
THE EFFECT OF USING ACROSTIC POEM STRATEGY ON STUDENTS' WRITING A POEM ABILITY AT THE ELEVENTH GRADE OF SMA NEGERI 1 SAYURMATINGGI IN 2020-2021 ACADEMIC YEAR

Cristin Enjelika Hutabarat¹, Wildan Iskandar Lubis², Lollo Rosa³
Institut Pendidikan Tapanuli Selatan (IPTS)
Email: cristinhutabaratcristin@gmail.com

Abstract: The aimed of this study to (a) describe of using acrostic poem strategy in teaching writing a poem. (b) Students' writing a poem ability before and after using acrostic poem strategy. (c) Whether there was asinificant effect of using acrostic poem strategy at the eleventh grade of SMA Negeri 1 Sayurmasinggi. The study was conducted at the eleventh grade of SMA Negeri 1 Sayurmasinggi by applying experimental method (one group pretest posttest design). Sample of the study was 49 students and they were taken by using random sampling technique by applying slovin formulation. Instrument and test were used in collecting data. Based on descriptive analysis, the result showed (a) the average of using acrostic poem strategy was 3.6 (very good category) and (b) the average of students' writing a poem before using acrostic poem strategy was 62.43 (enough category) and after using acrostic poem strategy was 86.7 (very good category). Furthermore, by using pair sample t_{test} (SPSS 22), the result showed the significant value was less than 0.05 ($0.00 < 0.05$). It means, there was any significant effect of using acrostic poem strategy on students' writing a poem ability at the eleventh grade of SMA Negeri 1 Sayurmasinggi in 2020/2021 Academic Year.

Keyword: Acrostic Poem Strategy , Writing a Poem

Abstrak: Tujuan dari penelitian ini untuk (a) mendeskripsikan penggunaan strategi puisi akrostik dfalam pengajaran menulis puisi. (b) kemampuan siswa dalam menulis puisi sebelum dan sesudah menggunakan strategi puisi akrostik. (c) adakah pengaruh yang signifikan penggunaan strategi puisi akrostik pada siswa kelas XI SMA Negeri 1 Sayurmasinggi. Penelitian dilakukan dikelas sebelas SMA Negeri 1 Sayurmasinggi dengan menerapkan metode eksperimen (one group pretest posttest design). Sampel dari penewlitan sebanyak 49 siswa dan diambil dengan menggunakan random sampling dengan memgggunakan rumus slovin. Instrumen dan tes digunakan dalam pengumpulan data. Hasil penelitian menunjukan (a) rata-rata penggunaan strategi puisi akrostik 3.6 (kategori sangat baik) dan (b) rata-rata kemampuan siswa dalam menulis puisi sebelum megggunakan strategi puisi akrostik 62.43 (kategori cukup) dan rata-rata sesudah menggunakan strategi puisi akrostik 86.7 (kategori sangat baik). Selanjutnya dengan menggunakan uji pair sample t_{test} (SPSS 22) diperoleh bahwa hasil signifikan lebih kecil 0.05 ($0.00 < 0.05$). artinya ada pengaruh signifikan penggunaan strategi puisi akrostik terhadap kemampuan siswa dalam menulis puisi siswa kelas XI SMA Negeri 1 Sayurmasinggi tahun pelajaran 2020/2021.

Kata kunci: *strategi puisi akrostik, menulis puisi.*

I. INTRODUCTION

Writing is one of four skills besides listening, speaking and reading that should be mastered in learning English. Writing is a form of communication to deliver feeling or to express idea through written form. Writing is important to support learning English because it can build a written communication among people from different area. Writing can be defined as the process of experience opinion. Writing a poem is one of the skills in appreciating literature that the students should master. Poem is form of creative expression that exists to share truth, an insight, or a feeling that enriches our humanity. The purpose of writing a poem is to express students' idea, imagination, and feeling. Thus, students are expected to be more creative and productive to create a work in the form of poem.

In fact, many of students still find difficulties in writing, especially in writing a poem. In other word, they fail to made a good writing a poem in SMA Negeri 1 Sayurmatinggi, the researcher find a problem about writing at the eleventh grade. They are still low about writing, especially writing a poem. This problem is cause, lack of vocabulary, low motivation, bad environment, less understanding in grammar, low confidence, and lack in learning facility, inappropriate strategy in teaching. The students' only got the average score 65. While minimum criteria of success is 75. It was still far from the expectation to get score. It means that students score was low in writing a poem.

