



Application of the Fun Learning Learning Model in Improving Poetry Writing Skills of Students

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ABSTRACT

The main problem is the low skill of writing poetry in class V students at Unismuh Elementary School, Makassar City. This study aims to apply the fun learning model to improve poetry writing skills in fifth grade students at Unismuh Elementary School, Makassar City. This type of research is class action research (Class Action Research) which consists of two cycles where each cycle is held in four meetings. Research procedures include planning, implementation of action, observation, and reflection. The research subjects were 25 class V students. The collected data were analyzed using quantitative and qualitative analysis. The results of this study are the acquisition of an average score of students' learning outcomes in the first cycle of 60.7 while in the second cycle, the average score of students' learning outcomes has increased to 85.5 which is in the high category. Mastery learning to write poetry in cycle I, 24% of students achieved learning mastery, while in cycle II as much as 92%. In cycle II there was an increase in learning activities and writing poetry compared to cycle I. The novelty of the research is that fun learning not only improves learning activities, learning outcomes but also poetry writing skills in students.



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INTRODUCTION

The background of the research problem is that students' writing skills are still low and need to be improved, including learning activities and student learning outcomes in learning Indonesian. There are four language skills, namely listening, reading, speaking, and writing (Gunawan, 2019; Hartono et al., 2021; Fadhillah, 2019; N. I. Sari & Randi, 2021; Kosmajadi, 2015). Of these four aspects can be divided into two activities, namely productive and receptive activities (Ibda, 2020; Zubaidah, 2018; Prihatini & Sugiarti, 2020; Amalia & Syukron, 2020). Listening and reading are receptive activities (Ibda, 2020; Kustini, 2016; Prihatini & Sugiarti, 2020) namely the activities carried out by someone in receiving messages from speakers or writers, while the other two aspects of speaking and writing are productive activities (Syukri et al., 2021; Prihatini & Sugiarti, 2020; Amalia & Syukron, 2020). Active receptive (receiving messages) listening and reading while active productive (delivering messages) speaking and writing (Syukri et al., 2021).

Writing skills can be used as an assessment to measure mastery of other languages (Syukri et al., 2021; Hartono et al., 2021; Amalia & Syukron, 2020). The reason is, students' listening ability can be measured by re-exposing the object or something that is listened to in writing. Comprehension of reading can be tested through a written test (Hartono et al., 2021; Syukri et al., 2021; Poerwanti & Mahfud, 2010), a conversation will be more focused if it is preceded by a written concept (Hartono et al., 2021; Syukri et al., 2021). Writing can be defined as an activity (Avicenna & Akhir, 2017; Bakri & Yusni, 2021).

One of the expectations of teachers at the elementary school level is that elementary school students have the ability to write (Fadhillah, 2019; Amin et al., 2021; Sulistyorini, 2010; Dafit, 2017; Habibi et al., 2019; Lestari, 2017; Budiastuti et al., 2014; Agusrita et al., 2020). By having the ability to write, students are able to express ideas, ideas, opinions and knowledge in writing and it is hoped that students will have a penchant for writing (Hartono et al., 2021; Tarigan, 2018; Amaluddin, 2019; Putri et al., 2019). Through writing skills, students can develop creativity (Untari, 2017; Hartono et al., 2021) and can use language as a means of communication properly and correctly (Anjani et al., 2020; Priadana & Sunarsi, 2021; Akhir, 2016). Students can also improve and broaden their knowledge through writing.

The last language skill to be mastered after listening, speaking and reading skills (Anggraeni, 2017; Akhir, 2017; Aprilia et al., 2017). Like speaking, writing is an attempt to express the thoughts and feelings that exist in a language user (Harsiati & Negeri, 2016; Tarigan, 2018). The difference lies in the way used to express it. Thoughts and feelings in speaking are expressed orally (Anggraeni, 2017), whereas in writing it is done in writing (Kinasih et al., 2019).

