Improvements in Indonesian: Free Poetry with Debate Model in Class XI SMA Negeri 1 Kisaran Kabupaten Asahan

(Perbaikan Pembelajaran Bahasa Indonesia:Puisi Bebas Dengan Model *Debate* di Kelas XI SMA Negeri 1 Kisaran Kabupaten Asahan)

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Abstract

The study of this research is the Indonesian Subject with the sub-theme of Free Poetry. While the object of research is the students of class XI-IA1 SMA Negeri 1 Kisaran, Kabupaten Asahan, 2019/2020 academic year. Improvement of Indonesian learning in the sub-theme of free poetry delivered/taught by the teacher so that it is connected with other subjects in accordance with the demands of the 2013 curriculum. This on-line learning uses the Zoom and WA group applications. This on-line learning was carried out in connection with COVID-19. The application of the debate model cooperative learning method is carried out in accordance with the steps in using the debate model. Teachers need to provide examples taken from the internet, or other sources, and connect the examples with other subjects, for example, civics, obstacles in on-line learning include the linear network which often blackouts, so it becomes an obstacle for some students including also a teacher.
Keywords: Improvement, Free Poetry, Debate Model

Introduction
1.1. Background of The Study

Learning Indonesian according to the 2013 Curriculum includes four aspects of language skills that students must master, namely skills: listening, speaking, reading and writing. Reading is the ability to recognize and understand the content of something written (written symbols) by reciting or digesting it silently.

Based on the author's observations and observations from online learning, information was obtained that there were several problems in Indonesia learning that needed to be corrected. Improvements in Indonesian subjects in the sub-theme of free poetry are caused by several factors, namely: the explanation of the subject sub-themes that are considered still lacking, teachers are lacking

Provide motivation to students and the learning methods used are not appropriate, learning media that need to be complemented with pictures/examples. The creation of such a learning atmosphere enables the development of collaborative learning methods so that the Debate learning model really

needs to be developed in order to achieve learning objectives.

In the implementation of this improvement, the researcher took two cycles of improving Indonesian language learning in class XI. This is very important for teachers to pay attention to, especially in the field of education and every time they carry out teaching and learning activities in schools. Based on the description above, the researcher wants to conduct a research entitled "Improvements to Indonesian Language Learning in Free Poetry Sub-themes with the Debate model in Class XI SMA Negeri 1 Kisaran,Kabupaten Asahan".

1.2. Identification of problems

By paying attention to the learning outcomes on-line at the end of learning Indonesian, the sub-theme of free poetry, the results of reflection and discussion, the authors encountered several problems that occurred in learning, namely:

a) The discussion of the sub-themes presented by the teacher is still not broad.

b) The teacher applies a learning model that is deemed not in accordance with the sub-themes presented.

c) The teacher does not provide examples to facilitate students' understanding of the sub-themes of events in life.

1.3. Problem analysis

a) The learning sub-theme taught by the teacher needs to be expanded and linked/adjusted to the learning objectives.

b) The teaching model applied by the teacher needs to be adjusted from the part of the cooperative learning method.

c) Providing examples will make it easier for students to understand the sub-themes of free poetry.

1.4. Formulation of the problem

Through self-reflection and discussions with Indonesian teachers, it is necessary to improve the Indonesian language learning in the sub-theme of free poetry, which formulates the problem, namely:

a) How to develop learning sub-themes that are delivered/taught by the teacher and related to other subjects in accordance with the demands of the 2013 curriculum?

b) How to apply the Debate model of cooperative learning?

c) How to provide examples taken from the internet or other sources.

1.5. Purpose of Improvement

Based on the above background, the objectives of this learning improvement research are:

a) To develop sub-themes of free learning poetry that are delivered/taught by the teacher and linked with other subjects in accordance with the demands of the 2013 curriculum.

b) To apply the Debate model of cooperative learning method.

c) To provide examples taken from the internet or other sources.

1.6. Benefits of Research

The benefits of research on learning Indonesian in the sub-theme of free poetry that can be taken after implementation include:

1. For Students

a) Implementation of learning improvement is expected to

give more value to students and understand the sub-theme of free poetry.

b) Through the Debate model, it is expected to increase motivation and ability to learn Indonesian in the sub-theme of free poetry.

