as benchmarking criteria and models, and almost no creative space is allowed for students (Tian, 2013, p. 129). The growing awareness of the importance of character education has yet to prevail in body of research pertinent to this topic, especially the teaching of character education through literature (Novianti, 2017, p. 256). To achieve the goal of

poetry learning which involves mental activity, poetry learning should not be made distant. Conversely, the activity of acquiring essential competences in poetry writing needs to be grown continuously and earnestly, so that it grows understanding, appreciation, critical thinking sensitivity, and sensitivity of good feelings towards poetry. Thus, the work of fiction will become a part of life for the students who are expected to meet their spiritual needs. At a higher level, poetry learning should also be able to reflect the inculcated characters on the students themselves.

The studies on characters have been done by Dalimuthe et al; Branson; Montonye, Butenhoffand Branson; Senior-Gay (Dalimuthe et al.2016; Branson, 2004; Montonye, Butenhoffand Branson, 2004;Senior-Gay, 2004). They found that characters can affect students' positive fiber in the classroom. They analyze the influence of character education on student behavior. In contrast to this study, this research is aimed at linking nationalism and character. This research also produces textbooks on writing poetry laden with nationalism character.

Rodriguez (Rodriguez,2017, p. 55) contends that nationalism in India is evident in a minority of Muslims living in hegemony under the government pressure and the majority of Hindus. The backwardness of the Muslim minority causes fear in acting against Hindu hegemony. According Muljasa (Muljasa,2008, p. 3), nationalism is a manifestation of national awareness or the spirit of nationality. In the same wave length, the implementation of poetry learning which prioritizes the development of nationalism character as described above can work well if supported by proper selection of textbooks. In this regard, it calls for a textbook which is able to stimulate and develop the character of student nationalism. Based on the abovementioned description, learning to write poetry requires teachers to design a textbook capable of stimulating students' engagement, creativity, and nationalism character, with the aim that students have a good level of writing poetry.

2 LITERATURE REVIEW

This research explains several theories, which pertain to textbooks, poetry, character, and nationalism. Textbook, according to Tomlinson and Masuhara (Tomlinson and Masuhara,2004), has two phases, which involve the preparatory stage of collecting and selecting text and developing stage. This stage includes activities for probing materials,

responding to students' initial abilities, developing and responding to inputs, and including task interpretation and practice. Poetry is considered a valuable and authentic material for teaching language learners (Freyn, 2017, p. 80). Komalasari and Saripudin (Komalasari and Saripudin, 2018, p. 396) states that the character of poetry is in line with the values of life, namely the universal habits which underlie decent and harmonious relationship between us and others around us. Listyarti and Setiadi (Listyarti and Setiadi, 2006, p. 32) point out that nationalism contains the meaning of awareness and spirit of love for one's homeland or nurture nation's honor. One's success is determined by his character in solving problems (Saddhono, 2016). Individuals who are characterized by nationalism view problem as a challenge to deal with, rather than something to avoid. Individuals who are characterized by nationalism also see a problem from various perspectives, which enable them to obtain various solutions.

This study delved into the implementation of textbook for writing poetry adorned with the character of nationalism. This textbook can help students to write poetry according to their creativity. Students' poetry is also linked to the character of nationalism, so that students are made aware of the nation's history as a whole.

Research on poetry textbooks is also done by Khokhar and Wahab (Khokhar and Wahab, 2013) in Pakistan. The results of this study reveal that the textbooks contain numerous versatile images pertaining to all human senses, so the textbooks comply with the needs, moods, topics, and themes of the world's community in general and Pakistan in particular. The results of the following study affirm that the images in the abovementioned poetry section have a tremendous impact on students' minds and help improve their memories and vocabulary.

From the results of these comparisons, the study concludes that the textbook on poetry is pivotal to students in all levels of education. Textbooks on poetry can help teachers in achieving their learning objectives, and at the same time the textbooks can help students to improve their creativity based on nationalism character.

