Implementation of Acrostic Technique and Snowball Throwing Game in Learning Poetry for Students in Vocational High School

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ABSTRACT

Writing about literature is an important thing for students in the school. The existence of language learning in the school can be one of many ways to improve writing literature ability for students. One of those abilities is writing a poetry. By writing a poetry, students can express their feeling and use their great imagination. This research aimed to know the implementation of acrostic technique and snowball throwing game in learning poetry in Vocational HighSchool (SMK). The method used in this research is experimental research where the data are collected by taking test. In this research, researcher chose two classes which are consist of experimental class and control class. The result of this research showed that acrostic technique can help students in writing poetry better. It was indicated with many students in experimental class got high score with the average score 86.48 with excellent category. Beside it, students in control class got the averagescore76.48 with good category so that there are differences between those classes up to 10,11 %. Furthermore, implementation of snowball throwing game in those two classes can improve student mental, student confidence, and student motivation in learning. Thus, the acrostic technique combined with snowball throwing game can be alternative for language teachers in teaching poetry in the school.

KEYWORD: *Acrostic technique, Snowball throwing game, learning, poetry*

A. INTRODUCTION

Language is an important aspect in human life. Therefore, any language teaching from primary school to college. Language teaching course leads students to be able to master the four language skills which include skills of listening, reading, writing, and speaking. All four of these skills are taught in formal school in integration. In addition, beside having great skills in those the four skills, students also are hoped good at writing literature. By studying literature, students are expected to express their ideas with a sure and confident. Studying literature also makes students good and creative in thinking.

Wellek and Warren (2014:23) mention thatliterature serves as entertainers at once taught something. Haryadi (2011:3) says thatliterature has the function of a beauty and useful. Beauty because of literature composed in the form of a beautiful and interesting so that makes people love to read, to hear, to see, and to enjoy it. Meanwhile, Siswanto (2008:171) states that through

the literature one teacher could develop learners in terms of balance between the spiritual, emotional, ethics, logic, aesthetics, and kinestetic; life skills development; lifelong learning; as well as the overall education and partnerships. Learning literature also is not only concerned with aesthetics but also ethics. It all is as same as Junaidi (2017:502) that states pupils in the school should be not only good at academics but also in term of character. It is on account on academic ability and awesome intelligence have to be completed with good morality.

Furthermore, one of the literary skill that must be mastered by students is the ability to write a text of poetry. Poetry surely could not be released from the imagination. Therefore, the teaching of poetry certainly requires tranquility and proficiency in their imagination. In order to improve this as well as enhance the attractiveness of students expressing expression and imagination through poetry, teachers can use special techniques in learning. It is because for many students writing poetry has not always been a pleasant experience. As an examples of techniques that can be an alternative in teaching a poetry is acrostic technique. This technique asks students to elaborate on first letter of certain words into arrays with beautiful and aesthetic value. Therefore, these techniques focus on mastery of the course students in penning a poem with as best as possible.

Furthermore, the spirit of the students in the reading of poetry is certainly an important thing. In this case, the selection of methods that can improve the learning motivation and self-confidence of students is certainly very important. Before skillfully poetry reading, the important aspect is not important epoch built earlier is couragement or mental. With having a good mental, then students will be able to express his feelings freely and confidently. In this case, the snowball throwing game can be an alternative for building mental of students to brave or skillful in communicating or expressing ideas in front of the class.

According to explanation above, in this context researchers are interested in conducting research about Implementation of Acrostic Technique and Snowball Throwing Game in Learning Poetry for Students in Vocational High school (SMK). The election of both the above methods with consideration to make students not only focus on writing a poetry abut having skill in delivering what has been written to his friends in the class.So, the combination of technique and the game can build intelligence and mental of students. Students not only able to write but able to read or to speak and ready to listen as a appreciation of his classmates performance.

B. METHODOLOGY

The method used in this research is experimental research. Sugiyono (2009:72) says thatexperimental research method can be defined as a method of research used to locate a particular treatment influence against the other in conditions completely. In this research, the researchers divide two classes, namely the experimental class and control class.

C. FINDING AND DISCUSSION

Acrostic is a method of writing poetry with sort of a certain name in the pertikal then from the initials the first letter of the words selected in accordance with the creativity and imagination that outlines the circumstances themselves, experience, and ideals. Learning to write poems usually

begins with the stage appearance of the idea of students, capture and reflect on these ideas with the idea in order to ripen, sees them clear and intact, discuss those ideas and organize them (this is still in the mind of the students), and write down those ideas in the form of poetry (Ratnawati, 2014:132). Based on this, the stage of writing poetry with the acrostic Technique consists of stages of thinking about yourself, find an interesting piece, and wrote drafts of poems and break it down into words. Frye, dkk (2010:591) mentions the structure of the formula in the acrostic poem make studnets show how to think flexibly and develop ideas and choose interesting words.