2. For Teachers

a) Applying models to achieve active, creative and fun learning objectives in improving student learning outcomes.

b) As input for using the Debate model in the Indonesian language learning process, especially in the free poetry sub-theme.

3. For Schools

Provide input and information about the use of learning models and familiarize them with teachers in improving the quality and quality of Indonesian language learning.

4. For Educational Institutions In General

a) As a contribution of thought to the Ministry of Education in order to foster teacher ability through improved learning.

b) Efforts can be made to provide basic abilities to students to develop their personal lives, members of society, citizens, and members of mankind.

II. Literature Review

2.1. Characteristics of Learning

Learning studies are the most important activities in the whole process of education in schools. This means that the success or failure of achieving educational goals depends a lot on how the learning process experienced by students as learners (Slameto, 2010: 17). Meanwhile, according to Surya (1981: 32), learning is a business process carried out by individuals to obtain a whole new behaviour change, as a result of the individual's own experiences in their interactions with the environment.

According to Hakim (2000: 1), learning is a process of change in the human personality, and this change is manifested in the form of an increase in the quality and quantity of behaviour such as increased skills, knowledge, attitudes, habits, understanding, skills, thinking power, etc. another ability.

Hamalik (2002: 37) states that learning is a process of changing one's own behaviour thanks to experience and practice. Experience and training occur through interactions between individuals and their environment, both in their natural environment and in their social environment. Meanwhile, according to Slameto (2003: 2), the definition of learning is a process of the effort carried out by a person to obtain a whole new change in behaviour as a result of his own experiences in interaction with his environment.

Based on the understanding of learning according to the experts above, what is meant by learning is a business process carried out by a person to obtain a whole new change in behaviour, as a result of his own experience in interaction with his environment.

2.2. Free Poetry

Talking about definition means that there will be restrictions. Based on the problem of limiting poetry, Sayuti (2010: 3) formulates poetry as a form of language pronunciation that takes into account the sound aspects in it, which reveal the poet's imaginary, emotional, and intellectual experiences are drawn from his individual and social life; which is expressed by certain selected techniques, so that the poem is able to evoke certain experiences in the reader or listeners as well

Sayuti (2010: 3-4) still feels that the boundaries he makes do not necessarily cover all types of poetry, because the boundaries made are tentative boundaries that depart from conventional poetry. There is a way to understand poetry by returning to the poetry itself in telling itself through works whose themes are related to poetry and its poets. Hasnun (2006: 203) states that poetry is, in principle, an expression of the soul of a poet or writer. That is, what is stated in the poetry is the experience of the author's soul.

Based on the descriptions of the experts regarding the poetry, a middle line can be drawn regarding the meaning of poetry. Poetry is an expression of a poet that is related to the experience of the soul or ideas expressed in the form of writing by empowering elements such as sound, diction, figuratively language, imagery, rhetorical means, visual form, and meaning into a unified whole.

2.3 Poetry Forming Elements

The content of poetry is a combination of various elements that come together and form a poem. In general, the elements of poetry can be divided into several parts which will be explained as follows.

1. Beep

Pradopo (2009: 22) states that in poetry, the sound is aesthetic. Sound is an element of poetry that is used to get the beauty and expressive power. This sound is closely related to musical elements, such as songs, melodies, rhythms, and so on. In addition to decoration in poetry, sound also has an even more important function, namely deepening speech, creating feelings, and creating clear imagery, and creating an atmosphere.

A special one. Sayuti (2010: 103) argues that the function of sound in poetry is to achieve aesthetic value. This function is what distinguishes him from his duties in fictional prose. As a result, in relation to poetic value, the element of sound is one of the things that should not be ignored in determining judgments. In other words, the sounds of language and all its poetic aspects contribute to the success of poetry as an aesthetic expression.

Based on the descriptions of these experts, it can be said that sound is one of the elements in poetry. The sound element has a duty and function in its position as one of the constituent elements of poetry. The sound must acquire and present the aesthetic value of a poem. The sound itself can be divided into several classifications according to its function. For example, a function to get a happy, sad, or uplifting atmosphere.

2. Diction

The poet wants to express his feelings and thoughts as precisely as is experienced by his mind. Besides that, he also wanted to express it with the right expression in filming his

soul experience, for that he had to choose the right word. The choice of words in poetry is called diction (Pradopo, 2009: 54).

