

# **THE USE OF LINE APPLICATION WITH COLLABORATION METHOD IN CHAINED WRITING TO IMPROVE SKILL IN WRITING PANTUN AND SYAIR IN SMA CENDANA PEKANBARU**

Dra. Sitti Syathariah  
Email: [sittimas@yahoo.co.id](mailto:sittimas@yahoo.co.id)  
Cendana Senior High School

## **ABSTRACT**

Indonesian Language are subjects that are often put in the last order, when students are already felt tired. This condition requires the right strategy to make the learning process fun. In curriculum of 2013, writing poetry in this case limited by *pantun* and *syair* is one of the must-have competencies that students need during the 11<sup>th</sup> grade. The bad learning condition and the lack of materials given to the students earlier make them did not feel motivated during the lessons, moreover the methods are boring. One of the solutions that can enhance students' learning motivation and improve their competencies in producing *pantun* and *syair* is by utilizing collaboration of application, Line and method of Estafet Writing. LINE is one of the applications contained in the gadget that is currently owned by every student. The use of digital communication technology media is expected give a positive effect towards the learning process. While the Serial Writing is

an activity to write the *pantun* together in one small group consisting of 5-6 people.

Keywords: LINE, Competence, Serial Writing, *Pantun*

## **INTRODUCTION**

Digitalize world is one of global changes that we have to face today. Nowadays gadget has become inseparable in students' daily life. This condition could be an added value to leverage the its function as a learning media. The existence of media they love will be able to change the students' mood from boring into interesting. This right strategy implemented in the Indonesian Language subjects because the hours of language lessons of Bahasa Indonesia is oftenly delivered at the moment before students go home. Students who has already tired and sleepy can't enjoy the learning process. Teachers should be able to address these conditions wisely, especially if they need to achieve students' competence in writing *pantun* and competence which requires concentration and imaginative thinking regarding the similarity of rhyme. To build and enhance the students' learning motivation, the proper media is required. This is confirmed by Susiliana (2007:9), who learned that media can lead students to a more direct interaction during learning resources.

Write the text of the poem with elements taken from the X class should be taught in the Curriculum 2013. This creative process requires good conditions and situations so that the process of developing ideas can be implemented in accordance with expectations. Obsolete methods that has often been applied to previous education level is not right anymore because it is very unattractive and uninspiring. Moreover, when the learning process is implemented after 1 pm, during the late afternoon.

Learners always look less vibrant and less motivated during learning process. The writing of the *pantun* often resolved in their houses so that their creative process cannot be observed by teachers. There might be a slight possibility students copy *pantun* that already exist in the internet, instead of creating their own work. The collaboration of using LINE along with serial writing is believed will become a solution in increasing the motivation of learners in writing *pantun* and *syair* at school. So the learning process can be carried out in a fun way.

Utilization of LINE and serial writing aims to train students working in small groups so they are capable in writing *pantun* and *syair*. Gadgets (mobile or tablet) also can be used to write the text of *pantun* and *syair*. This activity can be done in class or outside the class in a fun situation.

A conducive learning conditions of writing *pantun* can be attempted using the application LINE as a medium of instruction. Students' learning motivation is believed will be increased

because this media have an interesting impact and proximity with children's world. According to Zubaidah (2006:5), learning motivation is a non-intellectual factor and was instrumental in growing passion, good feeling, and excitement in learning. Student's learning motivation is known from the observations during study recorded with instruments that are based on the motivational aspect of liveliness, enthusiasm and joy for learning.

Based on the issue's background, the problem's formulation in this research are: Is the use of LINE application as media collaboration with serial writing methods can improve students' competence in writing *pantun* and *syair* in class XI IPA 4 of Cendana Senior High School?

This research aims to improve the competence of students in writing *pantun* and *syair*, also creates a fun learning atmosphere in school by utilizing LINE application as a medium of information technology which is very close to students' activity nowadays.

