

Enhancing Poetry Writing Proficiency in Third-Grade Students: a Classroom Action Research Investigation with Targeted Interventions

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Abstrak

Penelitian ini mengevaluasi efektivitas intervensi terfokus dalam pengajaran menulis puisi untuk anak kelas III SDN dengan menggunakan pendekatan Penelitian Tindakan Kelas. Penelitian ini dilakukan dalam dua siklus, berupaya untuk mengatasi permasalahan spesifik dan meningkatkan hasil pembelajaran. Pada pra-siklus, pemahaman dasar menulis puisi menunjukkan ketuntasan belajar sebesar 33,3%, sehingga menyoroti perlunya intervensi. Siklus I pemberian alat peraga dan kata-kata cepat menghasilkan peningkatan yang cukup besar yaitu sebesar 61,1% ketuntasan belajar. Tantangan dalam memahami rima masih ada, sehingga menekankan pentingnya intervensi khusus. Siklus kedua yang menekankan pada penjelasan pantun dan pendampingan individual menyebabkan peningkatan ketuntasan belajar cukup besar yaitu mencapai 77,7%. Namun, terdapat trade-off dalam penurunan kompetensi diksi, yang menggarisbawahi pentingnya strategi pendidikan yang seimbang. Korelasi antar variabel memperlihatkan hubungan halus antara teknik pengajaran, fitur penulisan tertentu, dan prestasi siswa secara keseluruhan. Korelasi positif menekankan kemampuan adaptasi strategi pengajaran dan dampak metode pengajaran terhadap keterlibatan siswa. Tantangan yang terkait dengan pencarian dan pengorganisasian kata-kata untuk puisi menggarisbawahi perlunya intervensi terfokus dalam pengembangan kosa kata. Pendekatan sirkular penelitian ini menggarisbawahi pentingnya penyempurnaan taktik pengajaran yang berkelanjutan. Pendidik dapat menggunakan wawasan ini untuk memodifikasi dan memperkuat praktik mereka, sehingga memungkinkan pengalaman belajar yang lebih sukses dan menyenangkan bagi siswa kelas tiga. Penelitian ini berkontribusi pada diskusi yang lebih luas mengenai keberhasilan pelatihan bahasa dan menyoroti perlunya perbaikan terus-menerus dalam prosedur pendidikan.

Kata kunci: *Penulisan Puisi, Intervensi Instruksional, Penelitian Tindakan Kelas.*

Abstract

This research evaluates the effectiveness of focused interventions in poetry writing instruction for third-grade children at SDN, utilizing a Classroom Action Research approach.

The study occurs in two cycles, attempting to address specific issues and boost learning outcomes. In the pre-cycle, a baseline grasp of poetry writing reveals a 33.3% learning mastery, highlighting the need for interventions. The first cycle provides visual aids and prompt words, resulting in a considerable improvement to 61.1% learning mastery. Challenges in understanding rhyming persist, stressing the importance for specialized interventions. The second cycle, emphasizing explanations regarding rhyme and individualized mentoring, leads to a considerable rise in learning mastery, reaching 77.7%. However, a trade-off is noticed in the reduction of diction competence, underscoring the significance of a balanced educational strategy. Correlations across variables expose subtle links between teaching techniques, specific writing features, and overall student achievements. Positive correlations stress the adaptability of teaching strategies and the impact of instructional methods on student involvement. Challenges connected to finding and organizing words for poetry underline the need for focused interventions in vocabulary development. The study's circular approach underscores the significance of continuing refining in instructional tactics. Educators can use these insights to modify and strengthen their practices, enabling a more successful and enjoyable learning experience for third-grade pupils. This research contributes to the broader conversation on successful language training and highlights the necessity for constant improvement in educational procedures.

Keywords: *Poetry writing, Instructional interventions, Classroom Action Research.*

INTRODUCTION

When it comes to the path that leads to a successful life, education is widely recognized as one of the most important factors. It is not just a method of conveying knowledge to pupils but also inspiring them with noble ideals and effective communication skills. Because of this motive, the necessity of teaching the Indonesian language cannot be overstated. Learning the Indonesian language requires pupils to acquire four different language abilities: hearing, speaking, reading, and writing. These are the skills that are included in the learning process. A cohesive unit is formed by these skills since they are interconnected and mutually supportive of one another (Prayuda, Juliana, et al., 2023).

