

Efforts to Improve Writing Ability Poetry Through Implementation of Learning Methods Image Streaming Student Class V

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Abstract

This study aims to: (1) Determine the ability of fifth grade students of SD Negeri 24 Sembawa to write poetry through the application of the image streaming learning method; (2) Determine the extent of the increase in the ability to write poetry of fifth grade students of SD Negeri 24 Sembawa through the application of the image streaming learning method. This type of research is an action research that is carried out in 2 cycles and each cycle consists of two meetings with a time allocation of 2x35 minutes for each meeting. This research was conducted in fifth grade students of SDN 24 Sembawa, Banyuasin Regency. The data collection technique was carried out through poetry writing test activities. The results of this study indicate that: (1) Through the application of the image streaming learning method, the ability of fifth grade students of SDN 24 Sembawa to write poetry can be improved; (2) The percentage increase in the ability of fifth grade students of SDN 24 Sembawa to write poetry from the implementation of the test in cycle I to cycle II is 14.32%.

Keywords : Image Streaming Learning Method , Writing Poetry



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Introduction

Education is an important process in transferring knowledge, skills, and values between generations, both formally in educational institutions and informally through life experiences. In the learning process, teachers play a major role in choosing the right learning model so that the material can be well understood by students. Effective learning requires a pleasant and conducive learning atmosphere, especially in subjects that are considered difficult.

Indonesian language learning includes listening, speaking, reading, and writing skills, with writing skills as one aspect that requires intensive practice and guidance. Writing is not only a form of communication, but also a medium for developing thinking and self-expression. In the context of basic education, writing skills must be developed gradually and comprehensively so that students are able to express their ideas and feelings in writing.

Writing poetry is an important part of literature learning, because it can be a means for students to express emotions and ideas positively. Many people think that writing poetry is a talent, when in fact, this skill can be honed through practice and habituation. Teachers have an important role in guiding students to freely create through poetry, which can also have a positive impact on character formation and courage to express opinions.

image streaming method is one approach that can be applied in learning to write poetry. This method encourages students to imagine visual images in their minds, then describe them verbally before pouring them into writing. The use of this method is considered capable of stimulating students' imagination and creativity, as well as providing a new and enjoyable learning experience. SDN 24 Sembawa is the right location to apply this method because fifth grade students are in a critical phase of language development.

The results of the initial evaluation at SDN 24 Sembawa showed that the ability of fifth grade students in writing poetry was still relatively low, with the majority of students not yet achieving the Learning Objective Achievement Criteria (KKTP). This condition encourages the need for innovation in the learning process. Therefore, the researcher is interested in conducting classroom action research by applying the *image streaming method* to improve the poetry writing ability of fifth grade students at the school.

Methods

This research was conducted at SD Negeri 24 Sembawa, precisely on 23 fifth grade students. The research lasted for one month, divided into two cycles, each consisting of two meetings. The main objective of this study was to improve students' poetry writing skills through the application of the *image streaming learning method* in Indonesian language learning.

The type of research used is Classroom Action Research (CAR), which aims to improve the process and results of learning in the classroom. This study uses the spiral model from Kemmis and McTaggart which consists of four stages: planning, action, observation, and reflection. With this model, each cycle is intended to improve the obstacles that occur and improve the quality of poetry writing learning.

Data collection techniques in this study include observation, written tests, and documentation. Observations were made on student and teacher activities during the learning process, while written tests were used to assess students' poetry work based on aspects of theme, message, diction, style, and imagination. Documentation in the form of photos of activities and notes of assessments and student work were used as supporting evidence in the data analysis process.

Data analysis was conducted quantitatively using the average and percentage formulas to assess student learning completion. Students are considered to have completed individually if they obtain a minimum score of 70, while classically the class is declared completed if 85% of students obtain the same score or more. Success criteria are categorized into five levels, ranging from "very good" to "very poor", based on the final score obtained by students.

The validity of the data in this study was obtained from the results of the poetry writing test conducted at the pre-action stage, cycle I, and cycle II, as well as the results of observations by collaborators. Collaborators are tasked with evaluating the implementation of learning and student activities during the process. By using these data, researchers assess the success of the actions implemented and determine whether the *image streaming method* is effective in improving the poetry writing skills of grade V students of SD Negeri 24 Sembawa.