Similar studies have been conducted by some other researchers. One of the researches is entitled *The Development of Textbook for Writing Short Stories Characterized by The Love for Homeland in 2017*. The results of this study indicates that the textbook validation is performed by two validators, one for Language and Literary Language and another for the graphics, the results of validation

confirm fine quality of the textbook, indicated by validation score $\geq 75\%$. The tryout is conducted to seven students of class VIII, which generates multiple data from student questionnaires, teacher interviews, and observations. From the tryout results, the students' scores in writing a short story are marked by average score of 80 (Saputro, 2017).

Research on literary learning (poetry and short story) is very interesting. Such research can enhance students' creativity to produce imaginative work. This is in line with the opinion *Appreciation of literature is a process of meaning* (Cahyono and Hadi, 2006, p. 209). The process of meaning making requires students' creativity. Stimulating students' creativity calls for supporting material to assist students' understanding, which is textbook.

3 RESEARCH METHOD

The present study applied classroom action research method. It was these *omnifarious* conditions which were put under investigation, and the study attempted to extract reality there from and put it forward as a picture or certain phenomena (Bungin, 2008, p. 68). This research applied action research procedure. Aqip (Aqip, 2007, p. 12-14) suggests that classroom action research is a scrutiny of activities which deliberately arise and occur within a class. Classroom action research can improve teachers' performance, so that they become professionals. Furthermore, it makes teachers more creative because they are always required to make innovation as implementation and adaptation of various learning theories and techniques as well as teaching materials. According to Arikunto (Arikunto, 2007, p. 16-20), classroom action research consists of planning, implementation and observation, and reflection. The explanation for each of these stages is presented as follows.

3.1 Planning

At this stage the researchers explained what, why, when, by whom and how the action was performed. At this stage, the researchers determined the point or focus of events under investigation and then created an observation instrument to help them to study pertinent facts, which occurred during the course of action.

3.2 Implementation and Observation

Implementation was the application of the contents made in the design. At this juncture, it was imperative that teachers remember and try to comply with what had been formulated in the design. Also, they had to be fair and honest (not artificial).

3.3 Observation

Observation focused on the teachers when the action took place. In this case, the observers were required to record what happened in the learning process to obtain accurate data for the next cycle. This activity took place at the same time. Therefore, when the teacher was carrying out the instruction, he had to focus on the instructional activities, so he certainly did not have time to analyze the events occurring during the learning process. Therefore, the presence of observers became necessary.

3.4 Reflection

Reflection was an activity to review and reflect on what had been done. Reflection was performed after implementation. A discussion between the teacher and the observers was conducted to evaluate the findings and identify anything related to the study which needed improving.

4 FINDINGS

4.1 Planning

The research result starts from the planning stage, which included observation or class observation. Research and data collection included class observations or observations. In the classroom observation, it was found that students' creativity has faded. This was evidenced by the students' behavior (Devi Eka Ariyanin and Eko Dwiantoro) when interviewed by the teacher about poets who contributed to Indonesia and the internal element in poetry. Most of the students did not recognize the names of these authors. Based on observations and preliminary information, the researchers succeeded in collecting preliminary information relating to the symptoms, which affected the students' unsuccessful learning in poetry writing.

In this planning stage, the researchers succeeded in collecting preliminary data. The data was concerned with the lack of creativity in using figure

of speech. This was evidenced when the teacher asked the students about the types of masters in poetry (Devi Eka Ariyanin and Eko Dwiantoro) and both of them had no idea about the answers. The research results encouraged the researchers to teach poetry using textbooks on writing poetry laden with nationalism character. In this stage of planning, the researchers also conducted pretest, which contained the questions about the theory of poetry and language style. The pretest results indicated that there were 9 students who passed minimum passing standard, Candra Dyah Ayu Angestiningrum, Yanuar, Rhamadhan Wisnu, Lily Endra, Imam Arifin A, Fajeri Indra Tri Hanggara, Devi Eka Ariyani, Riris Hanitasari, and Candra Dyah. The other 21 students scored under the passing criteria. In addition, at this stage the researchers conducted tests to determine the subject of the study, and the results of class VIIIA were the highest of the four classes tested. As a corollary, class VIIIA was chosen as the research subject.