One type of writing that needs to be trained for students is writing poetry (Sulistyorini, 2010; Prayitno, 2013; Maulidah, 2020; Putri & Widihastrini, 2014; Muktedir & Ariffiando, 2020; Wijaya & Fikri, 2019; Aztry, 2012; Sinabariba, 2017). Writing poetry is a form of literary appreciation that must be mastered by students (Maulidah, 2020; Putri & Rukiyah, 2021; Alpiyah & Wikanengsih, 2019; Habibi et al., 2019).

The reality in the field that occurs especially for elementary school students is that students' poetry writing skills are still very weak (Handiwiguna et al., 2018; Kosmajadi, 2015; Akhir, 2016). Based on a preliminary study conducted through a test in making poetry in class V SD Unismuh Makassar City, it was found that the content data contained in the students' poetry verses did not match the title, students could not express their imagination or experience in each line or verse of the poem, and students tend to use a lot of words that are not in accordance with the previous line, so the poem is less meaningful (Sukma, 2015). Based on the results of interviews with students, it was found that in general students thought that writing poetry was difficult, uninteresting, unpleasant, and boring. This was also found in research (Fadhillah, 2019; Suherman, 2022; Handiwiguna et al., 2018; Azis, 2015; Kosmajadi, 2015; Amalia et al., 2017; Laia, 2016; Saepuloh et al., 2021; Yuliandri, 2016; Sulistyorini, 2010; Lestari, 2017) who also found writing poetry to be a difficult, uninteresting, unpleasant and boring skill. Based on the results of observations and interviews with the class V teacher at Unismuh Elementary School, Makassar City, information was obtained that the teacher was less effective in selecting and applying appropriate learning models in learning to write poetry (Kosmajadi, 2015; Amalia et al., 2017; Nuryati, 2012; Habibi et al., 2019; Lestari, 2017; Lazuardi & Murti, 2018; Aztry, 2012; Sinabariba, 2017; Anggraini et al., 2013).

One of the steps that can be taken is to make learning fun. The learning model used is the fun learning model (Syukri et al., 2021; Layyinah, 2017). This learning model seeks to create a fun atmosphere that facilitates the student learning process (Layyinah, 2017). By creating a fun atmosphere, students will get a pleasant atmosphere (Syukri et al., 2021). This affects the condition of the students' brains to absorb the information conveyed to the fullest, because it is fun because it is fun that determines whether or not someone writes (Syukri et al., 2021). *Fun learning is an alternative solution to learning difficulties* (Permana & Indihadi, 2018; Tawakkal, 2018), especially in learning to write poetry. Based on this description, the researcher is interested in conducting research with the title Application of the Fun Learning Learning Model in Improving Poetry Writing Skills of Students.

RESEARCH METHOD

Research Design

This research is classified as class-based action research (classroom action research) (Avicenna & Akhir, 2017) which consists of two cycles with the stages of planning, implementing,

observing, reflecting in cycle I and also in cycle II consisting of planning, implementing, observing, reflecting.

Participant

This research was conducted in class V SD Unismuh Makassar City. The research subjects were 25 students of class V SD Unismuh Makassar City, held in the academic year 2022/2023 as many as 25 students, with details of 13 boys and 12 girls.

Material

1. Observation. This instrument was designed by researchers to collect data regarding student attendance and activity during the learning process.
2. Learning Outcomes Test. This instrument was compiled by the researcher to obtain information about students' mastery of teaching materials, after the learning process took place.

Procedure

This research was planned in two cycles, each cycle was designed for three meetings, the first and second meetings to carry out the process and the third meeting was to evaluate learning.

Data Analysis

In this study, two kinds of data analysis were used, namely descriptive qualitative analysis and quantitative descriptive analysis. Observational data and learning outcomes tests in the class that were collected were analyzed descriptively qualitatively. While the results of learning tests were analyzed quantitatively using descriptive statistics which aimed to describe the characteristics of research subjects in the form of the lowest average score, the highest score, and the standard deviation. This analysis is calculated using the formula:

$$Final\ score = \frac{Total\ Gain\ Score}{Total\ Maximum\ Score} \times 100$$

Quantitative analysis can use categorization techniques based on a scale of 0-100 numbers as shown in Table 1.

