



## Improving Free Poetry Writing Skills Using the Cooperative Round Table Type Model in Elementary Schools

Lulu Kamila Zahra<sup>1</sup>, Rusdial Marta<sup>2</sup>, Yolanda Pahrul<sup>3</sup>\*

<sup>1,2,3</sup>(PGSD, Tuanku Tambusai Hero University, Riau)

\* Lulu Kamila Zahra . E-mail: [lulukamila85@gmail.com](mailto:lulukamila85@gmail.com)

Receive: 07/08/2022

Accepted: 27/09/2022

Published: 01/10/2022

**Abstract.** *This research is motivated by the low ability of students to choose, arrange words, and express ideas in writing, especially writing poetry. One solution to overcome this problem is to use a round table cooperative learning model. The purpose of this study was to describe the planning, implementation and improvement of free poetry writing skills using the round table cooperative model in elementary schools. This research method is a classroom action research carried out in two cycles. Each cycle consists of two meetings and four stages, planning, action, observation and reflection. The subjects of this study were 14 grade IV students, 7 boys and 7 girls. Data collection techniques in the form of observation, documentation and tests. The results of this study can be concluded that the pre-cycle obtained an average class value of 57.4 with classical completeness of 42.85%, increased in cycle 1 meeting 1 to 59.28 with classical completeness of 50%, increased in cycle 1 meeting 2 to 67.5 with a classical completeness of 64.28%. The class average score in cycle 2 meeting 1 was 71.78 with classical completeness of 71.42% and increased in cycle 2 meeting 2 which was 77.14 with classical completeness of 85.71%. Thus it can be concluded that by using the round table type of cooperative learning model can improve the skills of free poetry writing class IV SDN 004 Bangkinang Kota.*

**Keywords:** Cooperative round table type, Writing, and Free Poetry

### Introduction

Learning Indonesian in elementary schools is an important part of the national education development framework which aims to create human resources with optimal language skills. Permendiknas No. 22 of 2006 concerning content standards (BNSP 2006) states that one of the objectives of learning Indonesian is to improve students' ability to enjoy and utilize literary works to broaden horizons, refine character and increase knowledge and language skills. The existence of Indonesian language learning education, especially in elementary schools, there are 4 language skills, namely listening, speaking, reading, and writing.

Language skills for humans are very necessary. As social beings, humans

interact and communicate with other humans by using language as a medium, both communicating using spoken language, and communicating using written language. Each of these skills is closely related to the other three skills in various ways. When we acquire language skills, we usually go through an orderly sequence: first in childhood we learn to listen to language and then to speak, after that we learn to read and write. The four skills are a unified whole. All of these skills are interrelated and support the implementation of the teaching and learning process. Each skill is also closely related to the processes that underlie language. A person's language reflects his thoughts. The more skilled a person is in speaking, the brighter and clearer his way of thinking will be. Skills

can only be acquired and mastered through practice and lots of training in Tarigan (Dewi, N., N. et al., 2019) . Among the four language skills, writing is the highest skill a person has. Writing skills are received by someone after he is able to read. A student in the early grades certainly learns to read first before learning to write. Among the four language skills, writing is the highest skill a person has. Writing skills are received by someone after he is able to read. A student in the early grades certainly learns to read first before learning to write.

Writing according to the complete Indonesian dictionary comes from the word write. Marta (2020) says that writing is letters (numbers and so on) using pens, pencils, paints, and so on. Writing skill is one type of language skill that must be mastered by students. Many experts express the notion of writing skills. Writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other parties in Tarigan (Sartono, 2015) . In line with Suhendra's opinion in (Alawiyah, 2021) defines Writing skills are the skills of each individual to put their thoughts and ideas into written form. Many people think that expressing ideas in written form is more difficult than expressing ideas in oral form. It was concluded that writing skill is a person's skill in expressing his ideas, feelings, and thoughts to others in written form. Writing skills are activities in making letters, numbers or ideas as a form of one's motor skills.

