



# Improving Poem Writing Skill Through Smart Ludo Media For Grade IV Students

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## ABSTRAK

Rendahnya hasil belajar pada keterampilan menulis siswa menjadi alasan utama penelitian ini dilakukan. Hal tersebut disebabkan oleh model pembelajaran yang diterapkan kurang efektif sehingga belum mampu secara optimal mengasah keterampilan menulis siswa. Penelitian ini bertujuan untuk mengetahui penerapan media ludo pintar untuk meningkatkan keterampilan menulis puisi pada siswa SD. Jenis penelitian ini yakni penelitian tindakan kelas yang dilaksanakan pada kelas IV SD dengan subjek penelitian 23 siswa. Penelitian ini berlangsung selama dua siklus, dimana setiap siklus terdiri dari empat tahap diantaranya yaitu perencanaan, pelaksanaan, pengamatan, dan refleksi. Teknik pengumpulan data mempergunakan tes, wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan terdapat peningkatan keterampilan siswa dalam menulis puisi melalui media ludo pintar. Peningkatan keterampilan menulis puisi pada siklus I

memperoleh nilai ketuntasan klasikal sebesar 73,91% dan siklus II memperoleh nilai ketuntasan klasikal sebesar 91,30%. Berdasarkan hasil penelitian tindakan kelas yang sudah dilakukan pada siswa kelas IV SD, dapat disimpulkan terdapat pengaruh positif penerapan media ludo pintar terhadap peningkatan hasil belajar siswa dalam keterampilan menulis puisi. Hasil penelitian ini dapat digunakan guru sebagai alat bantu dalam menyampaikan pembelajaran kepada siswa dan dapat menjadi referensi bagi penelitian yang menggunakan objek penelitian sejenis

## ABSTRACT

The low learning outcomes of students' writing skills were the main reason this research was conducted. It happens because the learning model that applied is less effective so it has not been able to optimally hone students writing skills. This study aims to determine the application of smart ludo media to improve poem writing skills in elementary students. This type of research is a classroom action research subject. This research lasted for two cycles, where each cycle consisted of four stages including planning, implementing, observing, and reflecting. Data collection techniques used tests, interviews, observation, and documentation. The results showed that there was an increase in students' skills in writing poems through smart ludo media. The improvement of writing poetry skills in the first cycle obtained a classical completeness value of 73.91% and the second cycle obtained a classical completeness value of 91.30%. based on the results of classroom action research that has been carried out on fourth-grade elementary school students, it can be concluded that there is a positive effect of the application of smart ludo media on improving student learning outcomes in poem writing skills. The results of this study can be used by the teacher as a tool in conveying learning to students and it can be a reference for research using similar research objects.

## 1. Introduction

Primary education takes a great part in the students' next leap, especially in shaping their basic competency, basic skill, and developing students' knowledge. Several basic skills should be developed in primary education, one of those is writing poems. According to (Murjamal, 2011), writing skills are a

person's skills in expressing ideas, feelings, and thoughts to other people or parties using written media. Writing skills are one of the productive and extensive language skills that are used to communicate indirectly and not face-to-face with other parties (Tarigan, 2008). Byrne (Tarigan, 2008) states that writing skills are the ability to translate ideas into written language through sentences that are arranged completely and clearly so that they can be communicated to readers successfully. Meanwhile, the poem is a form of linguistic expression that expresses more and expresses it through a variety of linguistic forms that are more intensive than linguistic expressions which are usually seen as a reflection of the situation when literature was created Nurgiyantoro in (Hidayati, 2015; Balqistiningtyas, 2019). So, it can be concluded that the skill of writing poems is a person's skill or ability to express ideas and feelings to others in the form of writing which is expressed through various languages that are specific and different from the usual language.

The poem is not only written by adult learners but also by children. Some characteristics distinguish poems written by adults and by children. Children's poem has a smaller intensity of meaning than the adults. The diction used by children is simpler. The language style used is an everyday language that is intensively used by a child in daily conversation, while language style in a poem composed by adults is more diverse.