According to the Curriculum at the Unit Level of Education (KTSP), writing is stressed as a skill that students are required to learn and become proficient in to achieve success. Students have the ability to convey their ideas, emotions, and feelings in written form through the process of writing. This expression of thoughts attempts to empower kids to articulate what is on their minds, simultaneously easing psychological pressures that may hamper their development. Students are required to acquire writing abilities because they are an active component of the Indonesian language and because they are vital for learning (Omar, 2019). One specialized form of writing in the Indonesian language curriculum at the primary school level is poetry writing. Poetry is a kind of literary expression that allows the poet to imaginatively convey their thoughts and feelings. It is constructed by concentrating all of the language strengths with a focus on both the physical and interior structures of the poem (Prayuda et al., 2022).

Listening, speaking, reading, and writing are the four components that make up the comprehension of language abilities. All of the skills are intricately tied to one another in a variety of different ways. The standard sequence in acquiring language skills entails learning to listen and talk before entering school. These four skills fundamentally compose a united totality. Writing is seen as a cognitive process that helps develop ideas or thoughts coherently and systematically in written form (Prayuda, Ginting, et al., 2023). Poetry, as a type of literature, is a manifestation of imaginative feelings and involves concrete and artistic notions presented in emotive and rhythmic language. It is a dominant method of expression in literature, not only because of its easily memorable verses but also due to its meaningful content, valued by people inclined towards literary activities. Poetry provides insights into human nature and offers interpretations and judgments on life occurrences. Thus, it may be stated that poetry, as part of literature, is inseparable from human life.

One way used to increase understanding and popularize literature, especially poetry, is through poetry education. Teaching aids comprise tangible objects used to deliver teaching materials. The 2006 curriculum emphasizes that one of the competence levels that children in the third grade of elementary school must acquire is the capacity to convey thoughts, feelings, and information in the form of prose and poems. Based on initial findings in the field, it is highlighted that poetry writing poses a substantial barrier for third-grade pupils at a public primary school. The pupils' results in poetry writing do not satisfy the minimum criteria set by the school, with a large number of students failing to obtain satisfactory learning outcomes. This issue is ascribed to the majority of pupils being native Madurese speakers, necessitating substantial practice in Indonesian language competency, which in turn impairs their ability to choose and create words efficiently (Wahyuningsih & Afandi, 2020).

Moreover, when the teacher teaches poetry-related knowledge, such as the definition and examples of poetry, purely through lecture methods without utilizing instructional aids, it results in a lack of desire among students to actively participate. Typically, after explanation, the teacher assigns the task of writing poetry with a free theme to be completed in the classroom. Once finished, the tasks are collected without additional discussion. The insights indicate the need for adjustments in teaching approaches to strengthen students' poetry writing talents. To improve these skills, numerous ways, including the use of teaching aids, can be implemented. One such teaching aid is the use of visual media, such as drawings. Visual media are easy to generate and do not need substantial resources, making them accessible for every teacher to employ in the classroom. This technique can aid both teachers and students in encouraging creativity, critical thinking, sensitivity, and improving the thinking and imagination of pupils (Khasawneh, 2022).

In addition to leveraging visual media, the researcher also studies the use of prompt words to aid students, especially those not fluent in the Indonesian language, in poetry composition. This is done to assist students find words and organize them cohesively. Prompt words describe an image and serve as signals for developing creative material. In addressing the obstacles encountered during the poetry writing lessons, it becomes obvious that a complete plan is needed to develop students' ability in expressing themselves through this artistic form. The introduction of visual media, such as drawings, as a teaching aid gives

a practical and creative technique to involve students in the learning process. This strategy not only engages their creativity but also develops critical thinking as they perceive and respond to visual inputs. Furthermore, the cost-effective nature of visual media makes it an inclusive tool that may be easily used in diverse educational contexts (Liu, 2018).