Writing skills are very important in education because they can help students practice thinking, expressing ideas, and solving problems. This requires seriousness to cultivate and critically consider ideas that will instill courage and confidence. Seeing the many benefits of writing activities, writing should be an activity that students are interested in. But in reality writing is still something that is difficult for students in several schools, especially at the elementary school level. One of the writing

skills taught in elementary school is writing poetry.

Kosasih in Kosasih in (Widianto, F., 2019) poetry is defined as a form of literary work that uses beautiful and meaningful words. Dresden (Apriana et al., 2014) poetry is a world in words. The content contained in the poem is a reflection of the poet's experience, knowledge, and feelings that form a world called poetry. It can be concluded that poetry is a literary work that is formed from the expression of human thoughts and feelings in a language style that is filled with meaning in each of its stanzas and is very memorable.

Free poetry in the Big Indonesian Dictionary (2005) is poetry that is not bound by rhyme and dimensions, and is not bound by the number of lines in each stanza, the number of syllables in each line. Meanwhile , according to Muh. Darisman in (Putri, S., R., 2020) , revealed that free poetry is poetry that is not bound by rhyme and is not bound by the number of lines in each stanza. Zainuddin in (Pradita, I., 2014) It is also said that free poetry is poetry that has left certain ties or conditions (a convention), for example leaving the attachment to the number of lines, rhymes, and rhythm. Leaving means not paying too much attention to or not prioritizing existing bonds and conditions. What is important to note in free poetry is beauty, kindness, and accuracy in expressing events with beautiful, kind, and precise language.

The reality is in the field that the researchers observed in class IV SD Negeri 004 Bangkinang Kota on Thursday, March 10 2022. The researcher found several student problems in writing skills, especially in writing poetry. Students' poetry writing skills have not achieved the desired results. The problems that the researchers found were 1) students found it difficult when asked to write poetry, 2) lack of skills in choosing and composing words, 3) it was difficult for students to develop their ideas.

In line with the problems from the teacher that I encountered in the learning

process, the teacher has used models/methods in learning but has not varied and is not as expected. So that makes the learning process seem monotonous. The application of various learning models/methods will support an interesting learning process and encourage students to be active in the learning process, especially in free poetry writing skills.

Based on the problems above, the researcher wants to provide a solution to the problem above, namely in the form of a *round table type Cooperative model* with the aim that students' low free poetry writing skills can be increased. *Cooperative round table type* is one of the strategies of cooperative learning.

In this poetry writing activity, there is one model that can help improve poetry writing skills, namely the *Cooperative round table type model*. Barkley & Major in (Annisa & Harni, 2020), *the round table type Cooperative Model*, namely learning in which the activities are carried out in turns, students respond to the educator by writing one or two words before handing over the paper that has been written to other students who do the same thing. The *round table type Cooperative* model is a model that provides an opportunity for all group members or all students to contribute creativity from their understanding or thoughts through writing in turn to solve existing problems, this model is used as an exercise for students to respond and provide answers to problems.

*round table type Cooperative* learning model is a writing technique that applies learning by appointing each group member to actively participate in learning in turn in the group by forming a round table or sitting in a circle to write down the results of Mccafferty's understanding in (Annisa & Harni, 2020).

*round table type Cooperative* model is a way that can be done in free poetry writing learning activities, which basically has stages, namely the initial stage of grouping students, then forming a round table or sitting in a circle, determining

which group members will start first, the first students will pour their ideas and ideas quickly, then write them down in the form of poetry to be read aloud so that the next student has the opportunity to respond, then the paper is given to another student and continues the ideas and ideas that the first student has written.

