

---

## **Analysis on the Ability in Writing Poem of Fourth Grade Students at Al Azhar Elementary School Syifa Budi, Marpoyan Damai Subdistrict, Pekanbaru City**

**Nia Syamsu Putri**

Primary School Teacher Education Study Program

Department of Education

Riau University

Email: putriniasp@gmail.com

**Abstract:** This study is aimed to describe the ability in writing poem of fourth grade students at Al Azhar Elementary School Syifa Budi, Marpoyan Damai Subdistrict, Pekanbaru City. This research used descriptive quantitative research methods. The research instrument used was a test in writing poem. The data obtained in the ability to write poem is seen from four aspects: number of lines, number of syllables, poetry a-b-a-b and content. Based on the results, from 70 students, there were 57 students who were highly skilled (81.42%), 10 students who were skilled (14.29%), and 3 students who were skilled enough (4.29%), while there is no students in category less skilled. Overall, the ability of students in highly skilled category got an average score of 91%. This shows that the ability of fourth grade students of Al Azhar Elementary School Syifa Budi in Marpoyan Damai Subdistrict, Pekanbaru City in writing poem as a whole is "highly skilled".

**Key Words:** Writing ability, Poem

### **1. Introduction**

The basic ability of the early classes in elementary school is one of the efforts to improve the quality of education. Basic skills are abilities that include listening skills, speaking skills, reading skills, and writing skills, Tarigan (2008). One of the abilities needed is the ability to write.

Writing is a communication activity in the form of delivery of messages (information) in writing to others by using written language as a tool or media. Writing activity involves several elements, namely: the author as a message delivery, the content of writing, channels or media, and the reader. As a language skill, writing is a complex activity because the writer is required to be able to arrange and organize the contents of writing and pour it in the variety of written language, (Kurniaman, 2018).

Through writing one can express ideas and ideas to achieve their goals. According to Dalman (2016), writing is a process of expressing ideas in the form of written language for the purpose of telling, convincing, or entertaining.

Writing rhymes requires a creative process that cannot be achieved instantly. One of the causes of students' lack of ability in writing pantun is due to the lack of students' insight into poem and how to pour it correctly in the form of poem.

Indonesian language learning in elementary schools in writing skills has been taught to students, but there is still a lack of students' ability to write, especially writing poem. Poem is an old poem that has the following provisions: 1) One verse consists of four lines; 2) Each row consists of 8-12 syllables; 3) bersajak a-b-b; 4) and the first two lines are called sampiran, the next two lines are called contents (Soetarno, 2008).

Nursisto (in Kuslan, 2013) divides the types of poem based on their contents, children poem (rejoices poem, sorrow poem, and puzzles poem), young poem (introductory poem, loving poem, humor poem), and parents poem (traditional poem, religious poem, and advice poem).

But in this study, researchers took three examples of rhymes that were widely studied in elementary schools; advice poem, religious poem and humor poem.

No advice usually contains moral advice or messages that are full of values with the aim of educating children to respect their parents, study hard, discipline, respect teachers, and so on. Religion relates about religious teachings, which commandments God has to do and which ones to leave. While the pantun jenaka aims to be a media for children's entertainment in their spare time.

Based on the problems stated above, the researchers are interested in conducting research entitled "Analysis on The Ability in Writing Poem of Fourth Grade Students at Al Azhar Syifa Budi in Marpoyan Damai SubDistrict, Pekanbaru City".

## **2. Methodology**

The implementation of this research was carried out at Al Azhar Elementary School Syifa Budi, MarpoyanDamaiSubdistrict, Pekanbaru City, having his address at JalanArifin Ahmad No. 9 MarpoyanDamai District, SidomulyoTimur Village, Pekanbaru. This research was carried out in the even semester of 2016/2017 school year. The subjects of this study were fourth grade students of Al Azhar Elementary School Syifa Budi, MarpoyanDamaiSubdistrict, amounting to 70 students.

The research design used in this study is a descriptive quantitative method. This method aims to describe or make an illustration of the ability to write rhymes on fourth grade students of Al Azhar Elementary School Syifa Budi in Marpoyan Damai Subdistrict, Pekanbaru City which can be explained either by numbers or words.

