

LEARNING WRITING POERTY OF CHARACTER WITH USING PROJECT BASED LEARNING MODEL

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Abstract . Writing is one of the language skills that are considered difficult and should be dicuas by the students. Among them is writing a poetry contained in the Curriculum 2013 at the level of SMA class X second semester. Writing a poem to be applied is to write a character-filled poetry by using a project based learning model. The purpose of this study, students are expected to be able to write poetry containing characters in which keep a moral message for readers. The research model that will be used is the quasi experimental model of matching-only pretest-posttest control group design on the second semester of the second semester. The sample of research will be used as much as two classes with each class as many as 32 students (64 people). Data were collected through poetry writing tests, learning implementation observation sheets, interviews, and student response questionnaires. The process of obtaining data is done by learning to write poetry. The results of this study will be processed using data analysis, tested with statistics, and the end result of this learning will be recorded into a collection (anthology) character-themed poetry.

Keyword: writing poetry, character education, and project based learning

I. INTRODUCTION

Writing is one of the language skills. Suhendar and Supinah (1992, p1.1) say that language skills include four aspects: listening skills, speaking skills, reading skills, and writing skills. Iskandarwassid (2011, pp. 291) says that writing skills are at the highest level of difficulty for learners compared to the other three skills. The same thing is expressed by Isaac (2014, pp. Viii) who says that writing skills is difficult. In fact, Abidin (2013, pp. 190) says that writing learning still leaves a serious problem. One of the serious problems is the low ability of students in writing.

Based on the problems above, the researchers are interested in doing a research through writing skill which focuses on the skill of writing characterized poetry by using project based learning model. The purpose of this study is to stimulate the creative power of students in writing poetry in which keeping the moral message for the reader and by producing literary works in the form of a collection (anthology) character-themed poetry.

Kurniawan (2014, p.66) says that the intertextual learning of poetry is a learning oriented to comprehensively comprehending poetry knowledge, so that students have knowledge about poetry. From that knowledge, students can finally write poetry well. He also added that the knowledge obtained by students with intertextual learning of poetry, among others (1) students understand about good poetry, so that will be a reference for students in writing a good poem, that is poetry as an example in learning; (2) the students become aware of the patterns that must be met to write good poems, namely diction, rhyme, good, and message; and (3) the students become more knowledgeable about the diction and the phrase of good poetry, so that knowledge will be imitated and creativity based on the exampled poetry.

The study of writing poem will be directed to the writing of characters-loaded poetry. That is, the learning process will always be associated with character education. Kurniawan (2013, p. 39), character education is basically the



development of values derived from the viewpoint of life, the ideology of the Indonesian nation, religion, culture, and values formulated in national education objectives. The same thing expressed by the Ministry of National Education and Curriculum Development Center mentions that there are 18 values of character, including religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit of nationality, love the homeland, appreciate achievement, / communicative, peace-loving, avid reader, caring about the environment, social care, and responsibility. Thus, the process of learning to write this poem will always be in contact with the value of the character, both the learning process and the poem created by the students.

The process of writing character-based poetry will be packed using project based learning model. The Ministry of Education and Culture (2014, p. 39) states that Project Based Learning (PjBL) is a learning model that uses projects / activities as media. This is similar to that delivered by Hosnan (2014, pp. 319) that project based learning or project-based learning model is a learning model that uses the project / activity as the media. Thus, the ultimate goal of learning to write this poem is to produce a work such as book collection (anthology) poetry. Hopefully that students are increasingly motivated to continue writing and do much better.

II. METHODOLOGY

The research model that will be used is the quasi experimental model of matching-only pretest-posttest control group design on Grade X students of the second semester. The sample of research will be used as much as two classes with each class as many as 32 students (64 people). Data were collected through poetry writing tests, learning implementation observation sheets, interviews, and student

response questionnaires. The process of obtaining data is done by learning to write poetry. The results of this study will be processed using data analysis, tested by statistics, and the end result of this learning will be recorded into a collection (anthology) poetry.

III. RESULTS

The result of learning to write a character-based poetry using project-based learning model is in the form of student value that refers to the assessment parameters that have been prepared by researchers, such as harmony or harmony of elements of poetry (images, diction, prince, rhyme, rhythm, and typography), parameters character values, and learning outcomes by posting student work into a collection of poetry (anthology) books.

The result of learning to write character-based poetry using project based learning model is processed using data analysis, tested by statistics, and the end result of this learning will be recorded into a collection (anthology) poem with character theme.

