

## Poetry Writing Skills for Grade IV SDIT ALIF Students Using the Acrostic Technique

Ika Wijayanti

Universitas Djuanda, Jawa Barat, Indonesia

### ABSTRACT

**Background:** The ability to write is a human effort to express thoughts and emotions contained in written language. Writing poetry is a productive activity and the ability to write poetry can be achieved through systematic teaching and intensive training. Learning poetry provides many benefits for students. Students can express themselves and expand their vocabulary. In addition, students know how to use language to understand, develop, and convey ideas and information to readers.

**Purpose:** The purpose of this study was to determine the poetry writing skills of fourth grade students at SDIT ALIF after using the acrostic technique.

**Design and methods:** This research was compiled using a descriptive method based on analysis guidelines through a qualitative approach. Qualitative descriptive is the term used in qualitative research for descriptive research. The researcher's analysis technique uses observation and document analysis.

**Results:** This study shows that the results of the analysis of the poetry writing skills of fourth grade students at SDIT ALIF with the acrostic technique are students who match the skills of writing acrostic poetry by 75%. Students who do not fit the skills of writing acrostic poetry 25%. Conclusion (1) From the results of the analysis of the Poetry Writing Skills of Grade IV Students at SDIT ALIF using the acrostic technique, it was found that 75% of the 61 samples fit the skills of writing acrostic poetry. In the activity of writing poetry, class IV SDIT ALIF students using the acrostic technique were carried out quite well, but there were some students who were still lacking in writing acrostic poetry, such as the discrepancy between the word patterns written vertically and the suitability of the content. and title and unable to express ideas. his thoughts into poetry. (2) This research was said to be quite successful because 75% of the 60 samples of poetry written by children were able to express their ideas, experiences, thoughts, expressions and imagination into well-structured writing so as to give a good impression. readers ideas about the meaning or message of the posts that have been written.

**Keywords:** Writing, Poetry Writing, Acrostic Technique

### Introduction

Writing is an activity of conveying a communicator's message by using written language as a tool or medium. Writing is divided into 3 processes, namely pre-writing, writing phase, and revision phase (Prayoga et al, 2018). Writing can also be interpreted as an attempt by the author to express thoughts, knowledge, ideas, and life experiences in written language. Therefore, writing is an activity that requires the ability to express opinions, ideas, ideas, and imagination in the form of symbols or writing and as a form of language communication, namely as an activity of conveying messages with written media.

**CONTACT** Ika Wijayanti ✉ [Ikawijayanti1997@gmail.com](mailto:Ikawijayanti1997@gmail.com)

© 2023 Ika Wijayanti. Published by Mitra Palupi. This work is licensed under a Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>).

The ability to write is a human effort to express thoughts and emotions contained in written language. Writing skill is skills with the highest level of difficulty compared to the three skills namely listening, speaking, reading, (Abidin & Atif, 2012). Poetry is experience, imagination, and something unforgettable written for human expression in indirect speech. That is, poetry is one form of indirect speech written by someone and is the result of experience, imagination, or something effective about him (Adawiah et al, 2018).

Writing poetry is a productive activity and the ability to write poetry can be achieved through systematic teaching and intensive practice. Learning poetry provides many benefits for students. Students can express themselves and expand their vocabulary. In addition, students know how to use language to understand, develop, and convey ideas and information to readers (Melasarianti et al, 2019).

The criteria for writing poetry can be measured from students' ability to build harmony or harmony into the elements of poetry, this can be seen in the accuracy in composing imagery, diction, rhyme, figurative language, themes, style and typography (Hidayat & Indihadi, 2018). From these criteria, the researcher took several points as basic indicators of poetry writing skills. The points used as criteria for poetry writing skills are: 1) Theme, 2) Diction, 3) Language style, 4) Rima, (Abidin & Atif, 2012).

Many factors cause students not to be able to write well. The first is that students have difficulty finding ideas, developing ideas and organizing them, they are good at writing, it is difficult for students to organize existing ideas and develop them into a continuous and meaningful sentence structure. and the third is that students' limited vocabulary must formulate ideas (Melasarianti et al, 2019).

To determine poetry writing skills, teachers must use appropriate strategies to support students' poetry. Therefore, the writer tries to think of a poetry writing strategy that is suitable for elementary school students. One strategy that beginners can use in elementary school is the acrostic technique (Pulungan & Afningsih, 2021). Acrostic poetry is a poem in which the initial letter of the line forms one or several word patterns, there is a pattern of words written in capital letters at the beginning of the line, there is a relationship between the initial word pattern in each line, there is a relationship between the title of the poem and the word pattern and there must also be a relationship between word patterns and poetry content (Hidayat & Indihadi, 2018).