The technique collected in this research is documentation technique. Documentation is a data source to complete research, in the form of photos / scans / photocopies of student rhymes. The data used in this study are the results of writing the rhymes of fourth grade students of Al Azhar Elementary School Syifa Budi, MarpoyanDamaiSubdistrict, Pekanbaru City. Data collection techniques in this study are test techniques. Then the tests obtained are analyzed based on the results obtained by:

---

1. Collecting test results, reading and correcting the results of the ability to write the poem test of the fourth grade students of Al Azhar Elementary School Syifa Budi, Marpoyan Damai Subdistrict, Pekanbaru City.
2. Providing an assessment score based on the rubric of ability to write poem.
3. Enter the score and the number of scores into the table.
4. Finding the value of the ability to write poem seen from several aspects by converting raw scores into values. The following formula is used:  

$$N = \frac{F}{S} \times 100 \quad (\text{Akdon, 2005})$$

Information :

N: value obtained

F: number of scores obtained

S: maximum number of scores

5. Determine the category of ability to write student poem based on criteria.

Tabel 1: Criteria for ability to write rhymes

Percentage of Interval	Value of Scale size	Description
86-100	A	highly skilled
76-85	B	skilled
56-75	C	skilled enough
10-55	D	less skilled

(Nurgiyantoro, 2013).

6. Creating a table or graph containing the number of students with the ability to write on four aspects of poem based on the assessment category.
7. Analyzing poem based on aspects that have been determined by looking at the appropriate poem examples and not in accordance with the aspect of writing the poem.
8. Classifying students' ability to write poem in the category of writing student poem in the discussion.
9. Calculate the average value of the ability to write student poem using the mean calculation formula:  

$$\bar{X} = \frac{\sum xi}{n} \quad (\text{Alexander, dkk 2009})$$

Information:

$\bar{X}$  = average sought

$\sum xi$  = number of student values

$n$  = number of students (sample)

10. Determine the category of ability to write student poem based on criteria.
11. Draw conclusions from the results obtained from the ability to write student poem.

### 3. Result And Discussion

After the results of the students poem writing test were analyzed based on four aspects of writing poem, the grades obtained by students were classified according to the assessment category. The ability of the results is averaged to find out how the students' ability in writing the fourth grade rhymes of Al Azhar Syifa Budi Elementary School in Marpoyan Damai District, Pekanbaru City as a whole.

Tabel 2: Students' Ability Based on Four Aspect Writing Points

Interval	The number of students	%	Category
86-100	57	81,42%	HighlySkilled
76-85	10	14,29%	Skilled
56-75	3	4,29%	Skilled Enough
10-55	0	0%	Less Skilled
Amount ( $\Sigma$ )	70		
Average	6390	91%	Highly skilled

Based on table 2 above, it is known that the average overall ability of students in writing the fourth grade poem of Al AzharSyifa Budi Elementary School in MarpoyanDamai Subdistrict, Pekanbaru City based on four aspects of poem gets an average score of 91 in the highly skilled category.

#### 4. Conclusion

Based on the results of research conducted on fourth grade students at Al AzharSyifa Budi Elementary School, MarpoyanDamaiSubdistrict, Pekanbaru City in writing poem, the average score is (91%) in the highly skilled category, this is seen in four aspects of writing poem obtained by students, on the aspect of the number of rows in one verse the verse gets a very skilled category with the number (100%), the aspect of the syllable number of each rhyming row gets a very skilled category with the number (89%), the content aspect of the rhyme gets a very skilled category with the number value (91%), and aspects of poem persuasion get a skilled category with the total value (83%).

#### Recommendation

In light of this research, the results of this study are expected to enable students to develop writing poem by conducting intensive poem writing exercises, and the results of this study are expected to be used as references as preliminary data in taking steps to conduct more in-depth research on the ability to write poem.

#### References

- Akdon. 2005. *Aplikasi Statistik Dan Metode Penelitian untuk Administrasi dan Managemen*. Bandung. Dewa Ruchi.
- Alexander, Jesi dkk. 2009. *Statistik Pendidikan*. Pekanbaru: Cendikia Insani
- Dalman. 2016. *Keterampilan Menulis*. Jakarta: PT. Raja Grafindo Persada
- Kurniaman, Otang, etc. 2018. *Investigating Think Talk Write (TTW) Learning Model to Enhance Primary Students' Writing Skill*. (Online). <http://ejournal.unri.ac.id/index.php/JTLEE/article/download/5394/5041>.
- Kuslan. 2015. *Peningkatan Keterampilan Menulis Pantun Melalui Model Pembelajaran Role Playing Pada Siswa SD Kelas IV*. Universitas PGRI Semarang. Artikel Terkait Menulis Pantun. (onlilne)

Nurdiyantoro, Burhan. 2013. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE

Soetarno. 2008. *Peristiwa Sastra Melayu Lama*. Surakarta: PT Widya Duta Grafika

Tarigan, Henry. 2008. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: