POETRY TEACHING MATERIAL DESIGN FOR ELEMENTARY SCHOOL

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ABSTRACT

This research explains about the Design of Poetry Teaching (Qualitative Descriptive Research Against Poetry Appreciation Class V SD Negeri 3 Awirarangan). The formulation of the problems is: (a) How to appreciate poetry class V student SD Negeri 3 Awirarangan, (b) How to analyze Basic Competence. 3.3 Reading poetry with appropriate pronunciation and intonation, (c) How to design poetry teaching based on students' poetry appreciation and analysis of Basic Competencies 3.3. The method used is descriptive qualitative. Data collection techniques are observation, interview, literature study, documentation, and argumentative. Data processing techniques are analysis and design. The object of research is the poetry teaching of class V. The conclusion of the research results are based on the: (1) results of observation, interview and collected questionnaires, poetry appreciation of class V students of SD Negeri 3 Awirarangan is at low appreciation stage; 2) result of the analysis of KD 3.3 produces the subject of class V poetry teaching including the meaning of poetry, the intrinsic element of poetry, and the things that are considered in the poetry (pause, pressure, pronunciation and intonation); 3) design of a one-of-a-month drama script is divided into 5 scenes each having sub scenes, the drama consists of 10 characters (teacher, late student, student 1-8) of the drama script developed based on the selected theme of education.
Keywords: poetry appreciation; teaching material; drama script.

INTRODUCTION

Indonesia is a Southeast Asian country that pays great attention to education. The manifestation of this attention is contained in Law Number 20 of 2003 concerning the National Education System, Article 3 which reveals that:

The aim of national education is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

To achieve these goals, a well-planned concept from educational institutions is needed to be used as the basis for implementing education. The concept being discussed is curriculum. Hakiim (2011: 15) suggests that it is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals. This understanding explains that the curriculum has conceptualized several guidelines and plans that will be implemented in the educational process.

The curriculum applied in Indonesia is dynamic. It can be seen from the changes that have occurred in the Indonesian schools' subjects being taught. Every cabinet change or even every time something new happens to Indonesian Curriculum. It is always revised to suit the needs of the Indonesian people at that time. Today, there are two curricula applied in Indonesia. Some educational institutions still use the School-based Curriculum (KTSP), some use the 2013 curriculum, and even some use these two at the same time. This happened to one of the educational institutions in an elementary school. This is actually an unhealthy situation for education in Indonesia. The most worrying thing is that the outcome resulting from the implementation of education may not match the main objectives of Indonesian education. But in essence, all the plans that are packaged from the two curricula are all based on the goal of education as its spirit.

Primary schools, one of the educational institutions that implement the curriculum concept, must be able to develop the curriculum concept that has been created. Curriculum development is an effort to adapt the curriculum to the times. One effort that can be done is planning lessons. In learning planning, the components that must be developed include: learning objectives, learning materials, learning methods, and learning evaluation. Learning material is an important component that must be developed. The reason is according to Hakiim (2011: 115) learning materials or teaching materials are knowledge, attitudes, and skills that students must learn in order to achieve predetermined competency standards. From the understanding described, it can be concluded that the teaching material is the main reference for learning activities that must be studied by students, especially elementary school students. The obligation to understand the contents of the material is a student's effort to achieve the competency standards that have been designed in the curriculum.

Teaching materials that must be studied are packaged in subjects. One of the subjects taught in elementary schools is Indonesian. The scope of Indonesian subjects studied in elementary schools includes material about language and literature. For literary material, it includes material about poetry, prose fiction and drama. Activities carried out in learning literature in elementary schools are known as literary appreciation.

Literary appreciation is an activity to appreciate and enjoy literary works carried out by the actors of the appreciation activity. Appreciation activities will provide their own positive things that cannot be obtained from other activities. One of the positive things that can be felt is that we can enter and feel the imagination of the person who creates literary

works. In addition, literary appreciation activities can clarify the mind if the process is serious. Of course, this will not be obtained unless we appreciate literature.