Sayuti (2010: 143) emphasizes that the role of diction in poetry is very important because words are everything in poetry. Waluyo (2005: 1) adds about the importance of the role of diction. He stated that poetry is a literary work that is condensed, shortened and given rhythm with a unified sound and a selection of class words (imaginative). The words to be used are really chosen so that they have pronunciation power.

Based on what was conveyed by the experts regarding the elements of diction, it can be concluded that the element of diction plays an important role in poetry. Choosing the right diction will give the reader away into the poet's intent through his poetry. The strength of pronunciation also lies in the accuracy of choosing diction.

3. figurative language

In accordance with the essence of poetry as the concentration and condensation of expressions, the classical language in poetry serves as a means of depositing something with a plural dimension in the shortest possible form. As a result of its short form, figurative language also functions to arouse readers' responses (Sayuti, 2010: 195). The existence of this figurative language causes poetry to attract attention, creates freshness, life, and especially gives rise to the clarity of imaginary images. This figurative language combines or equates things with other things so that the picture becomes clearer, more attractive, and alive (Pradopo, 2009: 62). Based on these two expert opinions, it can be understood that figurative language arises because of the process of depositing meaning in order to obtain the shortest form of words. The figurative language also functions as a trigger for readers' reception.

4. Image

Sayuti (2010: 189) states that imagery is one of the many poetic expression techniques to optimize effects, namely the effect of affirming sense experiences in the poet and awakening them in the reader, through the language of choice. Poets choose the preferred language because everyday practical language tends to be habitual or automatic. Pradopo (2009: 81) adds that there are many kinds of images. These images can be produced by the senses of sight, hearing, touch, taste, and smell.

Based on several opinions expressed by experts, imagery is a means to make as if what is conveyed in the poem is real to the reader. The imagery itself has types according to their respective functions in making what is conveyed by the poet appear to be experienced by the reader as well.

5. Rhetoric Means

Pradopo (2009: 94) states that the means of rhetoric are a trigger for the emergence of poetic tension because the reader must think about the intentions and effects of the poet. There are various means of rhetoric. The means of rhetoric is basically a ruse of the mind that uses a distinctive language structure so that the reader or listener feels compelled to think. The difference between rhetorical means on the one hand, and clerical language and images on the other, lies in its purpose (Sayuti, 2010: 253).

Based on the descriptions of these experts, rhetorical tools can be understood as elements whose task is to become a place where the reader will think and live the meaning of the poetic effects made by the poet. Rhetoric means are made to illustrate the poet's intention of his poetry.

6. Visual Form

Visual form is one of the most recognizable elements of poetry. The visual form includes the use of typography and line arrangement. Visual forms generally suggest (relate) to the meaning of poetry (Wiyatmi, 2006: 71). Jabrohim et al (209: 54) it was even that typography (the visual form) is the earliest differentiator that can be seen in distinguishing poetry from prose fiction and drama. This is a very important differentiator. The visual form of a poem can often provide clues to how to read or recite it correctly. Correct reading will help to understand the meaning carried and the meaning it contains correctly (Sayuti, 2010: 285). Based on the opinion of the two experts, it can be understood that the visual form is the written form of the poem. The visual form helps the reader to understand how and in what style the poetry is read. Visual form is a way to differentiate from other literary genres at an early stage.

7. Meaning

Meaning is the content area of a poem. Every poem must contain meaning, whether conveyed directly or indirectly, implicitly or symbolically. This meaning is generally related to experiences and problems experienced in human life (Wiyatmi, 2006: 73). In simple terms, the meaning refers to the things that are actually or actually discussed in the poetry. The presence of meaning is not open in the meaning of the word but in the form of something like a hidden implication of something (Sayuti, 2010: 348). Based on what these experts convey, it can be understood that meaning is one of the elements in poetry that must exist. Meaning must exist in a poem because meaning stores the content of a poem.

2.3. Debate Learning Model

The debate learning model is a learning model that emphasizes students to be able to express and defend their opinions on an issue, which of course is guided by the teacher. Where this model is a very important learning model to improve students' academic abilities.

