

Word Bank: Learning Media on Poetry Writing Materials for Fourth Grade of Elementary School

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ABSTRAK

Siswa mendapat manfaat dari menulis puisi karena dapat mengungkapkan perasaannya saat itu melalui kata-kata indah dalam bentuk puisi. Menulis puisi dalam pembelajaran dapat dikemas dengan menggunakan media pembelajaran. Media pembelajaran sangat bermanfaat bagi proses pembelajaran. Siswa akan lebih mudah memahami materi yang diberikan guru jika menggunakan media pembelajaran. Oleh karena itu, penelitian ini bertujuan untuk menghasilkan produk media pembelajaran "Bank Kata" untuk meningkatkan kemampuan menulis puisi pada kelas IV Sekolah Dasar. Penelitian ini menerapkan model Penelitian dan Pengembangan Hannafin dan Peck. Dalam penelitian ini, siswa kelas IV yang berjumlah 15 orang dijadikan sebagai subjek penelitian. Observasi, wawancara, angket, dan dokumentasi digunakan sebagai instrumen penelitian. Teknik analisis interaktif dan presentasi digunakan dalam teknik analisis data. Berdasarkan hasil penelitian, media pembelajaran "Bank Kata" mempunyai tingkat kelayakan yang "sangat tinggi". Hasil uji coba awal yang dilakukan terhadap 5 orang siswa tergolong "sangat tinggi" berdasarkan perolehan kedua skor yang diperoleh. Nilai pretest dan posttest siswa pada kelas eksperimen menunjukkan nilai t hitung sebesar $-8,817$ dengan df 18 dan $Sig.$ (2-ekor) sebesar $0,000$. Dengan demikian hasil uji t nilai pretest dan posttest kelas eksperimen menunjukkan nilai $Sig.$ (2-tailed) $0,000 < 0,05$ (5%). Dapat disimpulkan bahwa terdapat perbedaan kemampuan menulis puisi yang signifikan.

ABSTRACT

Students benefit from writing poetry because they can express their feelings at the time through beautiful words in the form of poetry. Writing poetry in learning can be packaged using learning media. Learning media is extremely beneficial to the learning process. Students will understand the material provided by the teacher more easily if they use learning media. Therefore, this research aims to produce the learning media product "Word Bank" to improve the ability to write poetry in fourth grade elementary school. This study applied the Hannafin and Peck model of Research and Development. In this study, 15 students of IV grade were used as research subjects. Observation, interviews, questionnaires, and documentation were used as research instruments. Interactive analysis techniques and presentations were used in data analysis techniques. According to the research findings, "Word Bank" learning media has a "very high" feasibility level. The results of the initial trial, which was conducted on 5 students, were classified as "very high" based on the acquisition of the two scores obtained. Students' pretest and post-test scores in the experimental class showed a t -count of -8.817 with df 18 and $Sig.$ (2-tailed) of 0.000 . Thus, the results of the t -test for the pretest and post-test values of the experimental class show that the value of $Sig.$ (2-tailed) $0.000 < 0.05$ (5%). Can be concluded that there is a significant difference in ability wrote poetry.

1. INTRODUCTION

Indonesian language learning in the 2013 curriculum is integrated into learning themes. Four language skills are the focus of Indonesian language learning materials. The four language skills are listening, speaking, reading, and writing skills. The four language skills in Indonesian language learning are classified into two, namely receptive language and productive language which are interrelated. Receptive language is the ability to receive language cues, namely listening and reading (Pujiastuti, 2020; Pujiastuti et al., 2018). On the other hand, productive language is the ability of students to express ideas or ideas into a

form. Productive language skills are the abilities that students have to express, create and design ideas, ideas, and thoughts both in writing and orally, namely speaking and writing skills (Pujiastuti, 2020; Pujiastuti et al., 2018). The four skills are taught in stages: listening, speaking, reading and writing. Based on this, the last skill that students should master is writing. The process of writing skills requires a lot of attention from teachers and teaching staff because writing skills are one of the most difficult languages to learn besides writing skills, namely being able to consider information that must be maintained when expressing that information in a written text (Rinawati et al., 2020; Wang et al., 2023). Then writing skills are focused on developing writing potential from the representation of linguistic aspects and writing language symbols, secondly focusing on developing communication competencies with written language (Al-Ahdal & Abduh, 2021; Indihadi, 2018). Based on the descriptions of the experts' opinions above, it is possible to conclude that writing skills are an active and productive activity that involves putting ideas in the form of messages, ideas, suggestions, opinions, and so on into a written form that stems from the researcher's real experience.