## **METHOD**

Class Action Research (PTK) use a descriptive approach to explain and describe the processes and outcomes of learning students before and after using the collaboration of LINE and serial writing in creating *pantun* and *syair*. Samples of this work are 23 students of Class XI IPA 4 TP 2016-2017 of Cendana Senior High School. Written test used to evaluate participants'

competence in writing *syair* (poem) and educates by observing structure and text of the *syair* and to observe that your rules are studied. In class, students are grouped based on LINE groups, consist of 5 to 6 people with one teachers. The writing process was carried out in a quick succession in the group. The process of writing poem can be carried out inside and outside the classroom, even at home.

## **RESULTS AND DISCUSSION**

The first meeting on a cycle 1 implemented on 11 August 2016. The activity began after morning pray, checking students' presence and readiness to learn, conveyed the learning's purpose, then teachers do a pretest so that they know how far the students understand about *pantun* and poems material which they already get before. Students were asked to write down 5 rules of *pantun* and poems on a shared sheet. This activity lasted for 50 minutes.

When teachers finished implement the pretest, they could approach the students with an exact path or the right strategy in writing *pantun* dan poems. Study was carried out based on Lesson Plan (RPP). Students know that learning to write *pantun* and poems will be different than usual because they will use the collaboration of LINE apps along with serial writing method. Teacher was explaining the subject matter using LCD. Teachers also prepare observation sheets implementation conducted by

the associate teacher. The students will get ready with their mobile or gadget before learning process is implemented.

On a poem's cycle, when I learned was the text of *pantun*, as the reintroduction stage of *pantun*, teachers asked students about the linguistic structure and poem's text, also *pantun* that they obtained during their early years of education. *Pantun* is studied at high school level so this literary heritage can be preserved by the younger generation. On this first cycle, teachers also explained the differences between *pantun* and *syair*. Students were asked to determine the linguistic structure and text of the *pantun* and *syair* while noticing examples of *pantun* and poems delivered by the teacher. Students looked excited, furthermore when they sang Soleram and Rasa Sayange. Therefore, the learning atmosphere has become more fun. Boredom didn't occur at all while learning process was implemented at 2.30 p.m. After the opening activities, participants are invited to determine the structure and linguistic of *pantun* and *syair*. Since the students has already understood the characteristics of *pantun* and *syair*, this activity runs smoothly. All learners can identify the text structure of *pantun* and *syair*, i.e. *sampiran*, content, number of syllables, rhyme, and use of diction. This activity lasted for 20 minutes.

The next activity was the process of writing your experience in collaborating LINE application with serial writing method. Students were divided into 5 groups consist of 5-6 people. The group member's election was determined by

teacher to avoid grouping. Cendana Senior High School students are unique because most of them has become friends since kindergarten and primary schools, so choosing their own friends is most likely to occur. Teachers also became one of the group members, as well as LINE group member. So, they can monitor the learning process, either inside the classroom, outside the classroom, or at home. The writing process can be implemented or continued outside through face to face process because it also supported by LINE Group. *Pantun* was written using a variety of themes or types. Each group should choose one theme or type of *pantun* that was given by the teacher. This core activity lasted for 20 minutes. Learning activities will be continued on a second meeting. In the closing activity, students were informed that they will complete the process of writing *pantun* on the next meeting. Once it has done within the time provided, activities will be continued with editing.

2nd meeting was held on 12 August 2016. Learning activities were continued by writing poem in sequence process with LINE application. At the beginning, after checking the student, writer opens the lesson with reading a few rhymes that student did in the past meeting with LINE application. Some students laughed and commented their rhymes because realizing there were some structure was missing from it. This activity went on for 15 minutes.

After that, students had to finish their rhymes in their own group. Each students sat based on their group. These pictures

below showed the poem writing process using LINE application in sequence.



**Pictutre 1 : Writing *pantun* and *syair* with LINE continuing with others poems.**

After finishing the task, students were told to copy the poems to their exercise book. Then, they exchange the book with their friend to check structure or language. Checking and editing were based on structure and rhymes that attract attention from the students. It took some time because students continuously asked the teacher to explain whether texts were right or wrong. Learners looked enthusiast and enjoyed themselves when



editing their friend's poem. The atmosphere was good. The editing didn't finish at the second meeting and continued at the third meeting.