To avoid this, the researcher interest to solve the problem by using acrostic poem strategy. Acrostic Poem is a composition usually in verse in which sets of letters (as the initial or final letters of the lines) taken in order to form a word or phrase or a regular sequence of letters of the alphabet. This strategy is one of the simplest strategy for students in writing a poem because it gives students a concrete formal to follow. So, the researcher hopes this strategy will increase the students writing ability especially in writing a poem.

1. Writing a Poem Ability

Writing is a skill that can be practice and master as process of the communication system to convey the

meaning to the receiver or word to form sentence, paragraph, and so on. In other word, writing is a method of communication. Nation (2009: 113) says, "writing is an activity that can usefully be prepared for by work in the other skill of listening, speaking, and reading". Then, Patel and Jain (2008:125) say, "writing is essential features of learning a language because it provides a very good mean of foxing the vocabulary, spelling, and sentences pattern".

Bearne and wolstencroft (2007: 114) Poetry is probably the perfect multimodal text, combining all the dimension of representation". Furthermore, Patel and Jain (2008: 137) Poetry is the blossom and fragrance of all human knowledge, human thoughts, human passion and emotions".

Based on the explanation above, the researcher concludes that writing a poem is a form of literature that express opinion and feeling and is poured in the form of writing that has a beautiful meaning. And the most important thing ability in writing a poem such as: Diction, Figure of Speech, Theme, and Rhyme.

a. Diction

All of writing a poem has diction. It is the most important things in writing a poem. according Somad (2010:14-20) in Sulkifli and Marwati (2016) Diction is word choice. Diction does not only exist in poem. Meaning that poem has a beautiful impression, words in poem must be chosen carefully because poem is compaction of words. So, the words chosen must truly represent the value of beauty.

Next, Mahartani (2019:20-33) Diction Theoretically, it is often interpreted as a choice of words. It often states which words are used to express an ideas, but also includes the problem of phraseology, style of language and expressions. From the explanation above, the researcher concluded that diction is the choice of word and style of expression that an author makes and uses in a work of literature.

b. Figure of Speech

Figure of speech is often called language style. Somad (2010:14-20) in Sulkifli and Marwati (2016) Figure of speech is another element that is not less important in poem is figure of speech. Figure of speech is often called language style.

The emergence of figure of speech can be an attraction of poem, able to create a fresh and lively atmosphere. Figure of speech is often used by poems to create a beautiful impression.

c. Theme

Theme is the main idea of poem, these ideas can appear suddenly. Mahartani (2019:20-33) The theme in poem is the core problem that is the soul or basic of writing. Next, Somad (2010:14-20) in Sulkifli and Marwati (2016) Theme is the main idea of poem, these ideas can appear suddenly. The emergence of certain themes will gave a strong impetus to produce poem. Based ob the explanation above, the researcher concluded that theme is the main idea of poem that is the soul or basic of writing.

d. Rhyme

A rhyme is same with words sajak in indonesia. In poem words rhyme is very necessary point to cultivate that value of beauty. Mahartani (2019:20-33) Rhyme is the repetition of the some sound. Rhyme is not one elements that must be in, but rhyme is an important element to add the beauty of poem. Somad (2010:14-20) in Sulkifli and Marwati (2016) Rhyme is the equation or repetition of sound. The same sound is not limited to the end of the line, but also for the whole line, even the verse. The equivalent of the sound intended here is the equation (repetition) of sound that gives the impression of a tunable, beautiful and can encourage someone who is desired by the poem in poetry. From the explanation above, the researcher concluded that rhyme is the sounds by letters or words in arrays and stanza or equations of sounds in poem.