Writing can assist students in expressing their feelings or opinions. This writing ability is critical to a student's success in school. Writing activities allow people to express, selecting, connecting and organizing their thoughts, ideas, and feelings in writing (Ahsin, 2016; Chan & Yamashita, 2022). Someone can provide information by writing in this case. Writing is inextricably linked to the existence of a work. Writing, in other words, is a useful language skill. Writing skills are included in productive abilities, namely a person's process of creating or designing language (Pujiastuti et al., 2018; Van et al., 2021). A productive activity includes anyone who creates written work, whether it is a story or factual information. Writing poetry is an activity that involves expressing thoughts or ideas through beautiful words that are rich in meaning. Writing poetry is a form of creativity in the field of literature that is a reflection of the results of a poet's experience, knowledge, and feelings that are formed into a poem (Febriana et al., 2018; Sigit et al., 2020). Furthermore, other study states that poetry is the oldest literary work with the characteristics of a compacted language, meaningful language, and elements of beauty (inner and physical) (Bupu et al., 2018). The ability to write poetry is the ability to create ideas that are poured into writing in concise and expressive language (Certo, 2017; Mustika & Lestari, 2016). Based on the description of the opinion above, it is possible to conclude that writing poetry is an activity of expressing an idea, feeling in a meaningful language symbol that is arranged using a beautiful vocabulary that belongs to the field of literature and comes from a reflection of the researcher's experience, knowledge, and feelings that are rich in meaning. The benefit of writing poetry is being able to express their feelings at that moment through beautiful words in the form of poetry. Writing poetry can help students relieve stress as well as improve writing skills. Students can express or communicate feelings, opinions, or ideas to others or readers by writing poetry (Deveney, 2021; Susanti et al., 2019). In addition, "For children, too, writing poetry is a space for them to explore and express their cultural lives, experiences. Indeed, because of the genre's freedom and flexibility, it may be one of the most generative types of writing for children to express such deeply felt thoughts and lived experiences." (Certo, 2017; Saputro et al., 2018). Writing poetry for students can be interpreted as a place to deepen their ability to show their life experiences.

As a result, learning to write poetry is just as important as learning other skills. There are six reasons why studying poetry is important. Previous study state there six reasons (Ambarwati, 2018) are as follows: (1) writing poetry provides pure pleasure and joy, (2) writing poetry can provide knowledge about concepts in the world around students, (3) writing poetry encourages students to develop diverse vocabulary, and (4) writing poetry encourages students to develop diverse vocabulary. (4) Write poetry to help students identify specific situations; (5) write poetry to help students express emotions and understand their own feelings; and (6) write poetry to open and develop students' perspectives on the environment. There are indicators that must be considered when writing poetry. Indicators of writing poetry include students who can write poetry with the correct sound elements, students who can identify words or make the right choice of words, students who can write poetry in the correct visual form, and students who can write poetry based on the meaning of an image (Isyani, 2017; Susanti et al., 2019). Furthermore other study mentions the indicators of writing poetry, which are the accuracy of the theme and meaning, imagination, diction accuracy, exposition, and imagery (Mardalela et al., 2019). For example, in a situation or experience, students can accurately describe the situation by using accurate vocabulary, typography, and writing.

Teachers who teach literature should consider not only reading and speaking skills, but also literary writing skills. This is consistent with the belief that ideal writing learning incorporates contextual practice as well as theory and memorization (Yarmi, 2017). Teachers can select the best literary learning strategies, models, media, and methods. In addition to paying attention to learning models and strategies, teachers must pay attention to the media used. Learning media is extremely beneficial to the learning process. Students will understand the material provided by the teacher more easily if they use learning

media. Learning media is used to support a pleasant learning process so that it becomes a factor of cognitive development and triggers students to be actively involved in order to achieve learning objectives (Daryanes et al., 2023; Puspitarini & Hanif, 2019). Where it is known that learning media is used to support the learning process in this case. Furthermore previous study state that the media is a means to provide stimulation for students so that the learning process occurs (Maimunah, 2016). Based on the foregoing, it is possible to conclude that learning media is an object used by teachers to assist or support the implementation of teaching and learning activities.