4.2 Implementation

The study focused on the implementation of textbooks on writing poetry laden with nationalism character in students' learning. The learning activities were divided into four phases, namely observation, interviews with teachers, distributing student questionnaires, and assessment on student's poetry writing. The results of these activities are presented as follows.

4.3 Observation

The observations were conducted by two observers, namely Hadi Subroto and Nadhif Dwi Saputra. This observation aimed to know the level of students activity during instruction. Observation data, were concerned with (1) whether all students paid attention to teacher's explanation, 2) whether the students performed teacher's instruction on writing poetry, 3) whether the students responded to textbook writing poetry laden with the character of nationalism, 4) whether the students raised questions, 5) whether the students were noisy during lesson, 6) whether the students were lazy to learn in the classroom, and 7) whether the students were able to write poetry with textbook writing poetry loaded with character of nationalism. Based on the analysis results on observation data, the instruction on writing poetry with textbook writing poetry laden with nationalism character was successful and stimulated very active class engagement.

4.4 Interview

Interview was conducted by researchers to the teachers at class VIII during the learning took place on the textbook on writing poetry laden with the nationalism character. The results of interview indicated three important findings. First, the language used in the instruction was quite interesting. Also, the color display in the textbook was considered appropriate. Third, the material in the textbook was very accurate and supportive to attaining the competence set as the instructional goal. Based on the data of interviews, teachers voiced positive comments. This clearly confirmed that the learning of writing poetry aided by the textbook was successful.

4.5 Student Questionnaire

Student questionnaire data was obtained from the users of textbook. The questionnaire data as expected to provide an overview of the students' expectations, interests, and learning atmosphere during writing poetry using textbooks writing poetry laden with nationalism character. The results of student questionnaire proved that many students reported positive views to the textbook. As proposed by Vivi Fridayanti, this textbook was complete. The words were interesting and easy to understand. What is more, the content was interesting to read as it encouraged students to express their feelings on nationalism. Similar to Vivi Fridayanti's opinion, Indatus Fatmawati stated that with this book the students became more knowledgeable about poetry and gained the knowledge about nationalism. The next positive comment was put forward by Ambar Dwi A, saying that in addition to being interesting, the book was complete and it provided several examples to motivate task accomplishment. Based on the questionnaire data, particularly concerning students' positive opinions, the learning of writing poetry aided by the textbook was proven successful.

4.6 Test

This test produced quantitative data for further analysis. The criteria for assessing student's poetry were based on the theory proposed by Nurgiyantoro (Nurgiyantoro, 2010, p. 487). He mentioned that the percentage of each score category was calculated by distributing the student's frequency of each category with the total number of students multiplied by hundred percent. The percentage of each score category was calculated to investigate the percentage

of students' scores at various levels. This allowed the researchers to find out the students' learning achievement on writing poetry subsequent to the implementation of the textbook. The percentage of student scores is shown in the following table.

Table 1: The Percentage of Students' Score.

Score (X)	Percentage (P)	Frequency (f)
92-94	3,33%	1
89-91	0%	0
86-88	13,33%	4
83-85	23,33%	7
80-82	20%	6
77-79	0%	0
74-76	23,33%	7
71-73	10%	3
68-70	6,68%	2
Total	$\Sigma P = 100\%$	N= 30

The table above indicates that the percentage of students' scores reaches various categories. The highest scores range from 92-94. Only 3,33% of the students reach 92. The scores ranging from 86-88 are attained by 4 students, representing 13,33% of the total number of students. At score interval ranging from 83 to 85, the study has found 7 students or 23,33% of the whole class reaching these scores. At lower interval, 6 students, which represent 20% of the whole class, gain score range from 80 to 82. Another 7 students reach score interval from 74 to 76, which represents 23,33% of the whole class. Three students attain score interval ranging from 71 to 73, corresponding to 10% of the entire class. The lowest score interval, marked at 68-70, is evident among 6,68% of the total number of students. This indicates that 5 students fail to reach the minimum passing criteria.