The 3rd meeting was held on 18 August 2016. The study opened with poem editing which they wrote at the previous meeting in LINE group. In this meeting, students spent all the time on editing. At the fourth meeting, the evaluation was held on their own.

The independent poem's evaluation was conducted at the 4th meeting on 19 August 2016. Teacher already designed the class with 5 chairs for 5 students on each row. The class was made for writing poems individually. Researcher explained the six themes which were; health, environment, education, friendship, love, and humanity. Every learner count from 1 to 6 to choose their theme. Their poem must consist 5-10 verses and was created within 60 minutes. Based on evaluation, most of student can write a poem based on verse and the language content.

The learning process of writing the poem with LINE in the 1<sup>st</sup> cycle didn't go as researcher's prediction. Even though there were some improvement compared to the pretest result which are 82,73%. The learning progress had some problem, especially in time-management. Based on field observation, this problem happened because of few things. At the beginning, some students took a moment of silent for thinking what they should write while the others already wrote. Surprisingly, some

students already finished the whole verse and sent it to their LINE group.



**Picture 2 : Writing *pantun* and *syair* utilize LINE, with continuing others poems' method**

Learning process went on, and the student began to enjoy their work. This fact can be seen from their expression while read their friends' poems. They smile, some of them even can't hold their laugh. Writing activity that was sprinkled with joke has

provenly wasted more time so the study progress didn't go effectively.

In this 1<sup>st</sup> meeting, time management was not an issue since researcher has explained how to use LINE collaborate with writing in sequence method. This will be continued in the 2<sup>nd</sup> meeting on 12 August 2016.

In the 2<sup>nd</sup>, writing poem utilize LINE group went on within 60 minutes. In the remaining time, students were told to copy the poem they've made to their exercise book to make it easier to edit.

Teacher has already explained the guidance for editing the others' poems before. This activity also consuming a lot of times because learners were continuously asking their teacher or researcher about their friends' poem.

The next meeting was scheduled on 18 August 2016. Way to do individual editing is read or sing the poem's verse which also consume time because student didn't read it straight up. They also laugh because the poem sounds funny, whether it was a real funny or caused by wrong diction selection. Students went to mock each other, which make the atmosphere better. The poem's editing spent all the time in the 3<sup>rd</sup> meeting, so the evaluation was held at the 4<sup>th</sup> meeting on 19 August 2016. All students actively participated and very passionate about their poem progress with LINE application. Even though it's still need some revision, especially about time usage.

Based on evaluation in 4<sup>th</sup> meeting which was shown in the tabel, only 3 out of 23 students that didn't pass the minimum score, which was translated to 13.04%. 9 students had done enough and passed the minimum score, which was represent by 39.13%. 8 of them included to a **Good** score (34,78%) and the other 3 got an **Excellent** score (13,04%). According to that data, we can conclude that most of the student did well on writing poem with LINE application group sequence. The average score of them is 85,39% and included to **Good** category. Here is some example of their writing in post-test

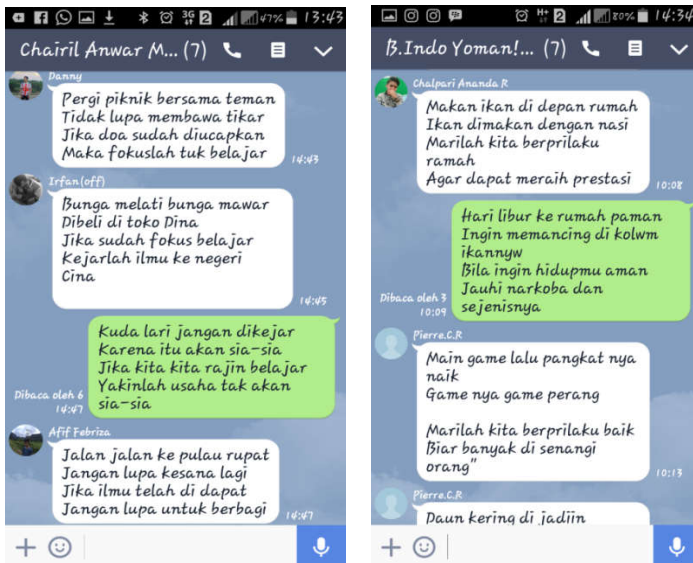
*Jalan-jalan membeli apel Malang  
Apel malang terdapat manfaat  
Janganlah lupa sembahyang  
Agar di akhirat jadi selamat*