Table 1. Learning completeness criteria

No.	Mark	Category
1	85 - 100	Very good
2	70 - 84	Good
3	55 - 69	Enough
4	46 - 54	Not enough
5	0 - 45	Very less

RESULTS AND DISCUSSION

Comparison of Planning Cycle I and Cycle II

The plan was compiled and developed by researchers in consultation with the school principal and class V teachers. The learning material implemented in the first cycle of action was writing narrative essays (Amri, 2021; Azmi & Abdurahman, 2019; Damayanti, 2015; Hartono et al., 2021; Agusrita et al., 2020; Putri & Widihastrini, 2014; Syukri et al., 2021). The basic competency is writing essays based on experience by paying attention to systematics and the use of spelling. The indicators are noting topics that can be developed into narrative paragraphs, compiling narrative paragraph outlines based on the chronology of time and events, developing the framework that has been made into narrative paragraphs, and creating narrative paragraphs based on fun learning strategies. Whereas in cycle II the class action implementation that will take place in cycle II is partly the same as the activities in cycle I. Learning in cycle II is a follow-

up to the implementation of the first cycle which has been set 4 x meetings namely Monday 30 August, Thursday 2 September, Monday 6 September and Thursday 9 September 2022.

Comparison of Implementation of Cycle I and Cycle II

In the action stage in cycle I, it was held for 4 meetings, namely August 16 and August 19, and August 23 and 26 2021 which were implemented based on the prepared RPP. Based on the RPP, the implementation of actions at all meetings, namely initial activities, core activities and closing activities. The implementation stage in cycle II was for 4 meetings which were implemented based on the RPP that had been prepared and can be seen in the attachment. While in cycle II the implementation of action II is almost the same as the implementation of action I, only in the implementation of action II there are improvements that are still needed from action I. The material presented in the implementation of action II, namely writing essays.

Comparison of Observations in Cycle I and Cycle II

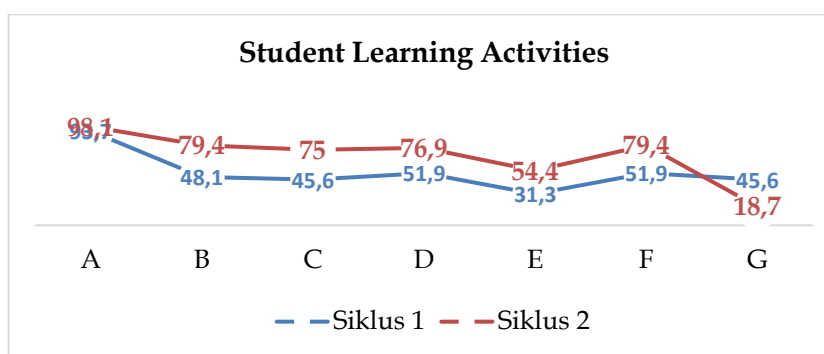


Figure 1. Recapitulation of observation results of student learning activities and writing essays in learning in cycles I and II

- A: Students who are present during the learning process.
 B: Students who pay attention to the teacher's explanation.
 C: Students who answer the teacher's questions.
 D: Students working on narrative essays.
 E: Students asking questions to the teacher and other students.
 F: Pupils who participate in playing activities while singing.
 G: Students who do other activities during the learning process.