However, many teachers only provide learning on the knowledge aspect and do not focus on the skill aspect. Teachers do not optimally use learning media. Therefore, many students experience difficulties, for example, students find it difficult to find ideas and choose the right words when writing, especially poetry. This is in line with the inhibiting factors of writing poetry, which are a hostile classroom environment, lack of vocabulary mastered by students, and ineffective learning methods in communicating students' thoughts and feelings (Widyawati, 2018). Aspects that encourage writing poetry include students' low interest in reading poetry and mastery of language styles. Furthermore, explaining the factors that influence writing poetry, learning activities on writing skills in class are still very common (Azizah, 2015; Sari, 2016). The Indonesian teacher only asks students to write poetry to express their feelings. In this manner, the teacher presumes that students understand how to write poetry. With such a learning process, students' poems are less interesting because of incorrect word usage and lack of variety in topics."

According to the findings of learning observations in elementary schools, the teacher continues to use the lecture method, does not use learning media, does not present concrete objects that can stimulate students in the material provided, students continue to have difficulty understanding the material, the class is also not conducive, with many students cool chatting with their own friends, and students are not active during learning. Aside from that, there are issues with writing poetry material, such as students needing verbal stimulation to determine the ideas to be written. Students then have difficulty selecting appropriate vocabulary. Previous study gets students' problems in writing poetry, namely unstructured ideas and not well detailed so that the disclosure is less coherent (Tsalitsatul Maulidah, 2020). Students struggle to find the right words to create rhymes or poetry, such as a, b, a, b and or a, a, a, a. Students are not permitted to use figures of speech when writing poetry. Students were unable to clearly write parables or figures of speech in their poetry. Other study also found problems in the field, namely difficulty finding ideas (inspiration), difficulty developing sentences into stanzas, limited vocabulary owned by students, and lack of understanding of the elements of poetry and students' lack of understanding of the elements of poetry (Marlani & Prawiyogi, 2019).

As a result, teachers can modify learning by utilizing learning media. "Word Bank" is a learning medium that is appropriate for writing poetry. This is in accordance with research that has been conducted with the title of the research being conducted, namely "Application of Word Bank Games in Efforts to Improve Free Poetry Writing Skills" (Utami et al., 2016). In addition, there is also other relevant research conducted with the title of the research being carried out, namely "Improving the Ability to Write Poetry by Applying Language Game Techniques to Grade V Students of Elementary School of 2 Banyudono Boyolali" (Kristiantari et al., 2023). The two studies are similar in that they both investigate poetry writing abilities. Furthermore, the media used is "Word Bank" learning media. But in making the media "Word Bank" there are still deficiencies. There are only a collection of words and no figurative words in the "Word Bank" media used in research (Bachry et al., 2018; Waraulia, 2017). Furthermore, the "Word Bank" media used in the research conducted has a disadvantage in that it still uses paper as a material in the production of the media (Utami et al., 2016). Of course, the paper used will be a separate source of waste and inefficiency. Paper material can only be used once and is ineffective because each use of media necessitates the creation of new pieces of paper, which takes time to learn. Furthermore, the use of paper material has the disadvantage of being easily torn and lost.

The researcher will primarily use wood in the development of the "Word Bank" media. This wood material will last longer than paper material. The novelty of this study is vocabulary to be developed will then include beautiful vocabulary as well as various figurative vocabulary. As a result, the new "Word Bank" learning media will have more advantages than the previous "Word Bank" learning media. Based on this, the researcher formulated the following problem. The aims of this study was to develop appropriate "word bank" learning media for writing poetry for grade 4 elementary school students.

2. METHOD

Model of this study was research and development, which refers to the Hannafin and Peck model. According to Hannafin and Peck there are three stages of development: design needs analysis, development, and implementation (Boangmanalu et al., 2018). The description of the stages of development is, needs Analysis, which entails carrying out the needs analysis step by conducting literature studies and field

analysis. The analysis conducted aims to determine the needs of teachers and students. This analysis can take the form of learning media goals, media goals, equipment requirements, funding, and so on. Focus Group Discussion (FGD) activities were also carried out at this stage. This activity is designed to collect data and analyze needs related to the problem of reading poetry in elementary schools. Design, specifically transforming the results of the needs analysis into a product plan. In this case, the researcher determines the product development goals based on the problems and needs discovered. Development and implementation that is, creating the initial form of the product to be manufactured. The activities carried out in this phase are the creation of flowcharts, validation, formative and summative assessment. Flowcharts are created from storyboards to aid in the creation of learning media.