*Pisang goreng beli di pasar  
Janganlah lupa membeli ketan  
Bila kamu suka berkata kasar  
Dirimu akan dijauhi teman  
(by: Sandy David T, XI IPA 4)*

What researcher tried to revise in cycle 2 is time usage. Researcher didn't have to explain it all over again, because students already understand it. Still, using group features in LINE, using the same group as in the cycle 1.

As planned, cycle 2 was held on 25 - 26 August, and 1 September 2016. Students were writing *syair* with LINE and still, in sequence. Here, learners got a free choice of what they want to write and where they want to write it. Either in class, or near the school's gazebo.

In the cycle 2, based on Lesson Plan, students wrote *syair*'s text which its guidance already explained in cycle 1. 1<sup>st</sup> meeting was started with writing rhymes right away. LINE made it easier because a lot of student love typing than speaking it to their friend. Plus, in sequence. It made student think a lot more than wrote it down. It went for 2 x 45 minutes. After finished it, they copied the *syair* to their own book, for the second meeting.



Picture 3 : Example of a *pantun* and *syair* in sequence using LINE

The 2<sup>nd</sup> meeting was held in August 26<sup>th</sup>, 2016. The activity was edit the structure and the language rule of *syair* by groups. The *syair* that they made together was written on a piece of paper to be edited together as a group. The editing activity was done crossway; a team edited another team's poetry. After editing activity, a representative from each group did a presentation of their work and explained in front of the class. After the presentation finished, the *syair* they edited was rewritten again and displayed on the Indonesian Language Wall Magazine in the class. This activity was held for 90 minutes.

This is one of the *syair*:

*SYAIR KEINDAHAN ALAM INDONESIA*

*Sungguh indah ibu pertiwi*

*Datarannya luas dan berseri*

*Lautan yang biru mengelilingi*

*Sungguh menenangkan hati ini*

*(Wanda Ardini)*

*Alam memberikan berjuta keindahan*

*Deburan ombak di tepi lautan*

*Mengalir air di celah bebatuan*

*Sejuknya hembusan angin pegunungan*

*(Nurlya Anggraini)*

*Bunga bermekaran cantik jelita  
Flora dan fauna memanjakan mata  
Itulah adanya tanah air kita  
Indonesia negeri tercinta  
(Bu Sitti)*

Representative of each group was asked to read their works in front of the class. At the end of the class, researcher said that in the next meeting that was held September by 1<sup>st</sup> 2016; there will be an evaluation to write *syair* with different theme that they wrote in LINE groups. The themes were Injustice, Poverty, Biography, Environment, Adiwiyata, Social Humanity, Education, and Religion.

The third meeting on this second cycle was to hold an evaluation to write *syair* independently. After looked for absent students and give the motivation to students, researcher asked their readiness to write a better *syair* without the LINE, and it succeed. Almost all students answered with enthusiasm and great confidence that they can finish the evaluation with better result than before. Researcher read a poem that written by student in the first evaluation. This activity was meant to motivate them before the real evaluation was held. It was held in 15 minutes, and then researcher wrote some themes to be choosen in the evaluation.

