

The Influence of Caricature Image Media on the Ability to Write Poetry of Class VII Students of SMP 08 Muhammadiyah Medan

Irfan Hasibuan

Indonesian Language Education Study Program, Faculty of Teacher Training and Education
Muhammadiyah University of North Sumatra, Indonesia

ABSTRACT

The aim of this research is to see the influence of caricature drawing media on the ability to write poetry to improve the poetry writing ability of class VII junior high school students. The type of research used in this research is a type of method. This research is quantitative research using the experimental method Posttest only control design, where in this design there are two groups, each of which is chosen randomly (R). the first group was given treatment (X) and the other group was not. This research was carried out at SMP 08 Muhammadiyah Medan.

The sampling technique used in this research was random sampling by selecting two classes from three classes. The results obtained from the random process were class VII-A with a total of 28 students and class VII-B with a total of 33 students as samples in the research with a total of 61 students. With different basic abilities, students in the research sample will receive the same rights, namely the initial test and the final test. The results obtained from the random process were class VII-B with 33 students as the experimental class and class VII-A with 28 students as the control class. Based on the results of research data analysis, it shows that the use of caricature image media provides better results in the evaluation of poetry writing ability tests by Class VII students of SMP Muhammadiyah 08 Medan for the 2019-2020 learning year compared to learning without using caricature image media.

Keywords: Image Media, Writing Ability, Poetry

Corresponding Author:

Irfan Hasibuan

Indonesian Language Education Study Program, Faculty of Teacher Training and Education

Muhammadiyah University of North Sumatra, Indonesia

Email: irfanhasibuan@gmail.com

1. INTRODUCTION

Literature is a writing activity that has beauty in human objects, objects around the environment with language as an introduction to the story. The language used is figurative language which contains meaning and literature is said to be a story depicting human life. Literature in human life is based on the writer's thoughts or imagination so it is imaginative and has a figurative meaning. Poetry is part of imaginative literature and has certain characteristics compared to other literary works. Writing poetry requires high concentration in understanding language which is able to express ideas, thoughts and feelings to create a frame of poetry. According to Luxemburg & et al (1992: 175) the most striking characteristic of poetry is the typographic appearance. In the school environment in learning Indonesian, there are four types of language skills in learning that will be taught to students. The four types of language skills are listening, speaking, reading and writing skills. The four language skills are related to each other. These four language skills can be the main supporting factors that can be the focus of teaching and learning activities. In learning activities, reading and listening are included in language skills that are receptive, while speaking and writing are included in skills that are productive.

Writing forms and develops thoughts, thoughts and concepts and brings together data and material from events that occurred, after which a summary is drawn. The advantage of writing is that it is able to overcome difficulties easily, accurately and encourages students' learning activities to be more active, and facilitates them to express opinions and use good language. In the activity of writing poetry in learning activities, the teacher acts as a facilitator. Most teachers only rely on poetry anthologies as a guide for teaching materials. Meanwhile, teachers' theories about poetry still lack understanding or mastery of the subject matter of writing poetry. Apart from that, the lack of media availability in schools is an obstacle in conveying poetry writing lesson material. In fact, learning media

is really needed by teachers to facilitate teaching and learning activities and also for students to understand lesson material easily.

Based on the author's experience during Internship I, Internship II and Internship III, students' interest in studying Indonesian, let alone poetry writing lessons, is still lacking and students tend to only study the theory of writing poetry. The next problem is the lack of use of media in teaching and learning activities so that students feel bored in teaching and learning activities. This condition occurred at SMP 08 Muhammadiyah Medan. Another problem faced by teachers in learning activities is the lack of use of learning media. In fact, in learning activities there are many media that can be used by teachers to convey lesson material, one of which is caricature drawing media. Caricature drawing media is very effective for use in the classroom. Because, caricature drawing media has a unique and interesting shape but has deep meaning so students are very happy to learn to write poetry. Based on the problems above, writing poetry requires learning media that not only helps students understand it, but will also provide motivation to write poetry. So that students are more active in writing activities. According to Pribadi (2017: 36) caricatures are images that are at least popular as a place to voice aspirations and opinions. Caricatures describe as illustrations that may share humorous explanations of points of view, people and events.

Furthermore, Pribadi (2017: 36-37) as a medium, cartoons/caricatures are often used to express objects and events in a humorous way without reducing the intent and purpose of the information to be conveyed. The reason for using caricatures in students' poetry writing lessons is to make it easier for students to explore thoughts, feelings and thoughts in the form of using caricature drawing media. So, this means that the implementation of caricature media encourages students to be imaginative and not only in the direction of learning but includes everything. Learning to write poetry for class VII students at SMP 08 Muhammadiyah Medan needs attention. This is because the problem often arises of the lack of ability of most students in understanding learning to write poetry. The problems that students often experience come from a lack of interest in learning to write poetry and students have difficulty finding reason, finding the right language in poetry, expressing ideas into poetry. In learning, teachers are still not creative about writing poetry and teaching it to students. Teachers should have variations in teaching poetry writing using fun media and providing inspiration or new enthusiasm for students to become active again.