Product trials were conducted in order to determine the viability of the prepared media. Product trials were conducted after learning media products have been evaluated or given input from media and material experts. The trials were divided into two stages: preliminary trials and field operational trials. This study subjects were the IV grade of elementary school students, a total of \pm 17 students. The study took place at Cangkringan 2 Elementary School and Bronggang Baru Elementary School, both of which were part of the same cluster. This study used the following data collection techniques: observation, validation scale, questionnaires, test and documentation. This study applied both quantitative and qualitative data analysis techniques. Observations were used to collect qualitative data for this study. While quantitative data was derived from questionnaire responses. The data collection grid for this research, is show in [Table 1](#), and [Table 2](#).

Table 1. Material Expert Rating Scale Grid

Dimension	Indicator	Item Number	Number of Item
Function	Functionality of learning media din general	1,2	6
	Functionality of learning media in communicative function	3	
	Functionality of learning media in motivational function	4	
	Functionality of learning media in meaningful function	5	
	Functionality of learning media in equalizing perception	6	
Curriculum	Relevance of media to material to be studied	7	2
	The material in the media is in accordance with applicable curriculum	8	
Competence	Suitability of material with core competencies	9	3
	Suitability of material with basic competencies	10	
	Suitability of the material with the learning objective	11	
Clarity	Clarity of vocabulary used	12	4
	The language used is appropriate to student understanding	13	
	Clarity of words used in the media	14	
	Use of figurative words	15	
Use	The use of titles attracts students' attention	16	5
	The use of media makes learning affective and efficient	17	
	The use of media creates a reciprocal relationship between teachers and students	18	
	The use of media involves students actively	19	
	Student become productive in learning	20	

Table 2. Media Expert Rating Scale Grid

Dimension	Indicator	Item Number	Number of Item
Media display	Use of media colours	1	6
	Media size	2	
	Media appeal	3	
	The correct color of the letter used	4	
	The correct size of the letter used	5	
	Accuracy of the type of letters used	6	
Media function	Motivate student learning	7	4
	Make it easier for students to understand the material	8	
	Improve students; ability to analyze and create	9	
	Make student have the same views	10	

Dimension	Indicator	Item Number	Number of Item
Use	Ease of operating the media	11	3
	Clarity of instructions for use	12	
	Simulates students' imagination	13	
Student engagement	Media can make student active in learning	14	3
	Media can be used by all student	15	
	Make the teaching and learning process more effective and efficient	16	

In this study, qualitative data was analyzed using interactive analysis techniques developed by Miles and Huberman. According to study analysis as three concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification (B.Milles et al., 2014). This study quantitative data analysis applied descriptive quantitative data analysis techniques. Data analysis was carried out by processing the obtained data by describing the data without the intention of drawing broad conclusions. Before describing the data, the researcher calculated the percentage of people who received a score on the product evaluation data. The "Word Bank" media developed was considered feasible if it achieved an average rating score of 69% - 80% or a high minimum criterion for each assessment component.

In addition to calculating the percentage of product evaluation results, researchers also tested field hypotheses regarding product effectiveness using the t-test. The t-test was carried out by comparing the results of the pretest scores and post-test scores of the control group and the experimental group in testing the "Word Bank" media product. In this study there are two hypotheses to be tested, H_0 : There is no significant increase in poetry writing skills by using the media "Word Bank". H_1 : There is a significant increase in the skill of writing poetry using the media "Word Bank". The criteria in the t test are: If t count \geq t table then H_1 is accepted and H_0 is rejected. Testing the t-test in this study was assisted by the SPSS for windows application.

3. RESULT AND DISCUSSION

Result

Researchers began the development process by analyzing the needs for poetry writing skills in the two schools through observations and interviews. Research findings show that when learning to write poetry, students experience difficulty in choosing the right vocabulary to write poetry, cannot arrange the correct rhyme in writing poetry, and are also unable to use figurative vocabulary in writing poetry. Apart from that, students are less interested in participating in learning, and learning tools are also incomplete. Students feel that learning that does not use media is boring. Furthermore, it was also seen that during observation, students were still in the playing stage so appropriate media were needed for playing and learning. Based on these interviews and observations, teachers and students need supporting devices such as learning media to attract students' attention. Therefore, the learning media "Word Bank" was created for class IV poetry writing material.