Results and Discussions

1. Results

a. Pre-research cycle

This study is a classroom action research (CAR) that aims to improve the poetry writing skills of grade V students of SDN 24 Sembawa through the *image streaming learning method*. According to Wenger (2004:308), this method is the process of recording and describing mental images in the mind to stimulate imagination and creativity. The research was carried out in three stages: pre-cycle, cycle I, and cycle II, each of which was carried out in January to early February 2025.

The initial stage, namely the pre-cycle, was carried out to determine students' initial abilities in writing poetry. The test results showed that out of 23 students, only 7 students (30.43%) achieved a passing grade according to the Indonesian Language KKTP (≥ 70), while 16 students (69.57%) had not achieved passing grades. The average class score was 62.78, with the highest score being 82 and the lowest being 47. The assessment was based on five aspects: theme, message, diction, style, and imagination.

Seeing the low level of learning completion in the pre-cycle stage, the researcher felt the need to take corrective action through two learning cycles with the image streaming method. This method is expected to help students in generating imagination to be poured into poetry, so that it can improve the quality and learning outcomes of students in the Indonesian language subject, especially in poetry writing skills.

b. Cycle 1 Research

This classroom action research entered cycle I which consisted of two meetings. The first meeting was held on January 14, 2025 in class V SDN 24 Sembawa with 23 students. In the planning stage, the researcher and the teacher prepared a poetry writing learning scenario using the image streaming method. The stages of activity include initial discussions about the elements of poetry, introduction to the image streaming method, and activities to imagine a certain atmosphere to encourage imagination as the basis for writing poetry. Learning was carried out for two teaching hours with observation from the collaborating teacher.

In the implementation stage, students began to show interest when the teacher introduced a different learning method than usual. Students were asked to close their eyes and imagine a certain atmosphere based on a picture or video, then describe their imagination verbally, before starting to write poetry. Researchers also observed student responses and participation. However, from the results of observations by fellow teachers, several weaknesses were found, such as less varied learning media and students' opportunities to describe their imagination had not been maximized.

Reflections from the first meeting showed that the learning implementation time was not optimal, the use of media was still limited, and student involvement in concluding the learning needed to be improved. Teachers also need to provide apperception at the beginning to motivate students and provide space for students to ask questions and discuss. The image streaming method was considered quite interesting, but it has not been implemented optimally so it needs improvement in the next meeting.

The second meeting was held on January 17, 2025. This activity began with the preparation of more mature materials, teaching modules, and learning media. In the implementation, students were again invited to imagine the atmosphere from the images provided, then write poetry based on their imagination. Observations showed an increase in teacher mastery of the material, clearer delivery of the material, and more active student involvement in learning activities. Evaluation was carried out by testing the results of students' poetry works.

The test results at the second meeting showed an increase in the average score to 70.78, but classically learning completeness had not been achieved because only 47.82% of students scored above the KKTP (≥ 70). Thus, learning in cycle I was not fully successful. Based on the results of observation and reflection, the researcher decided to continue to cycle II to improve and optimize the application of the image streaming method so that classical learning completeness could be achieved.

c. Cycle II Research

The implementation of Cycle II began on January 23, 2025 for the first meeting and continued on February 5, 2025 for the second meeting, involving 23 fifth grade students of SDN 24 Sembawa. This research was observed by the class teacher as a peer. At the first meeting, the

researcher delivered material about the elements of poetry and implemented the image streaming method in learning to write poetry. The steps taken include planning, implementation, observation, and reflection.

In the implementation of the action, students are invited to remember personal experiences and write them in the form of poetry. The teacher also invites students to discuss difficulties in writing poetry and provides direction to deepen imagination. During the learning process, the classroom atmosphere is made conducive so that students focus. The teacher actively guides and facilitates students, while researchers and collaborators observe student behavior and responses to the methods used.

Based on the results of peer observations at the first and second meetings, it is known that the researcher has shown an increase in teaching readiness and mastery of the material. Learning activities run smoothly, and students are more active and enthusiastic in participating in poetry writing learning. In addition, the researcher has succeeded in adjusting the image streaming method to the media used, as well as providing more intensive guidance to students who need it.

The reflections conducted showed that researchers still need to manage time better and focus on mentoring students who do not yet understand the structure of poetry. In addition, researchers are advised to provide students with the opportunity to respond to friends' questions, as well as summarize similar questions so that discussions are more efficient. The learning media used are considered to be able to increase student motivation.

The final evaluation results in cycle II showed a significant increase. Of the 23 students, 20 students (86.96%) had achieved a score of ≥ 70 according to the KKTP, while only 3 students (13.04%) had not completed it. The average student score in cycle II was 75. With this achievement, classical learning was declared complete because it had met the minimum criteria of 85% completion. Therefore, the research was not continued to the next cycle.