The inclusion of prompt words into the teaching style is another interesting path. By providing students with descriptive words that correspond to images, the process of selecting and creating meaningful sentences becomes more accessible, especially for those who may experience difficulty in expressing themselves fluently in the Indonesian language. This dual method of visual aids and prompt words aims to provide a supportive environment where students may confidently explore their creativity and convey their thoughts through the poetry medium (Saura et al., 2021). The observed difficulty among pupils, particularly those with a Madurese linguistic background, underscores the significance of focused language interventions. Focusing on increasing language competency through exercises that entail hearing, speaking, reading, and writing can aid greatly to overcoming language hurdles. Additionally, adding cultural themes and linguistic idiosyncrasies into the curriculum can make the learning experience more accessible and meaningful for students, establishing a deeper connection with the language (Chovancová, 2018; Norman & Furnes, 2016).

In conclusion, the obstacles discovered in the poetry writing sessions for third-grade kids at a public primary school underscore the necessity for a holistic and customized approach to language teaching. The combination of visual media, prompt words, and customized language interventions can create a dynamic and inclusive learning environment. By encouraging creativity, critical thinking, and linguistic competency, educators may allow children to express themselves boldly via the art of poetry, so increasing their whole educational experience. As we investigate novel teaching approaches, it is vital to modify and enhance these strategies based on continuing assessments and feedback, ensuring continuous progress in the effectiveness of language education.

METHOD

The criteria for determining student activity levels are stated in Table 1. This methodical methodology not only provides a rigorous framework for measuring learning outcomes but also ensures a full grasp of the students' involvement levels throughout the research process. In conclusion, the employment of the Classroom Action Research design with a qualitative approach, along with a thorough data collection method and systematic assessment criteria, forms a sturdy foundation for studying and enhancing poetry writing skills among third-grade kids. This methodological paradigm stresses not only the quantifiable learning results but also the qualitative components of student participation, providing a holistic evaluation of the effectiveness of the educational intervention.

Furthermore, the measurement and analysis of both individual learning success and student activity percentage contribute to a full evaluation of the adopted teaching tactics. The formulae supplied for measuring the percentage of students who have mastered learning ((P)) and the percentage of student activity ((Pa)) offer a quantitative basis for analyzing the success of the intervention. The emphasis on reflection as a vital stage in the study design highlights the need of continual improvement. This reflective phase allows educators

to critically assess the outcomes, find areas for enhancement, and iteratively refine the teaching approaches. Through this cyclical process of planning, execution, observation, and reflection, the study design corresponds with the concepts of action research, fostering an iterative and adaptive approach to educational development.

Additionally, the inclusion of specific criteria for categorizing student activity levels in Table 1 provides a detailed view of the students' engagement in the learning process. The classification into groups such as 'Very Active,' 'Active,' 'Less Active,' and 'Very Less Active' aids in recognizing patterns and trends in student participation, enabling educators to customize interventions to specific needs. In summary, the Classroom Action Research design adopted in this study, along with a qualitative approach and thorough data collecting, presents a robust framework for addressing the identified problems in poetry writing skills among third-grade kids. The systematic assessment criteria and the inclusion of a reflective step add to the overall success of the study design, encouraging an environment of continual development in language instruction. As educators traverse the intricacies of language instruction, this study model serves as a significant tool for refining teaching approaches and eventually boosting the educational experience for students.

Moreover, the application of the Classroom Action Research (CAR) design with a qualitative approach not only solves the current issues in poetry writing skills but also coincides with the broader goals of educational research. The iterative aspect of CAR, comprising preparation, execution, observation, and reflection, indicates a commitment to continuing development in teaching techniques. This cyclical process allows for the identification of effective strategies, the refinement of interventions, and the continuing evolution of teaching approaches. The incorporation of diverse data collection methods, such as observation, field notes, interviews, tests, and documentation, ensures a comprehensive and multi-faceted assessment. By triangulating information from multiple sources, the study design enhances the validity and dependability of the findings. This methodological rigor helps to a fuller understanding of the dynamics of poetry writing instruction and the elements impacting student learning results.

The quantitative indicators supplied by the formulas for (P) (% of students who have mastered learning) and (Pa) (percentage of student activity) offer real benchmarks for measuring achievement. The criteria for defining student activity levels, as shown in Table 1, further add to nuanced insights on the engagement patterns of students. This detailed understanding promotes targeted interventions, enabling educators to modify their approaches to meet the individual requirements of varied learners. In conclusion, the complete research methodology described here not only tackles the urgent issues in poetry writing skills among third-grade kids but also contributes to the broader field of educational research. By embracing the concepts of CAR, employing different data collection methods, and adding explicit criteria for assessment, this research model serves as a significant resource for educators aiming to advance language instruction. As the project continues, the insights collected will not only influence changes in poetry writing training but also provide essential knowledge to the greater discourse on effective teaching approaches.

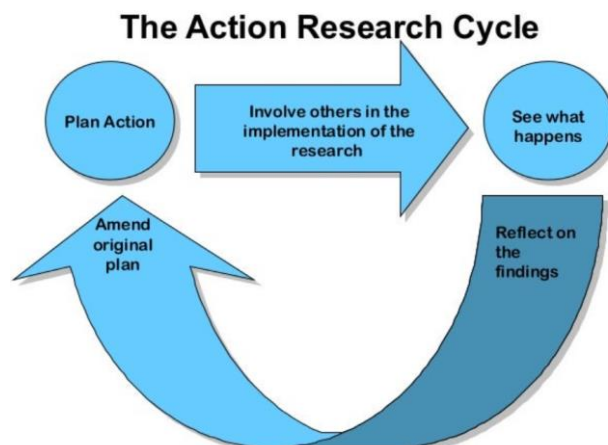


Figure 1. CAR

RESULT AND DISCUSSION

The data analysis indicates the progress of the research conducted in two cycles, focusing on the students' abilities in producing poetry. In the pre-cycle (prasiklus), before any intervention, only 6 out of 18 pupils, or 33.3%, attained learning mastery. This poor success rate can be linked to the absence of particular measures made during poetry writing instruction at this stage. Table 2 depicts the pre-cycle assessment of poetry writing examinations, demonstrating the scores and learning outcomes of each student. Notably, the criteria for assessment include Diction (Diksi), Coherence of Content (Kesesuaian Isi), and Rhyme (Rima). After incorporating interventions, such as the use of visual aids and prompt words in the first cycle (siklus I), the number of students gaining learning mastery climbed to 11 out of 18, or 61.1%.

Table 3 depicts the poetry writing test evaluation during the first cycle, exhibiting gains in scores and learning outcomes compared to the pre-cycle. However, the criteria for minimum learning mastery were not entirely reached, as pupils still struggled with the understanding of rhyming. Additionally, the teacher's direction throughout activities was mostly supplied in a classical way, contributing to lower student activity levels in the learning process. Moving to the second cycle (siklus II), further gains were reported following focused interventions. By emphasizing explanations regarding rhyme usage and offering individual help throughout poetry writing activities, the learning mastery increased to 14 out of 18 students, or 77.7%, as indicated in Table 4. The scores and learning outcomes in the second cycle demonstrate a considerable gain in student performance.

In the second cycle, the students reached the criteria for minimum learning mastery, exhibiting a more thorough comprehension of poetry writing. Despite this achievement, the examination found a loss in mastery of diction, although rhyming mastery remained steady, and coherence of content knowledge grew. The difficulty faced by pupils in obtaining and arranging words for poetry writing were identified as important factors. In conclusion, the success level of the instructional actions may be assessed through the changes in student

abilities in producing poetry across each cycle. Although improvements were visible in both cycles, the second cycle demonstrated the attainment of minimum mastery criteria, highlighting the effectiveness of focused interventions and streamlined teaching methods. The complete study provides useful insights into the strengths and shortcomings of the instructional strategy, paving the path for informed decisions and continuing enhancements in the teaching of poetry writing to third-grade children at SDN.