A research by a writer, namely Ismail (Baksin, 2008: 5), stated that since 2003, the writer has conducted a simple survey by interviewing high school graduates from 13 countries. Although only in the form of a snapshot, this result illustrates the growing concern for teaching literature in Indonesian schools. The following is the survey exposure:

If high school students in the United States spend 32 books in three years, Japan and Switzerland 15 books, high school students in neighboring countries such as Singapore, Malaysia, Thailand, and Brunei Darussalam have completed 5-7 titles of literary books, Indonesian high school students after the AMS era of the Dutch East Indies was 0 books. Even though during the Algemeene Middelbare School (AMS) era of the Dutch East Indies, students were required to read 15-25 literary books while studying there.

From these data, the researcher explained that the decline in reading interest of high school students towards reading literature could be because literature appreciation activities carried out in elementary schools did not run optimally. Things that affect the lack of maximization of teaching literature in elementary schools include: First, literature teaching materials are not in accordance with the needs and interests of students. Second, the decreasing atmosphere of literary learning in the classroom. Third, the lack of teacher competence in literature. Fourth, the lack of literary books in elementary schools. Fifth, policy makers who do not have literary interest. These five problems could be things that prevented the development of student appreciation of literary works.

To increase students' literary appreciation in elementary schools, of course, it is necessary to overcome the five problems described. One of the things that can be done is by designing literary teaching materials to suit the needs and interests of students. By designing literary teaching materials, at a minimum, it can improve the learning atmosphere in the classroom, can help teachers in preparing literature teaching materials, and the design of literary teaching materials can be developed into additional literature books in elementary schools. The literary teaching material that will be designed is poetry literature teaching material.

To create a poetry teaching material design that suits your needs and interests, the researcher plans to design poetry teaching material by packaging poetry teaching material through dialogue reading. The dialogue is made according to the development of elementary school students. It is hoped that the packaging of poetry teaching materials with reading dialogue will be easier for elementary school students to digest. Because it is easily digested by students, the atmosphere of learning literature in elementary schools increases so that the appreciation of students' literature in elementary schools will develop.

The typography of the poetry teaching material design is shaped like a drama script. The choice of this form, apart from not keeping students away from literary works, also has several functions, namely: drama scripts can be used as reading material for students, drama scripts can be performed in class, this is in addition to preparing teaching materials for teachers as well as adding references to new learning concepts in the classroom. These advantages are expected to increase the appreciation of elementary school students' literature and the educational goals written in the 1945 Constitution can be achieved.

RESEARCH METHOD
Research Design
The method used in this research is descriptive qualitative method. Sugiyono (2016: 9) suggests qualitative research as a research method based on the philosophy of post-

positivism, used to examine the conditions of natural objects, where the researcher is a key instrument, data collection techniques by triangulation, inductive or qualitative data analysis, and qualitative research results emphasizes meaning more than generalizations.

According to Sukmadinata (2010: 72) qualitative descriptive research is intended to describe and describe existing phenomena, both natural and human engineering, which pay more attention to characteristics, quality, linkages between activities. In addition, descriptive research does not provide treatment, manipulation or alteration of the variables under study, but rather describes a condition as it is. The only treatment given is the research itself, which is carried out through observation, interviews, and documentation.

Based on the expert's information above, it can be concluded that qualitative descriptive research is research to obtain data as is, the results of which emphasize the discovery of meaning. In this study, the researcher used a qualitative descriptive research method because this research was used to determine the appreciation of the poetry of the fifth grade students of SD Negeri 3 Awirarangan in order to obtain an overview of the design of the poetry teaching material to be made.

Participant

The research subjects involved in this study are the 5th grade students at SD Negeri 3 Awirarangan, consisted of 35 participants. The data to be obtained is in the form of student poetry appreciation data based on students' poetry appreciation activities. The object of this research is poetry teaching material based on Basic Competency 3.3 of reading poetry with proper pronunciation and intonation.

Data Collection

The research instruments included: (1) the instrument of poetry appreciation for the fifth-grade students of SD Negeri 3 Awirarangan; (2) the basic competency instrument, 3.3 reading poetry with the correct pronunciation and intonation; and (3) the instrument for the design of poetry teaching materials. Instrument one is in the form of a questionnaire, which contains a list of questions / statements provided the possible answers that students will choose. Meanwhile, the second and third instruments are in the form of an analysis sheet which the researcher will fill in himself.