The next stage, namely product planning, is carried out by developing materials that are suitable for the product to be developed, such as determining KI and KD as well as determining the tools and materials used, which are carried out at this stage. The material used in developing the "Word Bank" media is plywood. The plywood used in the production of "Word Bank" media measures 50 x 30 cm. The use of plywood is intended to make the "Word Bank" media more durable and easier to use. The learning media "Word Bank" is packaged in such a way as a mini game by creating a game like being in a bank to arouse students' interest in learning to write poetry. This learning media is equipped with queue numbers, vocabulary and guidebooks. Queue numbers are designed to teach students how to queue. Meanwhile, the guidebook contains media descriptions, instructions for use, poetry writing materials, and evaluation questions. The "Word Bank" media is presented visually attractive, with an attractive cover and bright colours. This is done so that students can easily remember and understand the material for writing poetry using the "Word Bank" media.

The next stage is development and implementation. After planning, the learning media "Word Bank" can be developed. Before being implemented, the "word bank" media must be validated for its feasibility by experts. Expert validation is used twice, namely material expert validation and media expert validation. The results of expert validation will be converted into qualitative data. The result of expert validation is show in [Figure 1](#).

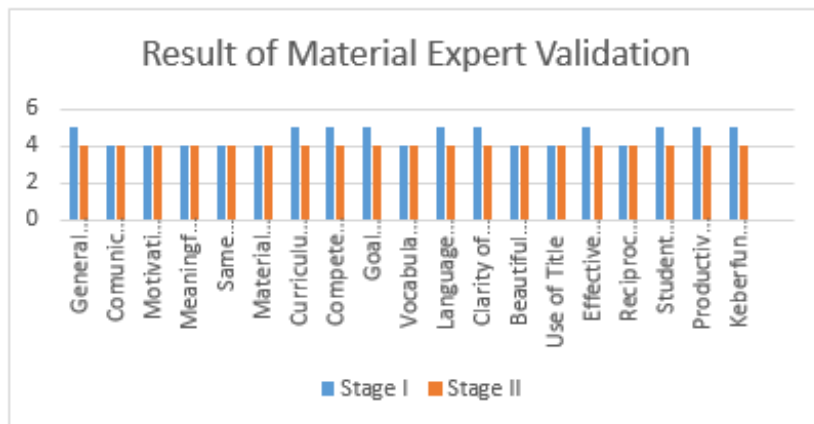


Figure 1. Result of Material Expert Validation

Base on Figure 1, the first stage of material expert validation yielded a total score of 90 with an average of 4.5. The average acquisition was transformed into qualitative data, with the level of validation of the "Word Bank" learning media material included in the "very valid" criteria. Material experts conclude that the "Word Bank" learning media was appropriate for use with modifications. The researcher then validated the second stage of the material expert to re-ensure the level of validity. The total assessment yielded 80 results, with an average of 4. The average acquisition was transformed into qualitative data, with the level of validation of learning media material "Bank of Words" included in the "very valid" criteria. Material experts conclude that the "Word Bank" learning media was appropriate for use in research with no changes."

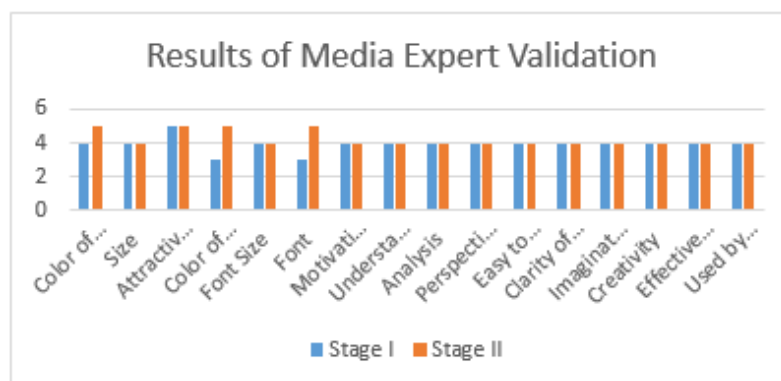


Figure 2. Results of Media Expert Validation

According to Figure 2, the results of the first stage of media expert validation, the total rating obtained was 63 with an average of 3.9. The average acquisition was converted into qualitative data, with the "Word Bank" learning media validation level included in the "very valid" criteria. However, media experts made suggestions and provided feedback that must be corrected. As a result, the expert concluded that the "Word Bank" learning media was ineligible for use in research. The total rating obtained in the second stage of media expert validation was 68 with an average of 4.25. The average acquisition was converted into qualitative data, with the "Word Bank" learning media validation level included in the "very valid" criteria. Material experts conclude that the "Word Bank" learning media was appropriate for further research with improvements.

