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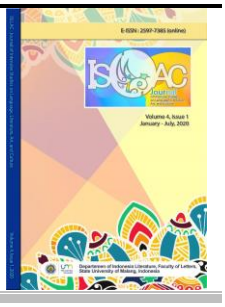

IMAGINATION MODEL FOR LEARNING WRITING POETRY

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ABSTRACT

The aims of this study are (1) to develop the initial product design, (2) describe the results of expert validation and practitioner as well as field try-out, (3) develop a product based on feed- back and suggestions from the experts, and (4) describe the revised imaginations model profile. This study uses a research-and-development model proposed by Borg and Gall. The data were collected through interview guide and questionnaire. The results showed that the imagination model that is developed in the form of teacher guide book is suitable to be implemented for poetry writing teaching and learning process.

The learning model is basically a form of learning that is illustrated from beginning to end and is typically presented by the teacher, especially to achieve the learning objectives (Taufik, 2010: 14). In other words, the learning model is a wrapper or frame of the application of an approach, method, and learning technique. Variations in learning models are still needed for learning to write poetry, especially learning models that are fun and innovative.

Based on preliminary studies found that lecturers still need a new learning model to teach writing poetry. From various activities related to poetry, writing poetry is an activity that has more difficulties than other activities from poetry (Widodo et al., 2013: 35). In addition, many students still feel afraid of being wrong and lack courage when trying to write poetry. This feeling of fear makes students less interested in literary works especially poetry.

Research on learning to write poetry has been done before. However, the research was not conducted with the design of development, but the design of Classroom Action Treatment (CAR). In Agustinawaty's research (2004) entitled

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Improving the Ability to Write Poetry for Class II Middle School Students 2 Tapin Tengah Tapin District with Acrostic Poetry Writing Technique, it was found that the ability to write poetry for Class II students of SMP Negeri 2 Tapin is still low because it still uses conventional learning techniques. Writing poetry using Akrostik poetry writing techniques is expected to solve existing problems, namely to improve students' poetry writing skills.

Writing poetry is a writing skill that requires imagination and creativity. In addition, poetry writing also requires intensive practice so that the writing results get better. Yarmi (2014) explains that writing is an ability that can be learned and needs to be trained. Therefore, improving writing skills is needed.

Writing skills need to be trained as well as the imagination and creativity of students can also be trained and developed by using a model that can maximize the use of students' imagination. Imagination model is one model that can be used to open and train students' imagination abilities. Imagination model is a model that can make something abstract work procedurally. The implementation of the imagination model is not only in the classroom, but can also be outside the classroom. The implementation of the imagination model can bring teachers closer to students. The imagination model is one of the fun and free learning models. So, it is hoped that the imagination model can be implemented in learning to write poetry so that students can become skilled, able to imagine, and be creative.

Imaginary models emerge from several theories about imagination. Tedjoworo (2001: 21) says that imagination is the power to form images. Imagination is the ability to form a picture of what has been thought, seen, felt, held, heard, or smelled. This is supported by Copleston (1985: 256-257) who said that imagination can produce and load schemata, so that what arises in the mind can be associated with all the schemata they have. Therefore, Satre (2000) asserts that imagination is an ability to make what is thought to be real or real.

The theory of the right brain written by Pink (2008) states that imagination can be opened by maximizing the use of the right brain. Scientists assume that imagination is more important than knowledge. This assumption was proven by Einstein's history when he discovered the formula of relativity, namely E = mc2. Likewise with the emergence of probability theory (IF-x) in mathematics. Probability theory explains that in science surely there are still other possible answers which are influenced by several things.

Leonard and Wilis (2008) said that education needs to be delivered with images so that students can be more open-minded and grow into skilled, creative, and innovative students. In fact, what happens on the ground today is that most students are treated with definite formulas and minimal imagination. It will actually kill students' creativity.

Knowledge needs to be conveyed in an imagination. Tedjoworo (2001: 90) said that imagination can be opened and can make people more creative. Theories about imagination make the writer want to develop a learning model which in its implementation aims to develop and train the imagination of students and make students creative, especially in learning to write poetry. The learning model developed by the author is named "Imagination Model".