Furthermore, Wahyuningsih, dkk (2013:2) state that learning with Snowball Throwing is one of the learning models are packed in an interesting game that is mutually throwing balls of paper containing the questions. However, in this context does not contain the question researchers in the balls because the ball functions as a gaming device in order that students dared to convey the results of his work in the form of a poem to the class.Ambarwati (2013) says that because of the activity in snowball trowing, students are not only to thinking, to writing, to asking question and tp talking but they also to do a physical activity that is rolled paper and throw it to the other students. In other hand, Southgate, dkk in this research (2017:9) say that teacher can use serious game in a variety of ways to enhance students'motivation and learning outcomes. Game also can also be implemented as effective and functional learning tools in children's cognitive, affective, social, sexuual, moral, behavioural developments. While playing well-designed games, children will be more informed about values and develop more moral and richer personalities (Aypay, 2016:294).

This research is implemented in two classes of Vocational High School (SMK) Daarut Tauhiid Bandung. The classes namely experimental class and control class. On the control class students just learning a poem without using the acrostic technique and snowball throwing game. Learning took place in a conventional. Meanwhile, on the class wants, students actually learn in social interactions. Learning took place by using the technique of throwing a snowball method and acrostic. To facilitate the analysis of the data in this study, the first step the researchers did was give the score against the poetry works of the students in the second grade. This poem includes scoring five aspects of the theme, diction, imagery, rima, and messages. After doing the fifth assessment of these aspects, then the researcher doing data analysis using the formula the average value and percentage of the ability of classical later described based on the results of these calculations.

$$x = \frac{\sum X}{N}$$

X= Score Average
$\sum X$ = Total Score
N= Number of students

Calculation of the percentage of writing skills in students of classical poetry using the following formula.

Skill level/mastery= $\frac{X}{Ns}$ x 100 %

X= Averagescore
Ns= Total score

Furthermore, to find out the level of ability of writing poetry students both in General as well as every aspect can use the following formula (Sudjono, 2008).

No	Percentage Of Skill Level	Description
1	85-100%	excellent
2	75-84%	good
3	60-74%	fair
4	40-59%	poor
5	0-39%	unacceptable

Based on the results of this research, the study on the experimental class produces poetry student work is better and the students reciting his poetry spirit so wanted in front of the class so that learning continued with the active and interactive. The technique of acrostic was able to increase the power of the imagination of students to produce a better poem and the game snowball throwing successfully increase attitudes and self-confidence of students to read out a poem that was written on the front of the class. Meanwhile, a poem by students in the class of control get a lower score but the application of the game snowball throwing in the control class is also capable of making students dare to read out the results of his work to the front of the class. Comparative score writing poetry every aspect and an average score of overall from both of these classes can be seen in the following table:

An average score of Experimental Class on every aspect with using acrostic technique					An average score of Experimental Class on every aspect without using acrostic technique				
Theme	Diction	Imagery	Rima	Message	Theme	Diction	Imagery	Rima	Message
21.70	21.85	17.03	12.55	13.33	18.58	18.91	15.75	11.54	11.58
Average score of classical Experimental Class with using acrostic technique					Average score of classical Experimental Class without using acrostic technique				
86.48 (excellent)					76.37 (good)				
Description of the learning process in experimental class with using snowball throwing game					Description of the learning process in the control class without using snowball throwing game				
Students are taught by enthusiastic, active, and dare to read his own poem.					Students are taught by active, interactive, boldly recited poems which have been written into the front of the class.				

An average score of students in experimental class was 86.48 with excellentcategory where average score of students in the control class was 76.37 with good category so that there is a difference in as much as 10.11% between those two classes. Based on the data in this study, students in the experimental class is superior. However, the implementation of snowball

throwing game in the those classes was able to produce an active class atmosphere and interactive class. Snowball throwing game conducted in the those two classes was able to produce students who are brave, active, and are more enthusiastic in learning. The ability to write a poem with using acrostic techniqueis also supported with the results of research done by Savoie as stated by Sutawa and Redina as quoted by Rohikah, dkk (2014:5) stating that application of the model of learning acrostic can increase the motivation to give a thought to the students to solve the problems faced. It is also in line with the Wiswayana research results demonstrating that model of acrostic learning is able to increase the motivation of an accomplished students in the Indonesian Language lesson. This indicates that there is a difference of learning achievement between students in learning poetry using acrostic technique and conventional method. Poetry written by using the acrostic technique would be better in terms of the aspects of theme, diction, imajery, rima, or message.

D. CONCLUSION

Based on the results of this research, the study of writing poetry with acrostic technique can make student produce work better than learning poetry with using conventional methods. The results of this research show that learning to write poems with acrostic technique make students produce greater score with difference up to 10.11%. In addition, the study of the poetry with snowball throwing game was able to increase mental of students to delivery his work to his classmates in front of the class. The game can make students more active and more interactive in communicating ideas in front of the class.

E. ACKNOWLEDGMENT

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