Learning to write a poem for students at the elementary level which is regulated in the 2013 Curriculum has the aim of improving students' skills in appropriate and creative language, increasing the ability to think logically and reasoning, and increasing the sensitivity of feelings and students' abilities to understand and enjoy literature. Poem lessons also aim so that students can become human beings who have good personalities, are polite, have good character, have a noble character, care for the surrounding environment, have a sense of humanity and appreciation for culture, and train students to be creative. Writing a poem is a field that is skillfully mastered by students in learning, which emphasizes the ability of students to express themselves in the form of creative literary writing and can arouse readers' enthusiasm.

Stated that learning to write a poem in elementary school is to make students become beginner writers which aim to explore and develop students' basic competencies in appreciating literature, as well as train students' skills to explore the values contained in the poem so that they become personal who love the poem which later It is hoped that students can create literary works in the form of a quality poem (Zainudin, 2014).

At the time of writing poem, elementary school students have not been able to choose, find, and develop ideas or thoughts that are well owned, so it is very rare for elementary students to begin to be skilled from an early age in writing poem, even though by honing their skills in writing poem, there will be many the benefits that will be obtained by the students themselves. It is not uncommon for SD students to have low writing skills due to the lack of quality of the school or the teaching teachers who are tasked with providing lessons on writing poems. Therefore, the quality of education, especially education in elementary schools, must always be improved. Efforts that can be made to improve the quality of education in elementary schools are to improve the quality of the learning process and increase the competence of teachers in educating students. Improving the quality of the learning process can be done by developing existing subjects and making efforts to increase teacher competence in teaching which can be done by improving the quality of teachers while teaching, namely by using various learning methods so that students can easily absorb material while learning is taking place (Kasanah et al., 2019).

In elementary school learning, it needs to be emphasized to get progress in the future. (Ristiowati, 2014) argues that learning is an educator's effort to help students carry out learning activities. For this reason, teachers must be wise in determining a method or learning model that is appropriate and can create conducive classroom situations and conditions so that the learning process can take place according to the expected goals. One of the expected goals is that the learning outcomes of each student can achieve the minimum completeness criteria set by the school.

(Ariyanto, 2016) argues that learning outcomes are changes in the form of physical, mental, mental, intellectual skills that process from learning activities both at formal education levels such as school and at non-formal education levels such as in the family and community areas which will be used in daily activities. both in school and society. (Hutauruk & Simbolon, 2018; Kristin, 2016). Student learning outcomes can include aspects of cognitive (knowledge), affective (attitudes), and psychomotor (behavior). Based on the opinions of experts above, it can be concluded that learning outcomes are changes in behavior that owned by individual students from the realm of knowledge, attitudes, and skills.

Based on the results of the researcher interview on Thursday, September 5, 2019, where the researcher obtained the findings, namely in the learning process in the classroom students were still unable to solve the problems given. This is because most students do not pay attention when the teacher

explains learning and there are no students who actively ask about learning material that has not been understood. Another reason is that when allowed to write poems, students have not been able to maximally express their ideas because of the low skills of students in writing poems and students are not maximal in concluding what material has been taught.

When working on the evaluation questions given at the end of the lesson, students were also not fully able to answer the questions given so that it had an impact on students' scores that did not meet the expected criteria. This is due to the low student interest in learning about the lessons explained and the lack of student curiosity about the explanations given by the teacher in class. In addition to conducting interviews, researchers also made direct observations of the teaching and learning process in grade IV SDN Winong 01 Pati which obtained several findings which can be explained in Table 1 as follows.

**Table 1.** Indonesian Language Values for Class IV SDN Winong 01 Pati

No	Information	Prior Condition
1	Maximum Value	90
2	Minimum Value	45
3	Mean	52,18
4	Completed students	12
5	Not completed	11

According to Table 1, the observation result showed that while the learning process was conducted, the teachers have not used learning media that interest the students. The lack of active response and communication from the students make the curriculum 2013 learning process is not carried out properly. The learning process is only focusing on the teacher who only uses books while explaining the material, without considering using other material resources. Students still have difficulty writing poem and teachers lack the use of media during the learning process. This can be seen in 23 students who have low levels of learning outcomes, 12 students have reached the KKM and 11 students who have not reached the KKM. Researchers can conclude that all problems and obstacles in school can have an impact on the level of achievement of learning outcomes in the realm of student skills.

From these findings, it implies the need to develop the use of learning media that can support the teaching and learning process in the classroom, so that students are more active in participating in the learning process and student skills will increase. Learning media is an intermediary tool or means used in the process of interaction that takes place between teachers and students to encourage the teaching and learning process to gain knowledge, skills, and strengthening what is learned, and helping to achieve quality learning goals.

(Adnyana et al., 2019) argue that learning media will help improve student learning outcomes, but the media provided must be in accordance with the learning applied. (Suantara et al., 2019; Anwas, 2011) argues that the word media comes from Latin and is the plural form of the word medium which means intermediary or introduction. Media is an intermediary for messages from sender to recipient of messages or as a means of communication to deliver messages for help students understand in achieving learning objectives Based on the opinion of the experts above, the researchers concluded that learning media is an intermediary tool to convey messages to help teachers improve student learning outcomes. Learning outcomes in this study focus on the aspects of skills.

Based on the descriptions obtained by researchers from the results of interviews and observations, researchers believe that to improve students' skills in writing poem can be done through the use of innovative learning media such as learning media from smart ludo, where from the use of these media, students will feel more interested in listening to explanations. when the teacher is in class, is active in asking questions, so that students' insight increases and students can write poem well.

(Amkas et al., 2017) argue that Ludo learning media is a type of traditional visual game. Ludo is suitable for use as a learning medium because the game of Ludo is one of the traditional games that are fun, entertaining, and easy for students to do. (Ningsih & Pritandhari, 2019) argue that the game of ludo is a traditional game where 2-4 people have to set a strategy to move 4 pawn pieces using dice. Meanwhile, (Jannah & Widyatmo, 2018) stated that the game of ludo is a type of checkered board game played by 2-4 players, where players compete to run their pawns from start to finish based on rolling dice. While, (Ningsih et al., 2017; Jannah & Wiyatmo, 2018; Ningsih & Pritandhari, 2019) Ludo game is a type of checkered board game played by 2-4 players, where players compete to run their pawns from start to finish based on the role of the dice. Based on the description of the opinion above, it can be concluded that Ludo is a fun traditional game using boards that are suitable for active, group learning, and can be played by 2-4 students.

By applying smart ludo media, learning will not be boring and monotonous. Smart ludo media is a learning media that has been modified by incorporating the material to be taught. The learning media for smart ludo uses boards or mats such as games of snakes and ladders and monopoly, with a game size of about 47 cm x 47 cm depending on the board making. Smart ludo is usually played by two to four people and each player will compete to be the winner within a specified time. The winner in the smart ludo game is determined by the player who can reach the finish line first or the fastest to run the pawn from the pawn's starting base after the game starts. On each path, some pictures show the player the time they took the question card provided. The question cards will be adjusted to the learning material to be taught.

Ludo media is very effective as a learning medium. Ludo learning media products are suitable for use by students, Ludo game learning media can improve students' mastery of the material, and Ludo game learning media can increase students' interest in learning (Amkas et al., 2017; Jannah & Wiyatmo, 2018). Based on the above problems, the researcher conducted classroom action research. This study aimed to analyze the effectiveness of smart Ludo media in improving poem writing skills in elementary school students. What distinguishes this research from previous research lies in the place and time of implementation, the content of the material being studied and, in this study, emphasizes that with Ludo media students can be active in learning because there are games that contain material content and make students able to interact and collaborate with group members. the above problems, the researcher conducted a classroom action research entitled "Improving Poem Writing Skills through Smart Ludo Media for Elementary School Students".

## 2. Methodology

This research is a classroom action research (PTK) or Classroom Action Research (CAR) which is a type of participant action research or collaboration. Researchers concluded that CAR is action research conducted in the classroom that aims to improve the quality of learning. Classroom action research was conducted on fourth-grade students of SDN Winong 01 Pati, having their address at Jl. Winong-Jakenan is located in Winong Village, Winong District, Pati Regency, Central Java Province. In the second semester of the 2019/2020 school year. In January 2020 with learning according to lesson hours.

The research design used two cycles with four stages, namely planning, implementing, observing, and reflecting through the application of smart ludo media to improve learning outcomes in poem writing skills. If the skill of writing poems using smart ludo media has not improved, the research is continued to the next cycle.