The purpose of this research is to be able to produce a guidebook to describe variations in models of learning to write poetry. The book is also equipped with steps for implementing the poetry writing learning model. The guidebook is titled "Imagination Model for Learning to Write Poetry".

METHOD

This study uses the Borg and Gall research model. The Borg and Gall research model used is the Research and Development (R & D) approach. According to Borg and Gall (1989: 783 "795), the Research and Development (R&D) approach to education, there are stages to a research approach which includes (1) preliminary research and data collection, (2) planning, (3) development product draft, (4) initial validation, (5) revising the results of validation, (6) field validation, (7) revision of field validation, (8) field implementation tests, (9) refinement of final products, and (10) dissemination and implementation Based on the ten steps of the research according to Borg and Gall, not all steps in this research and development are carried out.

The research procedure that was carried out was divided into three stages. First, do preliminary research by gathering information related to the imagination model for learning to write poetry. Information is collected through observation, literature study, interviews with several lecturers writing poetry courses and interviews with a poet and lecturer writing poetry. Second, developing research that includes (1) research planning, (2) initial product development, (3) expert validation, (4) initial product revision, (5) field validation, and (6) final product. Third, design validation of development products consisting of expert validation and field validation involving lecturers and students.

The type of imagination model data development for learning to write poetry is packaged in the form of a guide book in the form of descriptive verbal data and numerical data. Verbal data can be divided into written and unwritten verbal data. Written data in the form of learning models are packaged in the form of a guide book for teachers (can be seen on the product "Imagination Model for Learning to Write Poetry"), notes, comments, criticisms, and suggestions written by the validation subject on the assessment sheet provided by researchers . Unwritten data in the form of oral information obtained during interviews and also verbal input from experts and practitioners. Numerical data is obtained from the results of the subject's assessment of the product, which is in the form of scores contained in the assessment guide filled out by experts and can be seen in the appendix.

The instruments used in this study were adjusted to the research objectives to be achieved, namely developing a learning model for learning to write poetry. The instrument is an interview guide and questionnaire or questionnaire used as an instrument for data collection.

The data in this study were analyzed qualitatively and quantitatively. Qualitative techniques by analyzing qualitative data in the form of verbal data obtained from interviews and written notes in the form of comments, suggestions, and input written on the assessment questionnaire. The steps to analyze this verbal data, namely: (1) collecting written and verbal verbal data on learning model products, (2) transcribing written and verbal verbal data, (3) collecting, selecting, and classifying written verbal data and results verbal verbal transcripts based on test groups, (4) analyzing data and formulating the conclusions of the analysis results as a basis for taking action on the learning model product. Quantitative techniques are used to analyze quantitative data obtained from assessment guides for learning models. Quantitative data in the form of assessment results obtained from the dissemination of expert assessment guides, practitioner assessment guides, and student assessment guides. The steps of data analysis include: (a) scoring the assessment of the developed imagination model. Scoring is obtained through expert assessment guides and practitioner assessment

guides. (b) carry out a tabulation process to classify the scores obtained in expert validation and practitioner validation. (c) perform data processing on the overall item valuation guide and describe it. The results of data analysis as a basis for following up on the products developed.

RESULTS

This development research resulted in a guidebook that contains theories, planning and application of imagination models for learning to write poetry using several techniques. The guidebook is titled "Imagination Model for Poetry Writing Learning". The guidebook that has been compiled consists of five chapters. Chapter one introduction which contains the importance of writing, especially writing poetry, as well as appropriate learning models used in learning to write poetry. In Chapter one it is also explained that this book can be used as a guide when learning to write poetry both inside and outside the classroom. This guidebook is focused on tertiary institutions, especially the Indonesian Literature department, because in this department there are special subjects writing poetry that require varied learning models so that learning becomes fun and not boring. In accordance with the advice of poetry experts and learning to write poetry, the description in the introductory chapter does not become a problem as long as it is clear the separation between the preliminary exposure and the imagination model exposure.

Chapter two contains learning to write poetry. This chapter also explains the nature of poetry; the essence of writing poetry which includes: understanding writing, creative writing, and writing poetry; the stages of writing poetry; and learning to write poetry. The material is included in this book as a provision of knowledge before carrying out learning to write poetry to students. In accordance with expert advice on poetry and poetry writing learning, this chapter should be omitted. If this chapter is still presented, it will confuse whether this is a guidebook for teachers writing poetry or textbooks for students to handle writing poetry. In the final product, chapter two is omitted to avoid confusion between the teacher's manual and the textbook for students.