4.7 The Average of Student Scores

The average of student scores at the implementation stage is calculated by summing the multiplication of median of each interval and the frequency, the result of which was then divided by the total number of students and multiplied by one hundred percent. The average percentage was calculated to determine the average of student learning outcomes after learning to write poetry intertwined with nationalism character.

Table 2: The Average of Students' Score.

Score Interval	Frequency (f)	Median (X)	fx
92-94	1	90	90
89-91	0	0	0
86-88	4	87	348
83-85	7	84	588
80-82	6	81	486
77-79	0	0	0
74-76	7	75	525
71-73	3	72	216
68-70	2	69	138
Total	N= 30	-	$\sum fX=$ 2391

The calculation of class' average score results in $\sum fX = 2391$, from $N = 30$. Therefore, the average of students' scores is determined by referring to the following formula (Sudijono, 2008, p. 87).

$$M_x = \frac{\sum fX}{N} \quad (1)$$

$$M_x = \frac{2391}{30}$$

$$M_x = 79,7$$

From the results of average calculation, the average scores on writing poetry using aided by the textbook on writing poetry laden with nationalism character reach 79,7. Therefore, it can be concluded that the learning achievement in Indonesian, particularly concerned with the basic competence on writing poetry adorned with the character of nationalism, was considered successful, as proven by the findings in likert scale. The data shows that the average scores lie on the interval scale ranging from 61 to 80 (Riduwan, 2010, p. 41).

4.8 Reflection

Based on the results of the observation, interview, student questionnaire, and test, the study found that the students' learning outcomes have improved, marked by achievement of "good" criteria. That proved that the textbook improved the student's ability in writing poetry. This improvement could not be separated from the role of teachers in choosing the right variations of learning strategies and his effort to motivate the students in learning. Also, the implementation of textbook was expected to encourage them to develop innovative learning models..

5 DISCUSSION

Based on the research results, data were obtained from observations, interviews, student questionnaires, and test results corroborated that the learning outcomes improved, which attained "good" criteria. It proved that textbook on writing poetry laden with nationalism character could improve students' ability in writing poetry.

For comparison purpose, a study by Wahyuni et al (Wahyuni et al.2018) states that the Indonesian textbook Syntax with a contextual approach is appropriate and acceptable for use and dissemination. Based on the description and support of the empirical data, the present study concluded that the Indonesian textbook syntax with a contextual approach in higher education in Indonesia was eligible to be implemented according to the needs of lecturers and students.

The results of this comparison prove that the textbook on writing poetry laden with the character of nationalism was highly recommended to be used as a textbook at junior high school. This textbook can encourage student creativity in producing literary works, especially poetry.

6 CONCLUSION

The discussion has concluded that the findings concerning the learning on poetry writing laden with the character of nationalism can be described as follows. Based on the observation data, the learning on writing poetry aided by textbook on writing poetry adorned with nationalism character is successful and stimulates very active class engagement. The data garnered by interviews to teachers also indicate positive finding. The learning on poetry writing with the character of nationalism is thus considered successful. In the same vein, the questionnaire results, particularly on students with positive opinions, also indicate the same success. This success is corroborated by the students' average scores in poetry writing, which attain 80. As such, the learning outcome in Indonesian regarding the basic competence on poetry writing laden adorned with the character of nationalism indicates successful achievement, as evinced by the scores in Likert scale reaching 61-80 interval scale.

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