Data collection techniques used in this study were tests, interviews, observation, and documentation. Researchers used quantitative data analysis techniques. This study used the aspects that will be analyzed to calculate the number of individual learning completeness with the students' skills in writing poems from the class average score at the end of each cycle. Data analysis included three interrelated components, namely data reduction, data presentation, verification (Sugiyono, 2011). In this classroom action research, the data analysis used was descriptive qualitative data which was obtained from the activity observation sheet while the students were learning to write poems and quantitative data were obtained from the test results in the form of scores obtained from the students' poems writing skills tests. The completeness of student learning outcomes in writing poems can be seen from the achievement of student learning outcomes that are in accordance with several aspects of the criteria for writing poems which are shown in Table 2 as follows.

**Table 2.** Poem Writing Skills Guidelines

No	Observed Aspects
1.	The newness of Theme and Meaning
2.	The Power of Imagination
3.	Dictionary accuracy
4.	Majas and Image Enrichment

Source: (Nurgiyantoro, 2010)

The data in this study were analyzed using quantitative descriptive analysis methods. Data analysis was carried out after all data were obtained. Data analysis was used to calculate the number of individual learning completeness with the students' skills in writing poems from the class average score at the end of each cycle.

### 3. Findings and Discussion

Classroom Action Research (PTK) was conducted in two cycles, including planning, implementing, observing, and reflecting. In this study, researchers conducted a pre-cycle stage by collecting values on Indonesian language content as pre-cycle values. Researchers obtained value data in grade IV SDN Winong 01 Pati with 23 students and 11 students who had not fulfilled the KKM. The pre-cycle stage can be shown in Table 3 as follows.

**Table 3.** Comparison of Students' Indonesian Language Values Class IV SDN Winong 01 Pati in Initial Condition, and Cycle I

No	Information	Prior Condition	Cycle I Condition
1	Nilai Tertinggi	90	80
2	Nilai Terendah	45	60
3	Rata-rata	52,18	71,73
4	Siswa Tuntas	12	16
5	Siswa Belum Tuntas	11	7

Researchers carry out planning steps that are structured to prepare the instruments needed to carry out the research. The activities carried out in the study were 1) preparing for learning by compiling syllabus, lesson plans, learning materials, and media, 2) providing smart ludo media and learning tools needed in learning, 3) compiling the research instruments used, namely test instruments to measure student learning outcomes. in the realm of writing poem skills, and 4) preparing tools for documentation.

Cycle I is held on Monday, January 6, 2020, with a time allocation of 5 x 35 minutes based on a predetermined time. The learning content in the first cycle is the Indonesian language subject matter. Students are divided into several groups and group representatives represent answering questions given by the teacher to determine which group has the opportunity to play smart ludo. After knowing how to play smart ludo, students do "hompimpa" first to play ludo smart. Students carry out their pawns by placing them on the play path. In the track, there is a picture that later students will have the opportunity to take the question card where students must be able to answer the questions that have been taken. If the student is unable to answer the questions then the opportunity to play will be replaced by another group. The game will be finished within the specified time and the winner will be determined. If none of the student pawns have reached the finish line, they are replaced by the group that answers the most question cards. After that, the winner will be determined and an award will be given. Then the teacher distributes description questions for students to work on.

Learning outcomes in cycle I in honing students' poem writing skills were assessed by 4 aspects consisting of the novelty of theme and meaning, power of imagination, accuracy of diction, empowerment of language, and imagery which obtained an overall score of 332. -Average 71.73 and the highest score is 80, while the lowest value is 60. The percentage obtained is 69.56% with good criteria. It can be concluded that student learning outcomes in the realm of skills in cycle I can be said to be successful. But there are still some students who still get less than expected scores. The results of the comparison of student scores in cycle I and cycle II can be shown in Table 4 as follows.

**Table 4.** Comparison of Students' Indonesian Language Values Class IV SDN Winong 01 Pati in cycle I and cycle II

No	Information	Prior Condition	Cycle II Condition
1	Highest Value	80	90
2	Lowest Value	60	65
3	Mean	71,73	78,26
4	Completed Students	16	21
5	Not Completed Students	7	2

In Table 4, it can be seen that student learning outcomes in writing poem skills in cycle I with the application of smart ludo media were obtained by observing students during the learning process. Researchers also play a role as observers and assess students whose learning outcomes in the realm of skills can be assessed from the results of the observation sheet according to the indicators on learning using smart ludo media. Data from observations in the realm of skills in learning with smart ludo media can be seen that the work of each student is different.