2. Discussion

a. Implementation Results Cycle I

In the implementation of cycle I, the results of the poetry writing test showed that out of 23 fifth grade students of SDN 24 Sembawa, only 11 students (47.82%) achieved a score of ≥ 70 according to the Learning Objectives Achievement Criteria (KKTP). Meanwhile, 12 students (52.18%) had not completed it. The average score of students in cycle I was 62.78. Because it has not met the classical completion requirement of 85%, learning needs to be continued to cycle II. The implementation of cycle I also showed weaknesses in the implementation of the action, so the researcher received a lot of input from observers for improvement in the next cycle.

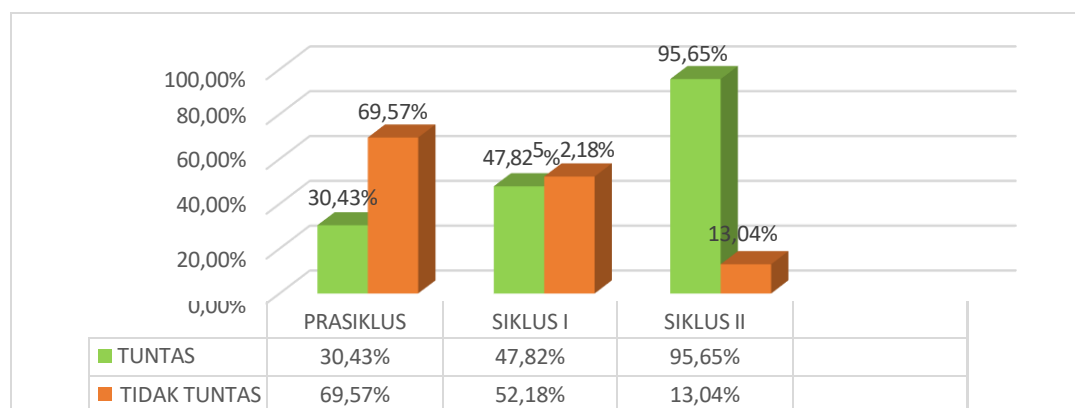
Cycle II showed significant improvement. A total of 20 students (86.96%) managed to achieve a score of ≥ 70 and only 3 students (13.04%) had not completed it. The average student score increased to 75. Based on classical provisions, learning was declared complete because more than 85% of students had achieved the minimum score. Observations also showed that student participation increased actively, with all students participating in poetry writing learning with enthusiasm and meeting the indicators set by the researcher.

Comparative analysis between cycles shows a stable increase. From the pre-action condition with an average of 62.78, there was an increase in cycle I to 70.78, with a percentage increase of 11.69%. Then, from cycle I to cycle II, the average value increased again to 75, with a percentage increase of 5.96%. This shows that the improvement of actions in cycle II is effective in improving students' poetry writing skills.

When viewed in terms of the number of students who achieved learning completion, in the pre-action only 7 students (30.43%) completed it, then increased to 11 students (47.82%) in cycle I, and jumped significantly to 20 students (86.96%) in cycle II. This percentage reflects the success of learning in improving student learning outcomes classically, in accordance with the

minimum completion criteria set. This data is also visualized in the form of a bar chart that clarifies the increasing trend.

image streaming learning method appropriately has proven to be a major factor in improving student learning outcomes in writing poetry. In addition to innovative methods, student interest and motivation as well as learning strategies implemented by teachers also influence this success. With the achievement of 95.66% of students completing classically in cycle II, learning is considered successful. However, students who have not completed will still be given enrichment to ensure that all students understand the material thoroughly.



Conclusion

image streaming learning method provides equal opportunities for all fifth grade students of SD Negeri 24 Sembawa to learn to write poetry actively. This method has been proven to increase student activity and learning outcomes from cycle I to cycle II. In cycle I, 17 students (73.91%) achieved completion, while in cycle II it increased to 22 students (95.66%).

The improvement of students' learning outcomes is also evident from the average value obtained. In the pre-action stage, the students' average value was 49.57, then increased to 78.91 in cycle I, and increased again to 90.00 in cycle II. The percentage increase from pre-action to cycle I reached 59.18%, while the increase from cycle I to cycle II was 14.32%.

Overall, the *image streaming method* has proven to be effective in improving students' poetry writing skills both in terms of activeness in learning and the academic results obtained.

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