After the "word bank" media is declared valid for use in research, the media can be tested in the initial stage to several elementary school students. The initial stage trial aims to determine student responses to the "Word Bank" learning media. If there are deficiencies based on the results of student responses, then proceed to the main product revision stage. Based on the results of obtaining student response questionnaires, the initial field test obtained an overall score of 189 with an average of 37.8 which was then converted into a percentage score of 94.5% so that it could be seen through the percentage table of quantitative data analysis to qualitative data, the media "Word Bank" was included in the "very high"

category. As a result, the "Word Bank" media developed was considered feasible because it received an average rating score of more than 69%.

The main field test was conducted with ten students of SD Negeri Cangrangan 2. Based on the results of the main field test, which obtained an overall score of 382 with an average of 38.2 which was then converted into a percentage of the score obtained of 95.5% so that it can be seen through the percentage table of quantitative data analysis of qualitative data, the "Word Bank" media is included in the "very high" category. Thus, the "Word Bank" media that was tested was considered feasible because it obtained an average assessment score of more than 69%.

Product effectiveness tests are carried out simultaneously with field operational tests. The operational test in the development of the "Word Bank" media used the Quasy Experiment type of research using two classes as the control and experimental class. Before students use the "Word Bank" media, students are given a pretest and after using the "Word Bank" media students are given a post-test. The data obtained from the results of the pretest and post-test will be analyzed using quantitative data analysis with the t-test. In the t-test stage, there are several stages, namely testing the data with the normality test and homogeneity test as a prerequisite for carrying out the t-test. The prerequisite test results from the data obtained are as follows: normality test, homogeneity test, t-test.

The normality test was carried out, namely testing all the data obtained to find out whether the data was normally distributed or not. The normality test was carried out, namely testing all the data obtained to find out whether the data was normally distributed or not. The results of the normality test for the distribution of pretest data for the ability to write poetry in the control class are presented in [Table 3](#).

Table 3. Control Class Normality Pretest Results

Parameters		Value
N		26
Most Extreme Differences	Mean	45.1923
	Std. Deviation	8.54175
	Absolute	0.190
	Positive	0.190
	Negative	-136
Kolmogorov-Smirnov Z		0.968
Asymp. Sig. (2-tailed)		0.306

Based on the calculation results in [Table 3](#) regarding the pretest value of the ability to write poetry in the control class, it can be seen that the Asymp. Sig. (2-tailed) is 0.306. Thus, it can be concluded that the pretest data for the ability to write poetry has a normal data distribution or normal distribution because of the Asymp value. Sig. (2-tailed) > 0.05. The results of the post-test data distribution normality test for the ability to write poetry in the experimental class are presented in [Table 4](#).

Table 4. Experimental Class Normality Posttest Result

Parameters		Value
N		10
Most Extreme Differences	Mean	76.5000
	Std. Deviation	9.44281
	Absolute	0.245
	Positive	0.184
	Negative	-245
Kolmogorov-Smirnov Z		0.773
Asymp. Sig. (2-tailed)		0.588

Based on the calculation results in [Table 4](#) regarding the post-test scores for the ability to write poetry in the experimental class, it can be seen that the Asymp. Sig. (2-tailed) is 0.588. Thus, it can be concluded that the post-test data for the ability to write poetry has a normal data distribution or normal distribution because of the Asymp value. Sig. (2-tailed) > 0.05. In addition to testing the normality of the data, homogeneity was then tested. The results of the pretest data homogeneity test for the ability to write poetry in the control and experimental classes, it can be seen that the value of Sig. is 0.598. Thus, it can be concluded that the pretest data for the ability to write poetry is homogeneous data because the value of Sig. >0.05. The results of the post-test data homogeneity test for the ability to write poetry in the control and

experimental classes, it can be seen that the value of Sig. is 0.874. Thus, it can be concluded that the post-test data for the ability to write poetry is homogeneous data because the value of Sig. >0.05.

After the data is declared normal and homogeneous, then proceed to the t test. Calculation of the t-test can be done if you have calculated the prerequisite test with the normality test and homogeneity test. Based on the results of the normality test that has been carried out, it can be seen that all data obtained is normally distributed data. As with the normality test, after carrying out the homogeneity test it can be seen that all data is homogeneous data. Thus, the calculation of the t-test can be carried out. The t-test in this study was carried out using SPSS 16.0 for windows. If the results of the calculation of Sig. (2-tailed) <0.05, so there is a significant difference between the pretest and post-test scores of poetries writing skills. Conversely, if the calculation of the value of Sig. (2-tailed) > 0.05, so there is no significant difference between the pretest and post-test scores of poetries writing skills. The results of the t-test data on the ability to write poetry in the control class are presented in [Table 5](#).