Data Analysis

In this study, data were obtained from various sources, using various data collection techniques and carried out continuously until the data was saturated. Furthermore, the data obtained is processed to draw conclusions or make decisions. In accordance with the characteristics of the data required in this study, the data collection and data processing techniques used are:

Data Collection Technique

Observation is a fundamental technique in non-test research. Observations are made with clear, detailed, complete, and conscious observations about the actual behavior of the individual under certain circumstances. Observations in qualitative research are carried out on actual situations that are reasonable, without being prepared, changed or not made specifically for research purposes. Observations are made on the object of research as a source of data in its original state or as a daily situation. The type of observation used in this study is passive participatory observation, in which the researcher comes to the place of activities of the person being observed but is not involved in the activity.

Interviewing is the process of obtaining information for research purposes by means of question and answer while looking at the face between the questioner or interviewer and

the respondent using an interview guide. In this study, researchers recorded all answers from respondents as they are. Interviewers occasionally intersperse respondent's answers, both to ask for explanations and to straighten out any answers that deviate from the question. The type of interview used in this study is a structured interview. That is, in conducting interviews the researcher has prepared a research instrument in the form of written questions

Documentation is a technique of searching for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, etc.

Literature study is a data collection technique to look for theories that support and have a strong relationship with the problem under study.

Argumentative is a development technique in writing that is written with the aim of convincing or persuading readers. In writing content arguments can be in the form of explanations, proofs, reasons, and objective reviews which include examples, analogies, and cause and effect. The goal is for the reader to believe that the idea, idea or opinion is true and proven.

From the answer to the formulation of problem one, data was obtained in the form of a description of students' poetry appreciation which was seen based on the activities or activities carried out by the fifth-grade students of SD Negeri 3 Awirarangan in learning poetry literature.

To answer the second problem, the steps taken by the researcher are: (a) Researchers analyzed KD 3.3; (b) Researchers determine the indicators of KD 3.3; (c) Researchers determine the goals of KD 3.3; and (d) The researcher determined the poetry teaching material based on KD 3.3 analysis

From the answer to the second problem formulation, data will be obtained in the form of a description of the teaching material for poetry as a result of the analysis of KD 3.3 Reading poetry with the right pronunciation and intonation.

To answer the third problem, researchers used the following steps: (a) The researcher determines the theme of the drama script reading; (b) The researcher determines the character in the reading of the drama script; (c) The researcher determines the plot and plot of the drama script reading; (d) The researcher makes a synopsis of the drama script reading; (e) The researcher determines the acts and scenes of the drama script reading; (f) Researchers develop acts and scenes by composing dialogue.

From the results of the answers to the third problem formulation, a poetry teaching material design is obtained in the form of a dialogue reading book in the form of a drama script.

RESULTS AND DISCUSSION
Appreciation of Poetry of Class V SD Negeri 3 Awirarangan
Observation Results

The observations made at SD Negeri 3 Awirarangan are unstructured. The data obtained are school profiles, a list of names of fifth grade students, and the results of observations of literary learning in class V SD Negeri 3 Awirarangan. These data and documents will serve as a basic description of literary appreciation at SD Negeri 3 Awirarangan.

Interview Result

The results of interviews with class V teachers of SD Negeri 3 Awirarangan obtained data in the form of information about poetry appreciation activities conducted at SD Negeri 3 Awirarangan. The results of interviews with fifth grade students of SD Negeri 3 Awirarangan

produced information about the poetry appreciation activities carried out at SD Negeri 3 Awirarangan.

Collection of Questionnaires

Based on the questionnaire data collection, the following answers are already obtained:

Table 1. Recapitulation of Student's Answer Choices About Poetry Appreciation Activities

Students	Number of answer choices		
	SS	KK	TP
1	1	10	5
2	2	8	6
3	2	10	4
4	1	7	8
5	0	9	7
6	0	5	11
7	1	7	8
8	0	8	8
9	0	10	6
10	2	10	4
11	1	9	6
12	1	8	7
13	0	9	7
14	0	10	6
15	0	9	7
16	0	8	8
17	2	9	5
18	2	8	6
19	4	4	8
20	4	8	4
21	2	5	9
22	0	6	10
23	0	11	5
24	0	9	7
25	5	5	6
26	0	6	10
27	5	3	8
28	1	7	8
29	0	10	6
30	3	8	5
31	0	8	8
32	0	9	7
33	1	8	6
34	2	10	4
35	0	9	7
Number of answer choices and score	42	280	237
Score after multiflied answer	126	560	237
Total Score		923	

Based on the table above, it can be explained that the final score is 923, which means that the poetry appreciation of grade V students is classified as low appreciation.

Basic Competency Analysis 3.3 Reading Poetry with Correct Pronunciation and Intonation

The results of the basic competency analysis 3.3, the determination of indicators, objectives and main descriptions are in the form of descriptions of poetry teaching materials as follows:

Table 2. Material Description

DESCRIPTION
Poetry is a form of literary work whose structure is carefully selected and arranged so that it is able to sharpen people's awareness of an experience and generate special responses through sounds, rhythms, and special meanings. Practical Instructions in Indonesian (in Sugiantomas, 2016: 13)
The poetry theme is the main idea of the poet in his poetry.
Rasa is the poet's attitude towards the object contained in his poetry.
The poetry tone is called the poet's attitude to the reader.
Purpose / mandate is what encourages the poet to create his poetry.
The object is something that is real (can be seen) used as material for the imagination to be developed by the poet.
Pause is the stop of the flow of speech in the reading of a poem which is determined by an array transition. (Kosasih, 2008: 49)
1. Short pause, used on the part between words in an array
2. Intermediate pause, used on the part of the array marked with a comma or between phrases.
3. Long pause, used at array switching
(Kosasih, 2008: 49)
1. Pronunciation is the way a person or group of people in a language community pronounce the sounds of the language.
2. Stress is how hard the words are pronounced.
3. Intonation is the rise and fall of a song sentence. Different intonation can produce different types of sentences, namely news sentences, interrogative sentences, command sentences, or exclamation sentences.

Poetry Teaching Material Design

Search and Define a Theme

Based on theory and inspiration, the theme of this drama script is education. The drama script will record the healthy competition that takes place in class. This theme was chosen because it is in accordance with the basic competence of 3.3 to read poetry with the right pronunciation and intonation. That in order to master basic competency, students must understand poetry in form and content, and it is necessary to have a practice process in mastering poetry reading techniques.

Determine the character, character, and position

Based on the predetermined theme and the character theory that has been described, the characters in this drama script are anonymous / anonymous so that they seem fair and impartial. The characters in this drama script are humans who work as teachers and students. The representation can be determined based on the author's imagination (argumentation). Following are the characters and their characteristics:

a. Teacher: wise, calm, compassionate and compassionate
b. Late student: smart, listener, not vengeful, shy
c. Student 1: hurry up
d. Student 2: ignorant (indifferent)
e. Student 3: smiles, praise
f. Student 4: installments, childish
g. Student 5: join in
h. Student 6: Emotional, never give up, choleric
i. Student 7: consumptive, slang
j. Student 8: innocent, Cheeky.

Compiling a Story Synopsis

In the classroom, students learn about poetry. In learning there is a question and answer season. One of them often answers (students are late). One of them did not accept that he was jealous (student 6).

Finally, student 6 demanded a "Poetry reading" competition to choose the best. However, from this incident student 6 began to realize his mistake. He apologized to the teacher, as well as the others.

Determining Plot and Dramatic Structure.

In accordance with the development of students and a predetermined synopsis, the plot used is a forward plot. The following is an explanation of the structure of the drama:

Table 3. Plot Analysis

Drama Plot	Event Description
Exposition	Students enter the classroom, the teacher enters the classroom. The teacher begins to tell students what activities will be carried out. Material one began to be explained. Not long after, one of the students arrived late, he was then punished standing in front of the class.
Initial Incident	An incident when the teacher gives questions to students but the students cannot answer the questions, the ones that answer are the students who are late
Ups calling scene	Incidents when students are late successfully complete the first poetry analysis
Climax	Incidents when the emotional person feels defeated by a late student. He asked for a reading competition to determine who was the best. Arrived at the poetry reading scene.
Settlement	An incident where the teacher scolds the student emotionally
Dicision	Incidents when students apologize

Determine the Act and Scene

This script consists of one act, the reason is that when it is performed there is no need to change the place setting. The incident happened in one place with several scenes in it. The scenes in this drama script are based on the plot and story synopsis, packed in the table:

Table 4. Chapters and Scenes

SCENE	INFORMATION
Scene 1	Incidents when students apologize The teacher enters the class, he absences his students. After that he started collecting assignments yesterday The first material begins (about poetry), the teacher distributes poetry.

	All discuss the first material until it runs out
	Students arrived late. He was sentenced to be ordered to stand in front of the class.
Scene 2	Question and answer season, students can answer questions correctly.
	Students discuss the second material (intrinsic elements of poetry).
	The teacher tells the students to sit late, the emotional student 6 (the emotional one) protests, proposes a competition. The competition was carried out by late students to win students 6 jealous.
Scene 3	The teacher continues to handout three (poetry analysis techniques. The teacher comes out for a while.
	Students (except students 6,2 and 3) cheat on late students. The teacher comes in again. All orderly.
	Students analyze poetry. The teacher is watching
	Students are late successfully doing the very first assignment. He was praised by his friends except student 6 (the emotional one)
Scene 4	Student 6 protested again (in his protest he explained the theory of pronunciation, intonation, pause and stress), he submitted a second competition, READING POETRY. All students agree.
	The scene where the students read a poem. Show your best. For the umpteenth time, late students became the best. Student 6 became even more jealous.
Scene 5	Student 6 (the emotional) protested that he did not accept it.
	The teacher scolded student 6. All students looked down and cried
	The students apologized to the teacher. They hug each other.

Draft Dialogue Script

Based on the characters and their characterizations, the characteristics of each character's dialogue can be determined as follows:

Table 5. Characteristics of Dialogue

Player	Character	The Hallmarck of Diologue
Teacher	Discreet, calm, compassionate and compassionate	*Sayang, ada apa sayang?*
Late student	Smart, listener, not vengeful, shy	*Siap.*
Student 1	In a hurry	*Aduhh, apa yah?*
Student 2	Ignorant (indifferent)	*Ya Sudah.*
Student 3	Smiling, praise	*Wah hebat..*
Student 4	Installments, childish	*Ih, kamumah iut-ikutan aja*
Student 5	Go along	*Aku juga, aku juga*
Student 6	emotional, never give up, choleric	*Kalian harus...* *Semua Harus..*
Student 7	consumptive, slang	Aku menjadi *Akiu* Banyak jadi *banyaks*
Student 8	lnnocent, cheeky.	Ada apa jadi *Aya naon* Dialog yang digunakan adalah bahasa sunda

CONCLUSION AND RECOMMENDATION

Based on the results of the discussion in chapter IV, it can be concluded that: (1) Appreciation of Poetry from Class V SD Negeri 3 Awirarangan. Based on the results of observations, interviews, and questionnaire collection, it can be seen that the poetry appreciation of grade V SD Negeri 3 Awirarangan students is at a low appreciation stage; (2) Basic Competency Analysis 3.3 Reading Poetry with Correct Pronunciation and Intonation. Based on the KD 3.3 analysis in chapter IV, which uses Bloom's Taxonomy and the ABCD formula, indicators, objectives and main subjects can be determined. The main material of poetry to be discussed in the design of poetry teaching materials is the definition of poetry, the intrinsic elements of poetry, things that need to be considered in reading poetry, including pauses, stress intonation and pronunciation; (3) Poetry Teaching Material Design. Based on the explanation in chapter IV, themes, characters, synopsis, plot, scenes and dialogues can be determined. It can be concluded that the design of poetry teaching materials made in the form of a one-act drama script is divided into 5 scenes, each of which has a sub-scene, this drama script consists of 10 characters (teacher, late student, students 1-8). based on the chosen theme, namely the theme of education.

From the research that has been done, it is suggested the following: (1) Appreciation of literature, especially poetry literature, is very important for elementary school students, so it needs to be improved; (2) The design of this poetry teaching material in the form of a drama script can be used as reading material for children, teachers and even the community, can be used as a source of poetry material for teachers, and can be worked on by anyone who wants to work on or perform; (3) To develop students' poetry reading skills, what should be done is introducing poetry literature, analyzing the intrinsic elements of poetry, determining the punctuation of poetry, and saying words in poetry based on analysis and pauses.

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