Poetry writing skills in class IV SDIT ALIF are said to be low because students' interest in learning is still relatively low in Indonesian and do not like things that smell of literature. Most students find learning poetry difficult. This study raises a problem entitled ``Poetry Writing Skills of Grade IV Students at SDIT ALIF Using Acrostic Techniques`` as a solution.

As for the relevant research that became my reference, namely: research by Eka Maharani Putri which took the title "Improving poetry writing skills with acrostic strategies", the results of the research showed an increase in student learning outcomes in Cycle I by 71% in cycle II to 90% so that the acrostic technique can improve student learning outcomes in learning to write poetry (Putri, 2022).

Lalita Melasarianti, Vera Krisnawati, Nia Ulfa Martha who took the title "Improving Poetry Writing Skills Through Acrostic Techniques Based on Archipelago Hero Image Media", the results of this study were (1) The class average score in cycle 1 was 47.67% and cycle 2 by 74.8% so that cycle 2 experienced an increase of 27.2% from cycle 1, and (2) there was a positive change in student behavior towards learning to write poetry through acrostic techniques based on images of Indonesian heroes (Melasarianti et al, 2019).

Yayah Huliatusisa, Vinna Oktaviani who took the title "Efforts to Improve Writing Poetry Ability Using Acrostic Techniques in Thematic Learning", the results showed that in

cycle I student learning outcomes showed an increase from the initial condition of 40% to 69%. At the end of cycle II, it showed a very good improvement, namely the average student's ability to write poetry became 82%. The final results of this study indicate that the acrostic technique is proven to be able to improve the ability to write poetry in thematic learning of class IV students at SDN Paku Jaya 01, South Tangerang City. The difference between this study and previous research is the research method, the previous researcher used the Classroom Action Research (PTK) method, while the researcher used a qualitative descriptive method, there was a research rubric (theme, diction, language style, pantun), therefore the researcher took the title Writing Skills Poetry by Grade IV SDIT ALIF Students Using the Acrostic Technique

The purpose of this study was to determine the poetry writing skills of fourth grade students at SDIT ALIF after using the acrostic technique. This study analyzes the results of acrostic poems made by students in the form of documents collected. The researcher took research on the acrostic technique because this technique is very suitable to be applied to students who still have difficulty writing poetry, because with this technique they have received stimulation from the title of the poem they determined and then they developed each letter from it. title on each line to become a complete poem. (Pulungan & Afningsih, 2021).

## Methods

This research was compiled using a descriptive method based on analysis guidelines through a qualitative approach. Qualitative descriptive is the term used in qualitative research for descriptive research. This type of research is often used in social phenomenology (Nurmalasari & Erdiantoro, 2020).

Based on observations, students' interest in learning was still relatively low in Indonesian language lessons and did not like things that smelled of literature. Some students find learning poetry difficult. Many factors cause students not to be able to write well. First, students have difficulty finding ideas, developing ideas and organizing them into writing. Second, it is difficult for students to organize existing ideas and then develop them into a continuous and meaningful sentence structure. And the third is the limited vocabulary that students have to formulate ideas.

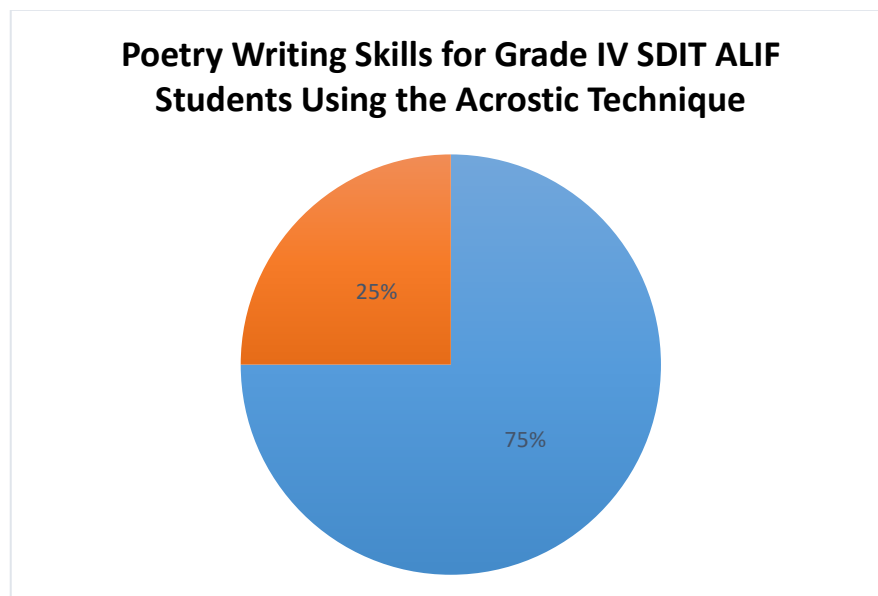
This study aims to determine the poetry writing skills of grade IV SDIT ALIF students after using the acrostic technique. The subject of this study was acrostic poetry by fourth grade students at SDIT ALIF, totaling 61 pieces.