Chapter three contains theories of imagination and models of imagination. This chapter provides an illustration that the model of imagination has many advantages when applied in learning to write poetry. In accordance with expert advice on poetry and poetry writing learning, the presentation of chapters on imagination and imagination models should be put directly into one chapter of the imagination model. So, the theory of the imagination model must be strong and clear between characteristics, components, advantages and disadvantages and must be accompanied by a chart in order to be clear in order.

Chapter four contains the application of the imagination model in the activity of giving birth to ideas. This chapter explains the existence of several techniques in the imagination model that can be used in the activity of giving birth to ideas, namely: brainstorming techniques, concept maps, and direct object observation. In accordance with expert advice on poetry and poetry writing learning that should be separated into two chapters is the activity of learning planning and application of imagination models in writing poetry, not the activity of generating ideas and expressing ideas. So, chapter four specifically presents the planning of learning to write poetry with an imagination model.

Chapter five contains the application of imagination models in the activities of expressing ideas in writing and graphic symbols. This chapter explains some techniques in the imagination model that can be used in the activity of expressing ideas in writing

and graphic symbols, namely: techniques of quantum writing, three words, concept maps, and direct object observation. In accordance with the advice of poetry experts and learning to write poetry, chapter five should contain the application of the imagination model in writing poetry that is equipped with concrete examples.

Based on input from experts on products developed, the researchers make improvements to the products that have been made. Until finally the guidebook was organized into four chapters; chapter one introduction, chapter two imagination theory and imagination models, chapter three the application of the imagination model in the activity of giving birth to ideas, chapter four the application of the imagination model in the activity of pouring ideas in writing or graphic symbols.

Product validation involves poetry experts and poetry writing learning experts. Field validation involved undergraduate students of Indonesian literature in semester V of the 2013/2014 academic year, State University of Malang who took poetry writing courses. This is intended to determine students' responses to the imagination model that is applied in learning to write poetry. Product validation involves poetry experts and poetry writing learning experts resulting in an average value above 3 of a range of values between 1.5 which means the product is suitable for use, as well as practitioner experts, and based on field validation shows good response results from students with an average value of 76.4%. Based on the results of the validation involving poetry experts, poetry writing learning experts, and practitioners, the product is feasible and ready to be implemented, but there are several aspects that need to be revised and added based on comments and suggestions for improvement from poetry experts, poetry writing learning experts, and experts practitioner.

DISCUSSION

Based on the results of validation by poetry experts, poetry writing learning experts, practitioner experts, and the field, as well as notes from experts it can be concluded that the imagination model used for poetry writing learning can improve students' imagination abilities, and be able to lure students to write a full poem mean. This has been proven in the implementation of the field test. In accordance with the theory of Leonard and Wilis (2008) which says that education needs to be delivered with images so that students can be more open-minded and grow into skilled, creative, and innovative students. In the implementation of this model, the instructor must carry out several activities that can provoke the imagination of students, so that their creativity can unwittingly arise by itself.

Student creativity needs to be developed. Creativity is an individual response to ideas, images, sounds, relationships, and stimulation found in the past, present, future environment (Percy, 1981: 10). It is creativity that can make a writer able to explore, process, and come up with new ideas that are mature and whole.

Creativity can arise if students can maximize their imagination. According to Tedjoworo (2001: 21), imagination is the power to form images (images) or mental concepts that are not directly obtained from sensations (sensing). It means that a well-developed imagination can help someone use their senses to the full, so that they are more sensitive to everything they observe. If sensitivity to everything has arisen, then the power to form a picture will develop by itself.

Imagination actually plays more role as a companion of the interests one already has. Imagination as a companion makes it possible for the presence of imagination to have an important role in every knowledge process (Tedjoworo, 2001: 50). Someone

who can maximize his imagination as a companion in developing his talents and interests, then that person can be a creative, innovative, and successful person.

The importance of creativity and the development of the imagination of students can be applied using a model called the imagination model. This model is packaged in a guidebook for teachers. At the time of product implementation in the field, namely to students who take poetry writing courses, it turns out the delivery of material using the imagination model is considered very effective and can maximize student productivity. The proof is that students can produce several poems in one meeting.