2. Acrostic Poem Strategy

a. Definition of Acrostic Poem Strategy

Acrostic poem is one of the simplest poems for students to write because it gives students a concrete format to follow. This strategy focus in the initial letters of each line can be read down the page to spell a word, a phrase, an alphabet, a name or some other concealed message. According to Harley and Noyes (2018) in Melasarianti ,etal

(2019:57) say that the acrostic uses key names or phrases that are written vertically and each lines o the poem starts with the first letter of the key name or phrase. Furthermore, Mahartani (2019:35) say that acrostic poem is poem whose first letter in the first word of each line if read vertically forms a phrase or sentence. Next, Widyasari (2015) in Melasarianti, et al (2019:57) say that acrostic is one of the solution in the process of writing poem related to the choice of diction. Based on explanation above, the researcher concludes that Acrostic Poem is a series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence.

b. Steps of using Acrostic Poem Strategy

There are several steps of acrostic poem strategy. According to Fleisher (2013) in Melasarianti, et.al (2019:57) define, that the steps of acrostic poem strategy are: 1. Teacher deliver material, 2. Teacher explains acrostic strategy, 3. The teacher arranges word into acrostic poems, namely choosing one word by taking the middle or last front letter. The selected words are arranged vertically. Then, each word is used to start each line in the poem, 4. The teacher evaluates.

c. Advantages and Disadvantages of Acrostic Poem Strategy

In teaching learning acrostic poem strategy have advantages and disadvantages. According to Salam (2009) in Diana and Nasihudin (2018:22) there are the advantages of acrostic poem: 1. Directing students to find ideas from something that is known and around them, 2. Assist students in enriching vocabulary, 3. Help students find the first word in the poem, 4. Guide students through the stages of writing poem, 5. Can help students remember information faster and sustain longer, 6. Hone the beauty in stringing words in a stanza, 7. Know the meaning that will be conveyed to the reader, 8. Multiply the imagination.

In teaching learning acrostic poem strategy have disadvantages. According Abduh (2018:41) there are disadvantages acrostic poem strategy: 1. Limitations of

students in developing ideas into a poem because of the lack of diction and assume the poem must be made with diction words in the form of difficult rhymes, 2. Students find it difficult to find ideas, 3. Students tend to be fixated in determining the title first before writing a poem while they stay feel confused in determining a title.

II. METHODOLOGY OF THE RESEARCH

The research was conducted at the eleventh grade students of SMA Negeri 1 Sayurmatangi. The location of the school is on Jln. Tano Tombangan Aek Garugur Sayurmatangi, Tapanuli Selatan, Sumatera Utara. The research Was conducted for 5 months (February-July 2020).

This research used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data, the researcher used test and observation sheet as the instrument. The test was used to measure the students' writing a poem ability and the observation sheet was used to measure the application of acrostic poem strategy. The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' ability, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher. The population of this research is the eleventh grade of SMA Negeri 1 Sayurmatangi which consists 95 students. The researcher decided to take the sample which consists of 49 students.

The research used quantitative data which was gotten by the researcher from calculating mean, median, and mode score from the test of students' writing a poem ability and observation sheet of acrostic poem strategy. In analyzing the data, the researcher used pair sample t_{test} formula to look for the significant effect of acrostic poem strategy on students' writing a poem ability.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of acrostic poem strategy at the eleventh students of SMA Negeri 1 Sayurmatinggi, the average score was 3.6 and it was categorized in “very good” category. It means the researcher applied acrostic poem strategy well.

The mean score of the students’ writing a poem ability before using acrostic poem strategy was 62.43. It was categorized as “fail” category. Therefore, after using acrostic poem strategy, the mean score of the students’ writing a poem ability was 86.7. It was categorized as “very good” category.

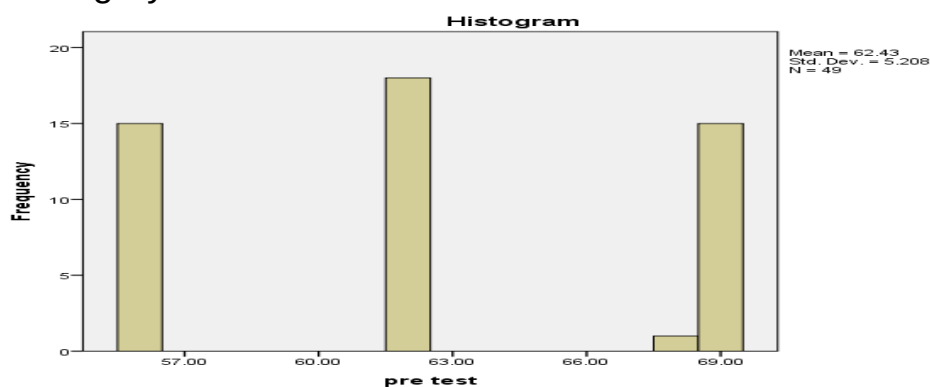


Figure 2: Histogram of Students’ Writing a Poem Ability Before Using Acrostic Poem Strategy

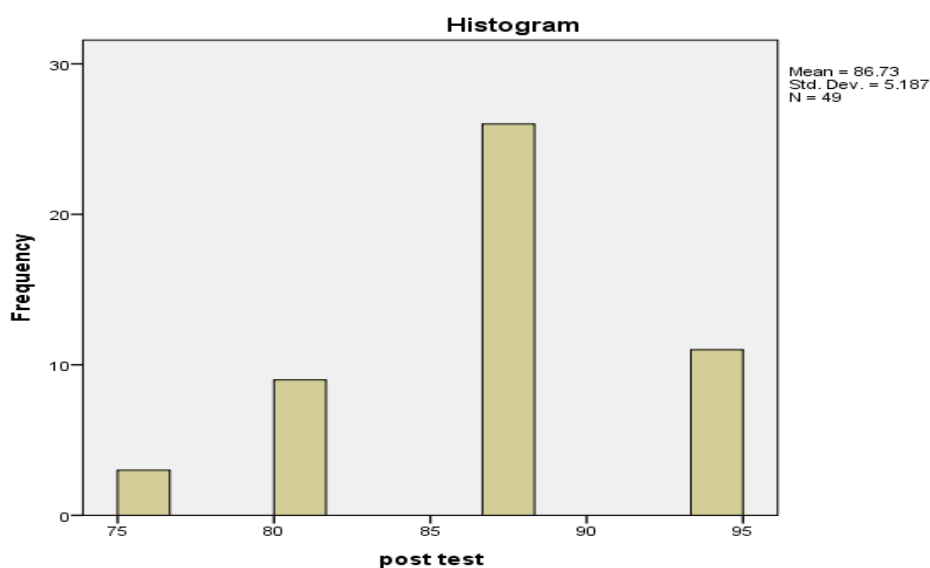


Figure 4: Histogram of Students’ Writing a Poem After Using Acrostic Poem Strategy

From the histogram above, the researcher concludes that posttest was higher than pretest. In this research, the researcher did normality test and homogeneity. Where the data were normal and homogeneous. So, To know whether there is a significant effect of acrostic poem strategy on students' writing a poem ability at the eleventh grade of SMA Negeri 1 Sayurmatengi, the researcher uses pair sample t_{test} formula:

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1: PRETEST - POSTTEST	24.30612	6.18871	.88410	26.08373	22.52852	27.492	48	.000

From the table above, it could be seen that Sign. (2-tailed) reveals the significance point 0.00. there was a significant effect of writing a poem ability in the post-test. The value of Sig. (2-tailed) $0.00 < 0.05$. So, H_0 is accepted. It means "there is A significant effect of acrostic poem strategy on students' writing a poem ability at the eleventh grade of SMA Negeri 1 Sayurmatengi".

IV. DISCUSSION

Based on the result of observation sheet in applying acrostic poem strategy, the researcher found that the score is 3.6. It is categorized as "very good" category. The result of average score of students' writing a poem ability before using acrostic poem strategy is 62.43. It is categorized as "fail" category. Furthermore, the average score of students' writing

a poem after using acrostic poem strategy is 86.7. It is categorized as “very good” category. It means that there is an improvement of students’ writing a poem ability after using acrostic poem strategy. Then, the result of pair sampel_{t_{table}}(0.00 < 0.05). So, H_a is accepted.

CONCLUSION

Based on the research result in chapter IV, the researcher concluded that:

4. The application of point counter point strategy on teaching speaking ability at the twelfth Grade of SMA Negeri 1 Batang Onang is categorized “Very Good” because it shows that the mean score of the researcher got is 3.7
5. The students’ speaking ability before and after using complete sentence model at the twelfth Grade of SMA Negeri 1 Batang Onang was fail (49) and enough (72)
6. There is any significant effect of using point counter point strategy on students’ speaking ability at the twelfth Grade of SMA Negeri 1 Batang Onang. The calculation of t_{test} is 22.38 and the score of t_{table} is 2.07. So, t_0 calculation is higher than t_{table} (22.38 > 2.07). It means that there is any significant effect of

point counter point strategy in teaching speaking ability at the twelfth grade students of SMA Negeri 1 Batang Onang, so the hypothesis is accepted.

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