The research instrument is the researcher himself in the sense of an independent instrument. Its role is to determine the focus of research, select informants as data sources, collect data, evaluate, analyze and interpret data, and draw conclusions about research results. The analysis technique uses the process of analyzing students' poetry works. The data collection methodology in this study used direct observation techniques and document collection.

## Findings & Discussion

### *Findings*

The pie chart below shows that the results of the analysis of the poetry writing skills of fourth grade students at SDIT ALIF using the acrostic technique are that students are suitable for acrostic poetry writing skills by 75% because of the creation of these 4 aspects. evaluation. Students who do not fit the skills of writing acrostic poetry 25% are said to be inappropriate because there are 1 or 2 aspects of the assessment that are not achieved.



Writing poetry is a productive activity and the ability to write poetry can be achieved through systematic teaching and intensive training. Learning poetry provides many benefits for students. Students can express themselves and expand their vocabulary. In addition, students know how to use language to understand, develop, and convey ideas and information to readers

Acrostic poetry is a poem in which the initial letter of the line forms one or several word patterns, there is a pattern of words written in capital letters at the beginning of the line, there is a relationship between the initial word pattern in each line, there is a relationship between the title of the poem and the word pattern and there must also be a relationship between word patterns and poetry content (Hidayat & Indihadi, 2018).

The following is an example of an acrostic poem by a class IV student at SDIT ALIF entitled Tanah Airku.

Tanah Airku  
*Karya Alesha*

Indonesia tanah air ku  
Negara yang paling ku banggakan  
Di jajah Belanda 350 tahun  
Orang Indonesia tidak menyerah  
Negeri yang kuat dan hebat  
Engkaulah jiwaku  
Semua bekerja keras  
Indonesia negara yang sempurna  
Aku bangga kepada tanah airku

### ***Discussion***

Acrostic poetry is a poem in which the initial letter of the line forms one or several word patterns, there is a pattern of words written in capital letters at the beginning of the line, there is a relationship between the initial word pattern in each line, there is a relationship between the title of the poem and the word pattern and there must also be a relationship between word patterns and poetry content (Hidayat & Indihadi, 2018).

The following is an example of an acrostic poem by a class IV student at SDIT ALIF entitled Tanah Airku.

Tanah Airku  
*Karya Alesha*  
 Indonesia tanah air ku  
 Negara yang paling ku banggakan  
 Di jajah Belanda 350 tahun  
 Orang Indonesia tidak menyerah  
 Negeri yang kuat dan hebat  
 Engkaulah jiwaku  
 Semua bekerja keras  
 Indonesia negara yang sempurna  
 Aku bangga kepada tanah airku

Theme is a very important element in the creation of a literary work because it is the basic subject matter for the author to develop a story. The theme of the poem "My Homeland" is someone who has a spirit of nationalism, someone who is proud and loves his homeland. As in the following lines:

*Indonesia tanah air ku  
 Negara yang paling ku banggakan  
 The country I am most proud of*

Word diction or word choice always includes the accuracy of meaning, the suitability of the situation and the sense of value for the reader or listener. In the poem "Tanah Airku" has hypernym diction. Hypernym is the opposite of the meaning of hyponym, meaning that one word means another word. As in the following lines:

*Indonesia negara yang sempurna*

The word "perfect" includes the words "good", "good", "beautiful".

Language style is the ability to choose the words used by the author in making literary works, so that it influences the success and beauty of the results of self-disclosure both orally and in writing. The style of language contained in the poem "Tanah Airku" is a comparison. Comparative language style is a style of language that is expressed by comparing one object with another object, which can be in the form of similarities, advantages, or replacements (Sari et al, 2021). The comparative style of language found in the poem "Tanah Airku" is a comparative style of hyperbole, hyperbole is language style that expresses something excessively. As in the following lines of the poem:

*Negeri yang kuat dan hebat  
 Engkaulah jiwaku  
 Indonesia negara yang sempurna  
 Aku bangga kepada tanah airku*

Rima is the repetition of sounds in poetry to form musicality or instrumentation, (Wirawan, 2017). In the poem "Tanah Airku" there is a chorus at the end of each line, giving rise to an alternating vowel rhyme pattern, namely ab/ab. In the first and third lines there is the vowel u, while in the second and fourth lines there is the vowel a, as in the following lines:

*Indonesia tanah air ku  
Negara yang paling ku banggakan  
Di jajah Belanda 350 tahun  
Orang Indonesia tidak menyerah*

In the activity of writing poetry, class IV SDIT ALIF students using the acrostic technique were carried out quite well, but there were some students who experienced problems in writing poetry, such as having difficulty pouring ideas into their writing.