Students must write at least 10 *syair*. The evaluation was held for 60 minutes. This table below showed the result of study on the second evaluation in the lesson to make *syair* text with

LINE application that was collaborated with the quatrain method. The activity on the second cycle was better than the first cycle. The students who were writing the poetry in LINE group were so enthusiastic and didn't even have any problems with this. It might be because they already did this kind of activity before which was writing *pantun*. LINE group is very useful for students in making *syair*. Based on survey, students looked more focus in their LINE groups. Besides, the evaluation's result of independent *pantun* wasn't that good to motivate them to get better grades in the *syair* evaluation. These two editing activities; the independent editing and LINE groups activity was really helpful for students to understand the structure and language in *syair*. It also help them in writing *syair* text in the independent way during the exam.

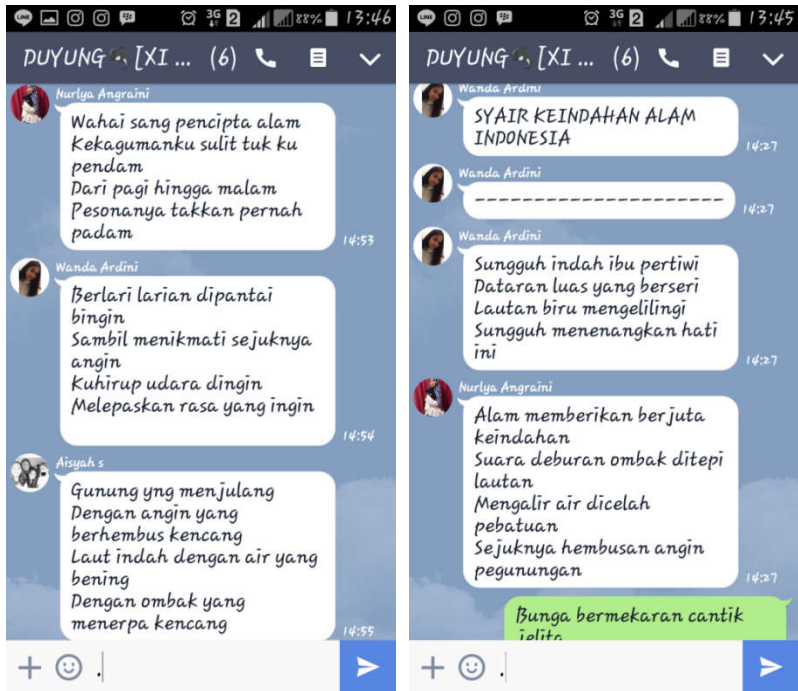
Based on their evaluation result on writing *syair* on the third meeting, it was concluded that from 23 students who followed the evaluation, there were 11 students who got the 'Excellent' category with the persentation of 47.83%, and 12 students who were in 'Good' category with the persentation of 52,17%. There were no students who get result below the minimum score. The average score for class in this evaluation was 91.30% which in 'Excellent' category. Some *syair* in diverse themes was sucessfully written by students with great structure and language.

Using the previous research result, we can get the average score of student's ability for writing *pantun* on the first



cycle was 85,39, while the average score for writing *syair* on the second cycle was 91,30. Student's ability in writing *pantun* and *syair* have increased 5,91% between the first and second cycle, which mean there was also an increase in student's writing ability after the use of LINE app along with the serial writing method during their learning process.

Based on observation and research result, it was concluded that utilization of LINE apps along with the Serial Writing method was able to increase student's motivation in developing their imagination and transfer it into a *syair* correctly. Increasing students' motivation in their learning process will affect their final score in a visible amount. This can be seen from the increase of the average score in writing *pantun* on the first cycle and *syair* on the second cycle. The increase of student's motivation can be observed during their learning process. The participants were interested on reading and replying the messages containing *syair* and lyrics sent by their counterparts. Each participant seems really focused in choosing the right vocabulary that match with choosen topic in writing *syair*. They got busy by figuring out and developing their spontaneous ideas. At first, students can be seen nervous or even afraid on starting a poetry (*puisi*) by themselves, but now it's easy for them because all they must do was to complete the verses (*bait-bait*) that was made by their counterparts. Even teachers as the researchers were included in the group chat and contribute by sending the students *pantun* and *syair*.