2. METHOD

This research is a quantitative research using the experimental method Posttest only control design, where in this design there are two groups, each of which is chosen randomly (R). the first group was given treatment (X) and the other group was not. The group that is treated is called the experimental group and the group that is not treated is called the control group. The effect of treatment is (O2: O4). Activities 65 in data analysis are: grouping data based on variables and type of respondent, tabulating data based on variables from all respondents, presenting data for each variable studied, carrying out calculations to test the hypothesis that has been proposed.

3. RESULTS AND DISCUSSION

The success of students' abilities in mastering subject matter is influenced by students' learning. The results of learning activities are a determinant/indicator of the success of teachers and students in conveying the material. The teacher's ability in learning activities using image media to write poetry is very helpful in conveying understanding to students about the learning outcomes that students want to achieve, because in this method students are directed to be more active in mastering the material provided. In obtaining data for this research, the researcher used a poetry writing test using caricature drawing media which was given to students after teaching had been carried out in both the control and experimental classes. Next, the results that the students have worked on are processed into statistical data. Research data processing was carried out to determine the description of the results of the two methods applied in the research and their respective differences.

Based on the results of research data analysis, it shows that the use of caricature image media provides better results in the evaluation of poetry writing ability tests by Class VII students of SMP Muhammadiyah 08 Medan for the 2019-2020 learning year compared to learning without using caricature image media. This can be seen from the average evaluation score of the poetry writing ability test results of 77.36 for caricature drawing media with the highest score being 95.8 and the lowest being 41.6. Meanwhile, the average score for evaluating test results for writing poetry without caricatures as media is 66.92 with the highest score being 95.8 and the lowest being 41.6. From these

results it is clear that there is a quite large difference (77.36-66.92), namely 10.44. Furthermore, by using the tcount technique, it is known that the tcount value is 3.401, where this value is greater than ttable 2.001, so it can be said that there is a significant difference in students' ability to write poetry between students taught using caricature drawing media and without using caricature drawing media.

After getting the results of this research activity, we then discuss why students' ability to write poetry using caricature image media is influential compared to writing poetry without using caricature image media. This is because caricature drawing media tries to help students find and interpret concepts that are difficult for students when discussing problems with their friends, this learning applies group learning and emphasizes the importance of cooperation. Meanwhile, without using caricature drawing media, the average student is more concerned with working alone using a longer time compared to writing poetry using caricature drawing media. As a result, the initiative to collaborate with students is less developed, because students are mostly brought only to theory so that students feel bored because the teacher does not fully master the class and explains the teaching material repeatedly.

4. CONCLUSION

Based on the results of data analysis and statistical tests in the fourth chapter, several conclusions are determined as follows:

1. The average writing ability of Class VII students of SMP Muhammadiyah 08 Medan for the 2019-2020 academic year using caricature drawing media is 68.73.
2. The average writing ability of Class VII students of SMP Muhammadiyah 08 Medan for the 2019-2020 academic year without using caricature drawing media is 59.46.
3. The writing ability of Class VII students of SMP Muhammadiyah 08 Medan for the 2019-2020 academic year using image media was in the very good, good and fair category, totaling 26 students (68.86 %).
4. The writing ability of Class VII students of SMP Muhammadiyah 08 Medan for the 2019-2020 academic year without using caricature drawing media was in the very good, good and fair category, totaling 14 students (49.98 %).
5. There is a significant influence of image media on the ability to write poetry. Based on the t test by comparing the values of tcount with ttable, it is obtained that $t_{count} > t_{table}$ or $3.40 > 2.001$, so that H_a is accepted and H_o is rejected, meaning that caricature drawing media is better used in improving the ability to write poetry in Class VII students of SMP Muhammadiyah 08 Medan in the academic year 2019-2020 compared to without using caricature drawing media.

REFERENCES

- [1] Pribadi Benny, A. 2017. Media & Technology in Learning. Jakarta: PT. Prima Dedication Balebat.
- [2] Arikunto, Suharsimi. 2006. Research Procedures A Practical Approach. Jakarta: Rineka Cipta.
- [3] Sumiyadi & Durachaman Mem. 2014. Literary Studio of Artistic Experience and Literary Aesthetics. Bandung: Alfabeta Publishers.
- [4] Mahsun. 2014. Texts in Indonesian Language Learning Curriculum 2013. Jakarta: PT. Raja Grafindo Persada
- [5] Winarti, W., Febriyana, M., & Rahayu, E. (2020). Implementation of Audiovisual and Nonaudiovisual Learning Media on the Ability to Write Fairy Tales. *Bahterasia: Scientific Journal of Indonesian Language and Literature Education*, 1 (2), 61-67.
- [6] Irani, A., & Febriyana, M. (2023). Improving the Ability to Write Poetry Through the Use of the Mind Mapping Learning Model Based on Outdoor Learning in Class X Students of SMK Negeri 6 Medan. *Basataka Journal (JBT)*, 6 (1), 147-153.
- [7] Febriyana, M., & Dwinta, S. (2021). Comparison of Malaysian and Indonesian Vocabulary in the National TV Channel's Upin and Ipin Cartoon Animation Film. In *International Conference on Malay Identity* (Vol. 2, pp. 56-61).