Based on the background above, the researcher is interested in conducting Classroom Action Research as an effort to improve the learning process and improve students' poetry writing skills in class IV SD Negeri 004 Bangkinang Kota with the title "Improving Free Poetry Writing Skills Using *the Round Table Cooperative Model* in Elementary Schools "

### **Method**

This study used the Classroom Action Research (CAR) method. Research is carried out by designing, implementing and reflecting on collaborative and participatory actions that aim to improve the learning process in the classroom through an action in a cycle (Fadhilaturrahmi, 2017). Classroom action research is practical research that aims to correct deficiencies in classroom learning by taking certain actions in order to improve and enhance classroom learning practices in a more professional manner (Marta, 2017). Further (Marta, 2018) also explained that this classroom action research was collaborative, meaning that in this study the researcher collaborated with colleagues. Classroom Action Research (CAR) was conducted in class IV of SD Negeri 004 Bangkinang Kota, with a total of 14 students, with 7 girls and 7 boys.

This class action research procedure is in the form of a cycle, in each cycle there are 2 meetings consisting of four stages, namely planning, acting, observing, and reflecting. This classroom action research was conducted in 2 cycles. Cycle I meeting I was held on Friday, May 27 2022, while cycle I meeting II was held on Saturday, May 28 2022. Cycle II meeting I was held on Wednesday, June 1 2022, while cycle II

meeting II was held on Thursday, 02 June 2022.

Accurate and complete data is needed in a research process, so to obtain these data various data collection techniques are needed, therefore the data collection techniques used in this study are 3 data collection techniques used, namely tests, observation, and documentation.

The data analysis technique used is using qualitative analysis techniques and quantitative analysis techniques. Qualitative data in this study are used to describe student learning activities based on the learning process with the application of modelscooperative *round table type*. While the quantitative data in this study is used to measure student learning outcomes.

In determining the assessment criteria for research results, categorizing the 5 assessment criteria is carried out, namely Very Good, Good , Adequate , Poor, and Very Poor. The criteria are as follows.

**Table 1 .** Criteria for Students' Free Poetry Writing Skills

intervals	Category
85-100	Very good
84-75	Well
74-60	Enough
59-40	Not enough
<39	Very less

(Pamungkas, 2016)

To determine mastery of classical learning can be used the following formula

$$KK = \frac{\text{jumlah siswa yang tuntas}}{\text{jumlah seluruh siswa}} \times 100\%$$

A student is said to be complete in learning if the student scores more than the Minimum Completeness Criteria (KKM) score of 75. Meanwhile, knowing classical completeness is said to be achieved if more than 80% of all students understand the learning material that has been studied, Ennis in (Gusliani Ema, 2021) .

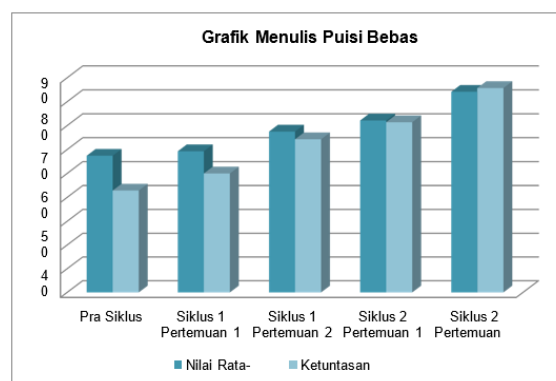
## Results and Discussion

The results and discussion in the research can be seen from the comparison of students' free poetry writing skills before the action, cycle I, and cycle II in learning using the *round table type cooperative model*. This can be seen in the table below.

**Table 2 .** Results of Implementation of Cycle I and Cycle II

No	Description	Pra Siklus	Cycle I		Cycle 2	
			PI	PII	PI	PII
1	Mean	42,85	59,28	67,5	71,78	77,14
2	Classic Presentation	57,15%	50%	64,28%	71,42%	85,71%
3	Students Complete	6 people	7 people	9 people	10 people	12 people
4	Students Don't Complete	8 people	7 people	5 people	4 people	2 people
5	Category	Very Less	Very Less	Enough	Enough	Very Good

To clearly know the improvement of each action can be seen in Figure 1 belowthis:



**Image 1.** Graph of Free Poetry Writing Skills of Grade IV Students at SDN 004 Bangkinang Kota in Pre-Cycle, Cycle I and Cycle II