The imagination model can be said as one of the learning models. According to Taufik (2010: 14), the learning model is basically a form of learning that is illustrated from the beginning to the end that is typically presented by the teacher, especially to achieve the learning objectives. In other words, the learning model is a wrapper or frame of the application of an approach, method, and learning technique. Imagination model means an organized method that aims to bring out the imagination of students by using techniques chosen by the teacher according to the conditions in the classroom and learning objectives. Through the imagination model, students are expected to be able to create their own ideas in writing poetry. In the imagination model divides the activities in writing poetry into two, namely the activity of generating ideas and activities of pouring ideas into writing or graphic symbols. There is a process of preparation and reflection in the activity of generating ideas, while in the activity of writing ideas in writing there is a process of expression and revision. Actually the activities in the imagination model are almost similar to the creative process, but are packaged into two major activities, namely the activity of generating ideas and activities of expressing ideas in writing. The imagination model is one of the learning models that can be used for learning to write poetry. The imagination model has several characteristics. First, the imagination model can give students freedom to write poetry. Freedom in the learning process makes students happy and can open their imagination freely without any limits, rules, and pressure. The form of freedom in the imagination model is realized by presenting steps that are light, pleasant, and without pressure. Second, the imagination model draws closer the distance between the teacher and students, so that it can reduce the pressure faced by students. Reduced pressure and a happy heart facilitate the presence of alpha waves in the brain, so the brain is more easily stimulated and guided in forming the imagination.

Third, the imagination model brings a new atmosphere because the implementation of learning can be done outside the classroom, or certain places that can bring peace of mind. So the pleasure and freedom of writing takes precedence in the imagination model, because there is no definite measure of how poetry can be said to be good.

This learning model is not perfect yet there are still some suggestions to improve the learning model developed. Revisions that can be made are as follows. (1) Preparation of theories about poetry, poetry writing and the stages of writing poetry is eliminated to make it clear that the books compiled are manuals for instructors not books for teaching materials for students. (2) The number of chapters that were previously five was changed to only four chapters, namely the introduction, imagination model, planning of learning the imagination model in writing poetry, and applying the imagination model in writing poetry. (3) Rearranging theories about imagination models to make them more operational. (4) Adding about the characteristics, components, advantages and advantages, as well as the imagination model in writing poetry, so that the theory of the imagination model is strong and clear. (5) Add a chart

about the imagination model so that the order of implementation is clear, the techniques used, steps, and learning targets. (6) Each technique has clear steps, supporting facilities and learning targets. (7) Examples of ideas that can appear adapted to ideas raised by students so do not get too abstract. (8) The orders used in each technique should be operational and concrete orders. (9) To include examples clearly and concretely in each application of the technique, so that the teacher can easily understand the application of the imagination model. (10) The division of groups in the class is changed, not the number of groups in the class determined, but the number of members of each group determined. (11) Tidy up the layout of the learning model that will be developed to make it more interesting, and be able to attract teachers to apply the imagination model especially in learning to write poetry.

CONCLUSION

Creativity is the main key to printing a successful young generation. Creativity can arise with the development of good imagination. To develop good imagination requires learning that is full of images and aims to develop imagination. Therefore, a learning model called the imagination model is made. This model is encased in the form of a guidebook for teachers that can be applied in learning to write poetry.

The improvement is important to do because it is related to the process of developing students' imagination. In addition, hopes to make the imagination model a perfect model for learning to write poetry can be realized.

As a step to use the product of the development, teachers are advised to apply the imagination model for learning to write poetry, so that the students' imagination in writing poetry can be maximized. Students are advised to be actively involved in learning to write poetry with an imagination model because the imagination model can help develop their abilities in terms of writing poetry, especially in the activities of generating ideas and activities in expressing ideas in writing. The research procedure of developing this learning model can be a guideline for other researchers to conduct similar research. Other developers are advised to follow the steps taken in this study. This step can be applied to the development of learning models for other competencies. Furthermore, product dissemination must consider effectiveness and efficiency. Therefore, in order for product distribution to meet the criteria effectively and efficiently, the product can be uploaded by utilizing the internet media.

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