A deeper review of the data underlines the dynamic character of the instructional interventions and their impact on student learning outcomes. In the pre-cycle, the comparatively low success rate, with just 33.3% of students reaching learning mastery, provides as a baseline for comprehending the beginning hurdles in poetry writing. The absence of specific actions during this phase underlines the necessity for tailored interventions to increase student performance. Transitioning to the first cycle (siklus I), the introduction of visual aids and prompt words resulted in a substantial improvement, with 61.1% of students reaching learning mastery. This suggests a positive response to the interventions, although it falls short of fulfilling the minimum classical mastery criterion set at 65%. The continuous issue in understanding rhyme and the largely classical teaching approach add to this disparity. The data highlights the significance of modifying instructional tactics to address specific areas of difficulty and engage students more actively.

In the second cycle (siklus II), the purposeful focus on refining explanations regarding rhyme and giving individual support during poetry writing assignments led to a considerable increase in learning mastery, reaching 77.7%. This signifies a great improvement from the pre-cycle and siklus I, surpassing the minimum mastery criterion. The success in siklus II can be ascribed to the optimization of the teaching process, where tailored advice played a crucial role in improving students' comprehension. However, the analysis also bears attention to the observed loss in diction mastery, indicating a potential trade-off in skills. While increases in rhyme and coherence of content were recognized, the reduction in diction mastery implies a need for a balanced approach in teaching diverse parts of poetry writing. This begs for further investigation of educational strategies that might concurrently develop diverse dimensions of writing proficiency.

Furthermore, the examination comes to light the constant issue faced by pupils in choosing and arranging words for poetry writing. This issue, however alleviated by interventions, underscores the continuous need for measures that especially target vocabulary growth and creative expression. Implementing various and engaging exercises may create a greater grasp of language use in poetry, fostering both linguistic and creative growth. In conclusion, the multidimensional analysis of the data demonstrates the evolving dynamics of the instructional interventions and their impact on student learning outcomes. While advances are clear, the subtle problems identified underscore the iterative nature of educational approaches. The findings give significant insights for educators to modify and develop their approaches, stressing a holistic and balanced strategy that covers multiple characteristics of poetry writing skills among third-grade kids at SDN.

Examining the association across variables reveals deep interactions influencing the outcomes of poetry writing instruction. In the pre-cycle, the absence of targeted actions resulted in a limited grasp of critical factors, contributing to the poor success rate. The

correlations between teaching methods and specific features of poetry writing, such as diction, coherence of content, and rhyme, are vital in learning the complexity involved in language expression. The first cycle introduced visual aids and prompt words, contributing to an improvement in learning mastery. However, the continuing struggle in understanding rhyming shows a potential gap between the educational approaches adopted and the individual needs of students. The association between the teaching style and rhyming mastery shows the importance for interventions that successfully address this aspect of poetry writing.

Moving to the second cycle, the deliberate emphasis on explanations concerning rhyme and individual supervision led in a considerable rise in learning mastery. The favorable link between these focused interventions and overall learning results highlights the impact of specialized approaches. Nevertheless, the observed loss in diction competence suggests potential trade-offs or unexpected consequences, underlining the significance of a balanced and thorough educational plan. The findings also shed insight on the linked nature of linguistic and creative skills in poetry composition. The constant challenge in selecting and arranging words for poetry shows to a complex relationship between vocabulary development, creative expression, and general writing skill. Exploring relationships among these variables might inform the design of interventions that comprehensively target language learning and creative processes.

Moreover, the association between the instructional strategy and student activity levels becomes clear. The traditional teaching technique in the pre-cycle and siklus I resulted in lesser student activity, reducing their involvement and comprehension. In siklus II, the change towards individualized guiding corresponds positively with increasing activity levels, underscoring the relevance of instructional approaches in fostering active engagement. In summary, the correlation analysis exposes subtle links between instructional techniques, specific parts of poetry writing, and overall student outcomes. The found associations underscore the necessity for nuanced and focused interventions that address specific issues, supporting a balanced development of verbal and creative talents. As instructors traverse the intricacies of poetry writing instruction, a holistic grasp of these linkages informs adaptive teaching strategies that respond to the different requirements of third-grade kids at SDN.