Based on table 2 and also figure 1 above, it can be seen that the percentage of student completeness in cycle I meeting I was only 50% with a total of 7 students completing. The incomplete percentage also reached 50% with the number of students who did not complete as many as 7 students. Then the average score for free poetry writing skills for class IV students at SDN 004 Bangkinang Kota is 59.28. The category of student completeness is in the very less category. Whereas in cycle I meeting II it reached 64.28% with the number of students completing as many as 9 students. The incomplete percentage

reached 35.72% with the number of students who did not complete as many as 5 students. Then the average score for free poetry writing skills for class IV students at SDN 004 Bangkinang Kota is 67.5. The category of student completeness is in the sufficient category. Based on these data, the researcher concluded that the implementation of learning in cycle I was still not successful. Therefore, researchers and observers carried out actions in the next cycle, namely cycle II.

Based on table 2 and also figure 1 above, it can be seen that the percentage of student completeness in cycle II meeting I increased to 71.42% with a total of 10 students completing. The incomplete percentage reached 29.58% with the number of students who did not complete as many as 4 students. Then the average score for poetry writing skills for class IV students at SDN 004 Bangkinang Kota is 71.78. The category of student completeness is in the sufficient category. Meanwhile, in cycle II, meeting II increased to 85.71% with 12 students completing. The incomplete percentage reached 14.29% with the number of students who did not complete as many as 2 students. Then the average score for free poetry writing skills for class IV students at SDN 004 Bangkinang Kota in cycle I meeting II reached 77.14. The category of student completeness is in the very good category.

Based on the data obtained, the researchers concluded that the implementation of learning in cycle II was said to be successful. Therefore the researcher finished the implementation of the action only up to cycle II. Overall the use of *round table type cooperative model* for class IV SDN 004 Bangkinang Kota has reached a point of success. The success of using the *round table* type of cooperative model to improve the free poetry writing skills of class IV students at SDN 004 Bangkinang Kota is marked by an increase and change in each cycle.

Based on the results of the research as described above that by correctly using the *round table type cooperative learning model* students' free poetry writing skills get better and improve. The results above were obtained because in learning using the *round table type cooperative model* , students played an active role in the learning process and creatively tried to find solutions to the problems posed, the problems given were real experiences that the student had experienced so that he easily solved the problem. Students interact with friends and teachers, exchange ideas, so that their insights and thinking power develop. This will help students a lot in improving students' free poetry writing skills, so that when they are faced with writing poetry, they can communicate and create ideas for a poem.

The researcher concluded that the implementation of learning in cycle II was said to be successful. Therefore, the researcher finished the implementation of the action only up to cycle II. Overall the application of *the round table type of cooperative learning model* to improve the free poetry writing skills of class IV students at SDN 004 Bangkinang Kota has reached a point of success. The success of Indonesian language lessons for fourth grade students at SDN 004 Bangkinang Kota is marked by improvements and changes in each cycle.

## Conclusion

Based on the results of the research carried out by researchers using the *round table* cooperative model, it can improve the free poetry writing skills of Grade IV students at SDN 004 Bangkinang Kota. The results of this study can be concluded that the pre-cycle obtained an average class value of 57.4 with classical completeness of 42.85%, increased in cycle 1 meeting 1 to 59.28 with classical completeness of 50%, increased in cycle 1 meeting 2 to 67.5 with a classical completeness of 64.28%. The class average score in cycle 2 meeting 1 was 71.78 with classical completeness of

71.42% and increased in cycle 2 meeting 2 which was 77.14 with classical completeness of 85.71%. Thus it can be concluded that by using the round table type of cooperative learning model can improve the skills of free poetry writing class IV SDN 004 Bangkinang Kota.

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#### Author Profile

Lulu Kamila Zahra was born in Salo, May 8 2000. The first child of 3 siblings and is the child of the couple Harjonanto and Linawati . Researchers are conducting a study majoring in the Elementary School Teacher Education (S1 PGSD) study program at Pahlawan Tuanku Tambusai University until 2022.