IV. DISCUSSION

Kurniawan and Sutardi (2012, p25) say that poetry is an expression of feeling or expression of feeling written in beautiful language. This is in line with Sumarjo and Suratmi (2009, p3) that poetry is a form of essay bound by rhythms, rhymes or verses. The choice of words (diction) used in poetry is very dense content and full of interpretation.

Based on the understanding above, it can be concluded that the poetry is an essay that comes from the expression of feeling written in beautiful language and in it there is the rhythm, rhyme, and the right diction.



Kurniawan and Sutardi (2012, pp. 26-36) mentioned the characteristics of poetry, as follows.

1) Diction, that is word choice. Creativity writing poetry is the creativity of choosing diction because the power of poetry lies in its words (diction), how the words are short, short, and simple, but can describe the experience, feelings, imagination, and beauty that much.

2) Sentence. Characteristic of the aspect of the sentence of poetry is rhythm-semantics, ie the sentence in poetry always emphasizes the rhythmic (sound) and semantic (meaning) aspects.

3) Typography, which is related to the form of poetry writing that involves the verse, the use of letters and punctuation, and the form of poetry.

Sumarjo and Suratmi (2009, p.3) say poets often produce meaningful and rhythmic poems. Each line of poetry has beautiful meanings and sounds. Thus, the characteristics of poetry constructed by diction, sentence, typography, will produce poems full of meaning.

The process of writing characters-based poetry lesson using the project based learning model will be associated with character or character education. The Master Character Education Design published by the Naisonal Ministry of Education (2010, p.14) says character education is defined as value education, character education, moral education, character education, which aims at developing the ability of learners to make good decisions, , and manifest the good in everyday life with full of heart. Hill (in Budimansyah, 2012, p.14) says that the character determines one's personal thoughts and actions it does. A good character is the inner motivation to do what is right, according to the highest standards of behavior, in every situation. Thus, character education

teaches habitual ways of thinking and behaving that help individuals to live and work together as families, communities, and citizens, and help them to make responsible decisions. Thus, it can be concluded that character education is good character education, creating good attitudes and thoughts.

Kurniawan (2013, p. 39), mentions character education in line with those proposed by the Ministry of National Education and the Development of the Curriculum Center (1) religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) the spirit of nationality; (11) love the homeland; (12) appreciate achievement; (13) friendly / communicative; (14) love of peace; (15) likes to read; (16) care about the environment; (17) social concerns; and (18) responsibility.

Learning and teaching activities to write poems containing characters that will be applied that is using project based learning model. That is, the ultimate goal of learning to write this poem will produce a work in the form of books collection (anthology) poetry. This learning model is suitable as a form of motivation for students to work through writing. Project based learning (PBL) is a constructive way approach to learning in-depth with a research-based approach to issues and statements that are weighty, real and relevant to their lives (Baron, in Hosnan, 2014, p320). This is in line with Boud and Felletti who argue that PBL is a constructive way of learning using problems as a stimulus and focusing on student activities (in Hosnan, 2014, pp. 320). That is, this model will teach students to think intelligently by doing a research on the problem, then constructively build student self-reliance, and develop students' learning skills and skills through a series of planning activities, conducting research, and producing specific products framed in a container of projects learning.

During the process and the result of learning to write the character-based poetry



using this project based learning model, all will be recorded and processed using the following scoring formats.

Table 1 Assessment Criteria Learning Character-based Poetry Writing by Using Model Based Project Learning

No.	Students Name	Aspects Valued						Character Value	Score
		Image	Diction	Figure of Speech	Rhyme	Rhythm	Typography		
1.									
2.									
etc.									

To provide an assessment of the above criteria, the researcher uses a predetermined level of mastery of 1-5. This provision is generally as follows: (1) very less; (2) less; (3) medium; (4) good; and (5) very well (Nurgiyantoro, 2010, p. 392).

Parameter value of character in poetry, researcher use measuring instrument (1) religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) the spirit of kebangsaan; (11) love the homeland; (12) appreciate achievement; (13) friendly / communicative; (14) love of peace; (15) likes to read; (16) care about the environment; (17) social concerns; and (18) responsibility.

Then, the results will be processed using data analysis, tested with statistics, and the end result of this learning will be recorded into a collection (anthology) of poetry with a character theme.

IV. CONCLUSION

Learning to write character-filled poetry using project based learning model is expected to be able to overcome the problem of writing students at school. Students are more active and creative in writing ideas and ideas in poetry, in which they hold a moral character or message for their readers and produce an anthology book of poetry as a form of the final product of learning.

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