The detailed correlations discovered in the data analysis stimulate a deeper discussion on the efficiency of instructional tactics and the nuanced dynamics of student participation in poetry writing. The significant link between tailored interventions and enhanced learning outcomes, notably in siklus II, highlights the importance of adaptation and responsiveness in teaching. The careful attention on explaining rhyming and offering personalized help revealed as crucial variables in boosting student comprehension and mastery. However, the observed loss in diction competence offers important issues about the potential trade-offs connected with instructional adjustments. This raises questions regarding the need for a more balanced strategy that simultaneously reinforces diverse components of writing proficiency. The correlation study serves as a call to properly calibrate instructional methods, ensuring that advancements in one element do not inadvertently undermine others.

Furthermore, the constant struggle pupils encounter in selecting and arranging words for poetry underscores the necessity for specific interventions in vocabulary development.

Exploring relationships among vocabulary learning, creative expression, and overall writing competency can help educators in devising holistic interventions that foster a full skill set. This demands for a multidimensional strategy that not only tackles language competencies but also promotes the creative and imaginative components of poetry writing. The association between instructional methods and student activity levels underscores the critical significance of involvement in the learning process. The move from a classical teaching method to individualized assistance in siklus II corresponds positively with increasing student activity. This link underlines the importance of instructional approaches on generating a more interactive and dynamic learning environment. It signals the significance of adapting teaching approaches to connect with the different learning styles and preferences of pupils.

As the data exposes both achievements and obstacles in the poetry writing instructional process, it becomes obvious that the iterative nature of educational interventions is vital. The connections revealed pave the path for informed decision-making, aiding educators in modifying their approaches to better line with student requirements. The cyclical process of planning, implementing, monitoring, and reflecting, inherent in the Classroom Action Research methodology, allows for continuing revisions to maximize teaching tactics. In conclusion, the debate on correlations among factors goes into the intricacies of poetry writing teaching and student learning outcomes. It underlines the necessity for a balanced, flexible, and complete strategy that acknowledges the linked nature of linguistic and creative talents. The findings underline the significance of continuing reflection and improvement in teaching practices to produce a more successful and engaging learning experience for third-grade children at SDN.

CONCLUSION

In conclusion, this research on poetry writing instruction for third-grade students at SDN has provided useful insights into the effectiveness of focused interventions and the subtle dynamics of student learning outcomes. The study evolved in two cycles, each exposing particular obstacles and triumphs in the educational process. The pre-cycle exposed a baseline comprehension of poetry writing, with just 33.3% of pupils gaining learning mastery. The absence of specific activities underscored the necessity for interventions. The first cycle incorporated visual aids and prompt words, resulting in a considerable improvement to 61.1% learning mastery. However, issues in interpreting rhyming continued, underlining the importance for therapies customized to certain literary aspects.

The second cycle, emphasizing explanations regarding rhyme and individualized mentoring, led to a considerable increase in learning mastery, reaching 77.7%. While this success met minimum mastery criteria, a trade-off was noticed in the reduction of diction mastery, stressing the significance of a balanced instructional approach. Correlations among variables indicated complicated relationships between instructional techniques, specific parts of poetry writing, and overall student achievements. Positive connections were discovered between focused interventions and better learning outcomes, underlining the adaptability of teaching tactics. The correlation study also revealed the impact of instructional methods on

student involvement, underlining the necessity for dynamic and participative learning settings.

Challenges connected to finding and organizing words for poetry underlined the need for focused interventions in vocabulary development. This research suggests for a holistic approach that not only targets language competencies but also promotes the creative components of poetry writing. The study's cyclical process of planning, implementing, monitoring, and reflecting, inherent in the Classroom Action Research design, stresses the significance of continual refinement in instructional practices. Educators can use these insights to modify and strengthen their practices, enabling a more successful and enjoyable learning experience for third-grade pupils. As poetry writing serves as a bridge between language development and creative expression, this research contributes to the broader conversation on effective language training and underscores the need for constant improvement in educational procedures.

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