## Conclusion

Based on the results of the research above, it can be concluded that: (1) From the results of the analysis of the Poetry Writing Skills of Grade IV Students at SDIT ALIF using the acrostic technique, 75% of the 61 samples were suitable for the skill of writing acrostic poetry. In the activity of writing poetry, class IV SDIT ALIF students using the acrostic technique were carried out quite well, but there were some students who were still lacking in writing acrostic poetry, such as the discrepancy between the word patterns written vertically and the suitability of the content and title and being unable to express ideas. they. into poetry. (2) This research is said to be quite successful because 75% of the 60 samples of poetry written by children have been able to express their ideas, experiences, thoughts, expressions and imaginations into well-structured writing so as to give the reader an idea about the meaning or message of the writing that has been written.

## References

- Abidin, Y., & Atif, N. F. (2012). Pembelajaran Bahasa Berbasis Pendidikan Karakter. *Bandung : Refika Aditama, 2012*, 289. <https://doi.org/10.15575/al-aulad.v1i2.3521>
- Adawiah, S. R., Pertiwi, L. L., Sukawati, S., & Firmansyah, D. (2018). Pembelajaran Menulis Puisi Dengan Teknik Onomatope Di MA Tanjungjaya. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia IKIP Siliwangi, 1*(6), 897–904.
- Hidayat, G. T., & Indihadi, D. (2018). PEDADIDAKTIKA: JURNAL ILMIAH PENDIDIKAN GURU SEKOLAH DASAR Teknik Akrostik dalam Penulisan Puisi (Studi Deskriptif terhadap Karya Siswa Kelas V Sekolah Dasar Negeri 1 Gunungpereng). *All Rights Reserved, 5*(2), 103–109. <http://ejournal.upi.edu/index.php/pedadidaktika/index>
- Melasarianti, L., Krisnawati, V., & Ulfa Martha, N. (2019). *PENINGKATAN KETERAMPILAN MENULIS PUISI MELALUI TEKNIK AKROSTIK BERBASIS MEDIA GAMBAR PAHLAWAN NUSANTARA. 5*(1). <http://ejournal.umm.ac.id/index.php/jinop>
- Nurmalasari, Y., & Erdiantoro, R. (2020). Perencanaan Dan Keputusan Karier: Konsep Krusial Dalam Layanan BK Karier. *Quanta, 4*(1), 44–51. <https://doi.org/10.22460/q.v1i1p1-10.497>
- Prayoga, E. A., Suwignyo, H., & Mudiono, A. (2018). Peningkatan Keterampilan Menulis Teks Eksposisi melalui CIRC ( Cooperative Integrated Reading and Composition ) Berbantuan Video pada Siswa SD. *Jurnal Pendidikan, 3*(1), 115–120.
- Pulungan, N., & Afningsih, N. (2021). Peningkatan Keterampilan Menulis Puisi Siswa Sma Rk Deli Murni Deli Tua Dengan Menggunakan Teknik Akrostik. *Jurnal Komunitas Bahasa, 9*(2), 96–100. <https://doi.org/10.36294/jkb.v9i2.2168>
- Putri, E. . (2022). Peningkatan Keterampilan Menulis Puisi Dengan Menggunakan. *Repository.Unej.Ac.Id, 7*(2), 232–239.

- [https://repository.unej.ac.id/xmlui/handle/123456789/63452%0Ahttps://repository.unej.ac.id/xmlui/bitstream/handle/123456789/63452/MOCHAMMAD RISYAL ANGGRIAWAN.pdf?sequence=1&isAllowed=y](https://repository.unej.ac.id/xmlui/handle/123456789/63452%0Ahttps://repository.unej.ac.id/xmlui/bitstream/handle/123456789/63452/MOCHAMMAD%20RISYAL%20ANGGRIAWAN.pdf?sequence=1&isAllowed=y)
- Sari, S. I., Hartati, Y. sri, & Satini, R. (2021). *GAYA BAHASA PERBANDINGAN DALAM NOVEL ENTROK KARYA OKKY MANDASARI*. 1(11).
- Wirawan, G. (2017). Analisis Struktural Antologi Puisi Hujan Lolos di Sela Jari Karya Yudhiswara. *JP-BSI (Jurnal Pendidikan Bahasa Dan Sastra Indonesia)*, 1(2), 39. <https://doi.org/10.26737/jp-bsi.v1i2.89>