**Picture 4 :Example of a *syair* in sequence using LINE**

The learning process of writing poetry (*pantun* and *syair*) using LINE apps with the ‘Serial Writing’ method affect student’s motivation in a positive way. It also affects the final score. Three hints which are students’ enthusiast, cheerfulness, and how active they were during the learning process may indicate the increase motivation. The table above shown the three indicators reached an excellent percentage of 91.30%.

In the questionnaire given, it was known that students generally agreed and enjoyed the learning process using LINE app with the ‘Serial Writing’ method. Among the 5 questions given, there

were almost no negative responds, especially question 2 and 3 which got 100% positive responds. At the end, all students agreed that this method has successfully transformed and altered the whole learning process from a boring situation into a more enjoyable situation. They admitted they have less trouble absorbing the lessons given by teacher, and they have become more optimistic to have a better final score.

From the learning experiences, participants have been able to create their own chain poetry *pantun* and *syair* with various themes and topics.

There were many ideas and themes that can be developed. Their potential imagination works very well, it was proven from many themes of *pantun* and *syair* they had developed through students' LINE group. It proved could motivate their creativity independently. Every student could write *pantun* and *syair*. The *pantun* and *syair* mentioned had been bound into *Collections of Pantun and Syair* that had been referenced for Indonesian Literature Class' Libraries and the school library.

## **CONCLUSIONS AND RECOMMENDATIONS**

Utilization of LINE with the collaboration of writing series method could increase the competence of writing poetry texts *pantun* and *syair* for students of XI IPA 4 Cendana Senior High School. This could be proven by the students' average grade during the evaluation of writing rhyme and poem texts, which

was 85,39% and 91,30%. Therefore, the average value of writing poetry texts was 88,35% in 'Good' category.

Aside from the increasing of students' ability in writing poems, using LINE collaborate with the Writing Series Method create a fun learning atmosphere. Based on observation, students' motivation percentage includes liveliness, enthusiasm and cheerfulness of the students during class were well, which was 91,30%.

Learning Indonesian became more varied and never dull. All learners are very enthusiastic and enjoyed learning to write *pantun* and *syair*. Students actively poured their imagination, passing the verses that have been sent in LINE group to their friends. Learning to write poems that were previously could be completed at home, now can be completed at the school and can be monitored by the teacher. Researcher hopes this learning activity will motivate learners to write the text *pantun* and *syair* so that Indonesian's art and culture heritage will continuously preserved by the younger generation. In addition, Indonesian teachers can take advantage of LINE collaborated with Serial Writing method to motivate learners and improve their skills in writing poetry. As a token of appreciation or rewards to students, teachers should facilitate learners to submit their works to a magazine or newspaper and motivate learners to participate in competitions oftenly.

Moreover, the school wall magazine or Indonesian classroom wall magazines should be encouraged and improved

again so that all the works from the students can be displayed and be read by their friends. By displaying students' works on a bulletin board, hopefully other learners may be motivated to write, not only poetry but also other written works. A collection of learners' *pantun* and *syair* that has been recorded in the form of a collection of poems is expected to be used as a medium of learning of the competencies associated with poetry.

## REFERENCES

- Ibrahim. (2004). *Pantun-Pantun Melayu Kuno*. Pekanbaru: Yayasan Pustaka Riau.
- Syathariah, Sitti. 2011. *Estafet Writing (Menulis Berantai)*. Yogyakarta: Leuticaprio.
- Suroso.(1989). *Apresiasi Sastra Indonesia*. Jakarta: Erlangga.
- Susiliana, Rudi dan Cepi Riayana, M.Pd. (2007). *Media Pembelajaran*. Bandung: Wacana Prima.
- Zubaidah, Siti Dkk. (2006). Pembelajaran Kontekstual dengan Metode Inkuiri untuk Meningkatkan Kemampuan berpikir, hasuilk dan Motivasi Belajar IPA pada Peserta didik Kelas V madrasah Ibtidaiyah Wahid hasyim III Malang.:UNM