Table 2. Recapitulation of observation results of student learning activities and writing essays in learning in cycle I and II

No	Essay Writing Activity	(%) Cycle I	(%) Cycle II
1	Data Contents and Completeness	62,5%	90,6%
2	Narrative sharpness	65,6%	90,6%
3	Presentation	75%	90,6%
4	Word Choice	65,6%	91,8%
5	Effective sentence	65,6%	91,8%
6	Paragraph Cohesiveness	75%	91,8%
7	Spelling and punctuation	75%	91,8%

Table 3. Statistics of student learning outcomes scores in cycle I and cycle II

Statistics	Statistical Value	Statistical Value
subject	16	16
Ideal value	100	100
The highest score	85	100
Lowest value	40	50
Value range	45	50
Average value	58,7	82,5

Table 4. Frequency distribution and percentage of learning outcomes to write narrative essays for grade V UPT SPF SD Inpres Parang Makassar students in final tests of cycles I and II

No	Mark	Category	Cycle I		Cycle II	
			Frequency	Percentage	Frequency	Percentage
1	85 - 100	Very high	-	0%	6	37,5%
2	70 - 84	Tall	3	18,75%	8	50%
3	55 - 69	Currently	4	25%	0	0%
4	46 - 54	Low	4	25%	1	6,25%
5	0 - 45	Very low	5	31,25%	1	6,25%
Amount			16	100%	16	100%

Table 5. Description of completeness in learning to write narrative essays for class V UPT SPF SD Inpres Parang Makassar city in the final tests of cycle I and II.

No	Nilai	Category	Frequency	(%)	Frequency	(%)
1	0 - 69	Not Completed	13	81,2%	2	12,5%
2	70 - 100	Complete	3	18,7%	14	87,5%
Amount			16	100	16	100

Learning using the fun learning learning model can improve students' poetry writing skills, even though it can be improved through other models such as through the brain writing model (Kinasih et al., 2019), contextual models (Sari & Randi, 2021; Budiastuti et al., 2014), charades model (Fadhillah, 2019), suggestopedia model (Fahriaty, 2013), VAK-type quantum model (Lazuardi & Murti, 2018), experiential models (Aristhi & Manuaba, 2020), problem-based learning models (Wijaya & Fikri, 2019) and through the synectic model (Aztry, 2012) which can also improve students' poetry writing skills or abilities, as in this study in cycle II students' activities in the learning process were very optimal so as to improve students' poetry writing skills. In addition, the fun learning learning model can improve student learning outcomes for the better, such as the results of tests that have been carried out in cycle II, the results obtained by data on 23 students or 92% of student learning outcomes have increased to achieve KKM standard scores. As is research (Layyinah, 2017; Syukri et al., 2021; Simaremare et al., 2023) which also improves student learning outcomes.

The application of the fun learning learning model to improve the ability to write poetry for fifth grade students at SD Unismuh Makassar City has obtained maximum results because the indicators of success have been well achieved or have increased with an average score of 85.5 out of 25 students. Planning, implementation, evaluation and reflection (Suherman, 2022; Tarigan, 2018; Khaerunnisa, 2018; Muktedir & Ariffiando, 2020; Wulandari et al., 2012; Rohman et al., 2019; Purba & Sihombing, 2021) in this study has been successful, namely by achieving research indicators. Basically, the fun learning learning model can not only improve students' writing skills and learning outcomes but can also improve other aspects such as various research results on fun learning learning models besides being able to improve learning outcomes (Syukri et al., 2021), but it can also be like shaping the character of students (Layyinah, 2017; Sari et al., 2022), improve memorization and comprehension skills (Rambli et al., 2013), increase students' interest in learning (Nurjanah & Pratama, 2019), foster learning motivation (Syafitri et al., 2020) and student activity (Wati & Yuniawatika, 2020), so that the fun learning learning model can be an alternative teacher in improving the quality of learning in the classroom, especially at the elementary school level.

CONCLUSION

The application of the fun learning learning model can improve the poetry writing ability of fifth grade students at SD Unismuh Makassar City, based on indicators of student poetry writing activity, student activity in learning, student learning outcomes achieved from cycles I and II. The limitation of this research lies in the optimization of the fun learning learning model

which still needs to be improved by applying it effectively and efficiently at every step of the learning process.

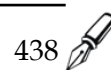
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