Table 5. Control Class T-Test Results

Statistics Parameters	Lavene's Test Equality Variance		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std Error Differences	95% Confidence Interval of the Differences	
								Lower	Upper
Equal Variances Assumed	0.283	0.598	-1.231	34	0.227	-3.892	3.163	-10.320	2.535
Value Equal Variance Not assumed			-1.24	16.671	0.232	-3.892	3.135	-10.517	2.732

Based on [Table 5](#), it can be seen that the value of t-count is -1.231 with df 34 and Sig. (2-tailed) is 0.227. Thus, the results of the t-test for the pretest values of the control and experimental classes show that there is no significant difference in the ability to write poetry because of the Sig. (2-tailed) 0.227 > 0.05 (5%). The results of the t-test for the ability to write poetry in the experimental class are presented in [Table 6](#).

Table 6. Experimental Class T-Test Results

Statistics Parameters	Lavene's Test Equality Variance		t-test for equality of means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std Error Differences	95% Confidence Interval of the Differences	
								Lower	Upper
Equal Variances Assumed	0.253	0.874	10.231	34	0.000	32.846	3.242	26.258	39.434
Value Equal Variance Not assumed			9.622	14.865	0.000	32.846	3.413	25.565	40.128

Based on [Table 6](#), it can be seen that the value of t-count is 10.133 with df 34 and Sig. (2-tailed) that is 0.000. Thus, the results of the t-test post-test scores for the control and experimental classes show that there is a significant difference in the ability to write poetry because of the Sig. (2-tailed) 0.000 < 0.05 (5%).

Pretest and post-test t-tests in the experimental class were carried out to find out whether there was a significant difference between the values obtained before and after using the "Word Bank" media. The results of the t-test obtained is show in [Table 7](#).

Table 7. The Results of the T-Test from the Pretest and Posttest of the Experimental Class

	Lavene's Test		t-test for Equality of Means							
	Equality Variance		t	df	Sig. (2-tailed)	Mean Difference	Std Error Differences	95% Confidence Interval of the Differences		
	F	Sig.						Lower	Upper	
Equal Variances Assumed	0.163	0.691	-8.817	18	0.000	-35.200	3.992	-43.588	-26.812	
Value Equal Variance Not assumed			-8.817	17.750	0.000	-35.200	3.992	-43.596	-26.804	

Based on Table 7, it can be seen that the t-count value is -8.817 with df 18 and Sig. (2-tailed) that is 0.000. Thus the results of the t-test for the pretest and post-test values of the experimental class show that there is a significant difference in the ability to write poetry because of the Sig. (2-tailed) $0.000 < 0.05$ (5%).

Based on the calculation of the t-test that has been carried out on the pretest and post-test data of the experimental class, it can be seen that the t-count is -8.817 with a df of 18 and Sig. (2-tailed) that is 0.000. The t-count value in the calculation is smaller than the t-table value at 5% significance, so it can be concluded that the H_0 hypothesis which states "There is no significant increase in poetry writing skills using the media "Word Bank"" is rejected. While the H_1 hypothesis which states "There is a significant increase in poetry writing skills using the media "Word Bank"" is accepted

Discussion

The problems found in this study are that students have difficulty choosing vocabulary to write poetry, students cannot determine rhyme in poetry appropriately, and students have not been able to write stanzas containing figurative words. Based on these problems, development is carried out through needs analysis. The result of the needs analysis is that students like to play while learning, students are also more enthusiastic in learning when there are supporting tools such as learning media. Thus, the "Word Bank" media was developed to improve the ability to write poetry of elementary school students. The development of learning media "Bank Kata" is packaged into a role art game like being in a bank so that the function of the media can be felt by students, namely being interested in learning to write poetry. The attentional function of visual media is to attract and direct students to concentrate on the content of the lesson related to the visual intent displayed or accompanying the text of the subject matter. In addition, the material contained in the learning media can encourage the process of student understanding so as to improve individual learning outcomes (Haryana et al., 2022; Nurdyansyah, 2019). The development of "Word Bank" media can serve as a tool to stimulate and equalize students' perceptions. The function of the media is that students will be more motivated to learn, increase the meaningfulness of learning, encourage students to write, speak and imagine more stimulated and can equalize perceptions between students (Nurrita, 2018; Tafonao, 2018).