Research activities carried out in cycle II are activities to prepare learning by compiling a syllabus, lesson plans, materials, and learning media. Providing smart ludo media and learning tools needed in learning. Develop research instruments used, namely instruments to measure student learning outcomes in the realm of poem writing skills and prepare tools for documentation.

Cycle II will be held on Thursday, January 16, 2020, with a predetermined time allocation of 5 x 35 minutes. In the Indonesian language content, the teacher then carries out the learning in accordance with the lesson plans that have been prepared by preparing learning media, namely smart ludo media and teaching materials. The implementation of cycle II activities consists of the initial activity, this activity, the closing activity. After that, the teacher gives description questions to be done by students individually.

The results of learning cycle II in the realm of skills in writing students' poem, namely by conducting an assessment of the 4 aspects in the field where the results of the novelty of the theme and meaning, the power of imagination, the determination of diction, the empowerment of figure of speech and images obtained a total score of 361. obtained an overall score of 1800 with a class average of 78.26. The highest value is 90, and the lowest value is 65 with a percentage obtained of 91.30% with very good criteria. It can be concluded that student learning outcomes in the realm of skills in cycle II have been successful. By getting better results from cycle I, it can be said that student learning outcomes in the realm of poem writing skills have increased.

The comparative value of students' Indonesian language at the initial stage, cycle 1, to cycle 2 can be seen in Table 5 as follows.

**Table 5.** Comparison of Students' Indonesian Language Values Class IV SDN Winong 01 Pati in Initial Condition, Cycle I, and Cycle II

No	Information	Prior Condition	Cycle I Condition	Cycle II Condition
1	Highest Value	90	80	90
2	Lowest Value	60	60	65
3	Mean	52,18	71,73	78,26
4	Completed Students	12	16	21
5	Not Completed Students	11	7	2

Student learning outcomes in the realm of poem writing skills with the application of smart ludo media in cycle II were obtained by observing students when the learning process was taking place, namely when students wrote a poem. Observation data in the realm of poem writing skills in learning with smart ludo media can be seen from the work of each student. An assessment of students' writing skills was carried out at the end of each meeting, which based on Table 5 above, it can be concluded that if the application of learning media based on smart ludo can improve learning outcomes in sharpening poem writing skills, where in the last cycle, cycle II, the highest score obtained by students is equal to 90%, the average value in cycle II was 78.26, where the number of students completing was 21 people greater than before the use of smart ludo learning media, the number of students who had not completed was reduced from the previous cycles to only 2 people.

Based on the explanation above, it shows that the implementation of learning that has been carried out in cycle II is good and expectations have been achieved. The realm of students' skills in writing poems can be improved with the implementation of the smart ludo media for the fourth-grade students of SDN Winong 01 Pati. So that researchers do not continue to the next cycle.

Analysis of the assessment of student learning outcomes in the realm of poem writing skills in cycle I and cycle II with the theme of My Goals sub-theme 1 and Goals in the Future, sub-theme 2 Amazingly using smart ludo media has increased by 6.89% in language content Indonesia. So that through the application of learning media with smart ludo, students' skills in writing poems have improved well.

Based on the research results, there can be a positive influence from the application of learning media with smart ludo for the improvement of elementary students' poem writing skills. Because the application of learning media using smart ludo makes students more active and enthusiastic in participating in learning. This can affect improving student learning outcomes in writing poem skills. (Romadlon et al., 2016) stated that writing is inseparable from learning Indonesian which includes four aspects of these language skills. Writing a poem is one of the writing skills in Indonesian. Learning to write a poem is learning that teaches students to be able to express their experiences and imagination. (Jaya et al., 2013) stated that writing is an activity to compile or organize thoughts, ideas, or ideas using a series of sentences integrated into written language. The activity of writing a poem can be formulated as a form of language expression which is an imaginative, emotional, and intellectual image of the poet by using certain

techniques to create certain feelings for the reader or listener. (Bachtiar et al., 2014) stated that writing is an activity that conveys or expresses the results of thoughts, ideas, ideas in writing. There are several forms of writing skills, one of which is a poem. Writing a poem is a form of self-expression through writing in which there is an implied meaning. A poem is a form of literary work that expresses thoughts and feelings by combining several interesting and meaningful word choices implicitly or implicitly.

The smart ludo learning media makes students more active in answering questions and cooperating with friends. With the smart ludo media, learning is not boring and does not look monotonous. Students look more enthusiastic and very enthusiastic about the high curiosity of the smart ludo media. (Oktaviani, 2019) argues that learning will be more fun if it is followed by the use of media. It is the same with (Agung's, 2017) opinion that when associating activities are carried out by students, it will be assisted by media that make students more interested in the learning process. In line with the opinion of (Putri et al., 2020) that in addition to the use of learning models, the choice of methods is also very important in the learning process, namely the selection of learning methods. Given that elementary school children are in the play phase, one method that can be used is the traditional game method. It is the same as the opinion of (Meditati & Suryaningih, 2016) that with learning media the material can be more easily understood and students are more interested in learning. In line with the opinion of (Safiti et al., 2019) that the use of media can greatly help teachers to assess whether students can understand the material presented.

This is also supported by previous research conducted by (Amkas et al., 2017) entitled Development of Ludo Word Game Media for Class IV Students of SDN Banjar Bali for the 2017/2018 Academic Year. That the game of Ludo is suitable for use as a learning medium because the game of Ludo is one of the traditional games that are fun, entertaining, and easy to do by students. The research was also carried out by (Ningsih & Pritandhari, 2019) entitled Development of Ludo Learning Media in Class IX Economics Subject at SMA Purnama Trimujo. Stating that the game of ludo is a game that can make students feel as if they are playing so that the feeling of tension and boredom in students can be reduced. Thus the learning process at school can run smoothly and optimally. The research was also conducted by (Jannah & Wiyatmo, 2018) entitled Development of Learning Media for Ludo Games to Improve Material Mastery and Physics Learning Interest for High School Students. That the Ludo game was chosen because this game is one of the traditional games that are fun, entertaining, and easy to do by students. Besides, ludo games can attract students' interest. Because in this game all students can be actively involved in the learning process.

This research is also strengthened by research conducted by (Asshofi et al., 2019) entitled Improving Learning Outcomes through the NHT Model Assisted by Starred Puzzle Board Media, which states that it can improve student learning outcomes with the help of instructional media. Research conducted by (Hidayat et al., 2017) entitled The Effectiveness of Media Puzzle Assisted Learning Models on Student Learning Outcomes, states that using learning media can improve student learning outcomes. As well as research conducted by (Wahyuni, 2020) entitled Application of Flash Card Media to Improve Learning Outcomes, states that applying learning media can improve student learning outcomes. It can be concluded that improving student learning outcomes using the help of instructional media has a very positive effect on learning.

Based on the results of research with other supporting research, it can be said that there is a positive effect of the application of learning media using smart ludo media on student learning outcomes. This is inseparable from the advantages of the learning media used, namely the smart ludo which is modified by learning to be taught to students. Because these media can attract attention which can affect student learning outcomes. In addition, students prefer learning that is not monotonous and students are more active in learning and foster social interaction with their friends. Indirectly, it will affect mastery of the material so that the objectives of the learning can be achieved with what has been expected. The thing that needs to be considered is that the skills of teachers are further improved by being able to create and use learning media that are more attractive and better to attract students' attention so that when carrying out the learning process, comfortable and good learning situations and conditions can be created.

#### 4. Conclusion

Based on the classroom action research that was carried out in grade IV SDN Winong 01 Pati, the results were that there was an increase in students' poem writing skills in each cycle. Improved classroom action can be seen based on the completeness of student learning outcomes in the realm of student writing poem skills through the application of Ludo Pintar media. This is evidenced by the increase in student learning outcomes in the realm of student skills in writing poems from cycle I to cycle II. In the

realm of skills in writing poems, students in cycle I have obtained good criteria. Then the students' skills in writing poems improved in cycle II with very good criteria.

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