After knowing the problems and analyzing the needs, then design the learning media. Media design by making flowchart and storyboard. Making flowchart and storyboard is intended to arrange the flow of media "Word Bank" and also as an initial description of its development. The flowchart is prepared to find out and determine the flow of the product being developed (Kunto et al., 2021; Nurdyansyah, 2019). Storyboard is a visualization of the idea of the product to be built, so that it can provide an overview of the product to be produced.

The "Word Bank" media that has been developed, then validated by experts to find out the shortcomings of the products developed. Validation aims to find out and correct errors that exist in the learning media developed. The purpose of the expert validation test is to get an assessment so that the level of validity of the product can be known as well as knowing the weaknesses of the product by asking for suggestions for improvement from validators for product improvement developed (Sulthony et al., 2016; Wijayanti et al., 2017). Furthermore, the "word bank" media is tested on groups of students to see student responses when using the media in the learning process. The trial can be done either through individuals or through small groups or also through field tests, namely in the actual learning process with the field test, that is, in the actual learning process using the developed (Hariyanti et al., 2019; Herawati Daulae, 2019). The purpose of the operational field test of the operational field test is to determine whether the product is fully ready for use in schools.

In addition, the operational field trial was conducted using the quasi-experiment method. Where two classes are taken as control classes and experimental classes. Quasi-experiment is an experiment that places the smallest experimental unit into experimental and control groups (Iida & Chamcharatsri, 2022; Maciejewski, 2020). A quasi-experiment is a prospective or retrospective study in which groups self-select one of several different treatments for the purpose of comparing the effectiveness of those treatments. Both classes were given a pretest and posttest.

The learning media "Word Bank" has gone through various stages of research and can be used as a solution to the problems experienced by students in writing poetry. Writing ability is one of the language skills that must be mastered by students. Students' writing skills are very diverse, one of which is writing poetry. Writing poetry is an activity of pouring one's ideas in the form of writing using beautiful words. Writing poetry is an activity of pouring creative ideas in literary works through writing using beautiful and rich words, a reflection of the results of one's experience, knowledge, and feelings (Febriana et al., 2018; Sigit et al., 2020). In other words, learning to write poetry allows students to know and express more deeply about their feelings in relation to their social and cultural environment.

Based on the research results that have been presented, the "Word Bank" media is proven to be feasible and can improve the poetry writing skills of elementary school students. The learning media "Word Bank" has previously been developed by other researchers. It was found that in the study the learning media "Word Bank" only contained a collection of words and did not display figurative words (Utami et al., 2016). Another research that developed "Word Bank" learning media was conducted by other study the "Word Bank" learning media developed is not much different from the previous research, namely the collection of words is still limited to beautiful words and there are no figurative words (Waraulia, 2017). Moreover, the development was carried out using only paper material. Therefore, this research has an advantage in the use of learning media materials. The wooden material will be more durable than the paper material. Another advantage is that the vocabulary developed includes beautiful vocabulary and also various figurative vocabulary. Thus, the developed "Word Bank" learning media has advantages compared to the previous "Word Bank" learning media.

The use of word bank media has benefits for students, namely that it can motivate student learning. This is also expressed in previous research state that word bank games are applied to motivate students in learning to write poetry so that learning can be meaningful because there are also games (Utami et al., 2016). In addition, the use of word banks can provide benefits to attract students' interest in learning. This was also revealed in previous research state that the use of word bank media can help make the learning process more interesting and ultimately meaningful for students (Waraulia, 2017). This development can have a direct impact on students in terms of writing poetry. Students can distinguish directly between beautiful words and figurative words. In addition, students can learn to form rhymes in poetry. In addition to these implications, this study has limitations, namely in the implementation of the effectiveness test carried out simultaneously with field operational tests. Thus, the researcher suggests that further researchers be able to better examine the effectiveness of this "Word Bank" media by conducting classroom action research.

4. CONCLUSION

The "Word Bank" learning media developed is effective to improve the ability to write poetry of fourth grade elementary school students. The media development stage has produced a feasible and effective "Word Bank" media. Students who use the "Word Bank" media have better poetry writing skills than students who do not or use other media. Thus, it is suggested to teachers to be able to use learning media as a supporting tool for the process of delivering subject matter.

5. REFERENCES

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