Teaching materials are selected and arranged into a package of pros and cons. The students were divided into two groups that sat facing each other, one group took a proposition and the other group took a contra position. Furthermore, the pro and contra groups debate each other on the assigned/given topic. The reports of each group regarding the two pro and contra positions are expressed according to the opinion of each group, guided by the teacher, which in the end can be drawn a conclusion. then the teacher can evaluate each student about the mastery of the material covering both positions and evaluate how effectively the students are involved in the debate procedure.

Basically, this debate learning model is cooperative learning, which must involve teaching materials that allow students to help and support each other as they learn the material and work interdependently to complete assignments. These skills

can be taught to students and student roles can be determined to facilitate group processes. These roles may vary according to the task, for example, the role of the recorder, summarizer, organizer of material.

The Debate learning model is suitable for use in class conditions/situations where students are more passive, less confident and rarely express their opinions. This learning model aims to improve understanding of the material and students' activeness in class. And aims to provide opportunities for students to be able to express their own opinions about the topic being discussed. The steps for the debate learning model are as follows:

1) The teacher divides students into 2 groups of debate participants, one pro and the other contra by sitting opposite between groups.
2) The teacher gives the assignment to read material that will be debated by the two groups above.
3) After finishing reading the material, the teacher appoints a member of the pro group to talk at that time, then after finishing the group responds to it. And so on until most students can express their opinion.

4) The core/ideas of each opinion or discussion are written on the opinion board until you get the expected number of ideas.
5) Teacher adds concepts/ideas that have not been expressed.
6) From the data disclosed, the teacher invites students to make conclusions/summaries that refer to the topic to be achieved.

Advantages / Advantages of the Debate Learning Model

a) Encouraging students to be active in learning
b) Improve students' ability to communicate well
c) Train students to express opinions along with their reasons
d) Teach students how to respect the opinions of others
e) Doesn't require a lot of media

Weaknesses / Weaknesses of the Debate Learning Model

a) Cannot be used for all subjects (only for certain subjects)
b) it was less interesting learning (monotone) because it's just a debate and uses a lot of media.
c) It takes quite a long time because students must understand the material first before doing a debate

III. Implementation of Improvements

3.1. Research Subject, Place and Time

The subject of this research is the Indonesian language subject, the sub-theme of Free Poetry. The object of the research was the students of class XI SMA Negeri 1 Kisaran, Kabupaten Asahan. This research was conducted at SMA Negeri 1 Kisaran, Kabupaten Asahan, even semester of the 2019/2020 school year.

3.2. Persiclus Description

The design in this study is a classroom action research (Classroom Action Research). Each cycle or cycle consists of four stages, namely: (1) Planning, (2) Acting, (3)

Observing, (4) Reflecting. According to Wardhani (2008: 1.4), classroom action research is research conducted by teachers in their own classes through self-reflection, with the aim of improving performance as a teacher. This definition is in line with the meaning of CAR as put forward by Aqib (2011: 3), which is research conducted by teachers in their own class through self-reflection with the aim of improving their performance so that student learning outcomes increase. This corrective action research is planned to consist of two cycles. Each cycle is planned for 1 meeting. Each cycle is planned continuously, meaning that the process and results of cycle 1 will be followed up in cycle II.

Cycle I

1. Planning (planning)

In this planning stage the researcher makes the following plans:
  a) Determine and examine the sub-themes of Free Poetry and examine indicators.
  b) Prepare lesson plans according to predetermined indicators and learning scenarios for the sub-theme of Free Poetry with the Debate learning model.
  c) Prepare learning media in the form of poetry reading texts.
  d) Prepare worksheets and assessment instruments.

2. Execution (acting)

The implementation of the research action is planned in two cycles. The allocation of meeting time in cycle I and cycle II is 2 x 45 minutes. The first cycle, namely the Free Poetry sub-theme, was carried out using the Debate learning model to improve learning in the first cycle.

3. Observation (observing)

Researchers used student activity assessment sheets, field notes, documents and question sheets in collecting data in the field. Observation activities were carried out collaboratively with observing teachers observe student activities from poetry reading skills using the Debate learning model.

4. Reflection (reflecting)

The researcher examined the learning process that had been carried out including student activities and mastery of free poetry sub-themes and adjusting to the achievement of performance indicators in the first cycle. The tool used for reflection is the result of observations.

Cycle II

1. Planning (planning)
  a) Identifying the problems that arise in learning free poetry in cycle I.
  b) Prepare to re-prepare lesson plans and learning scenarios with the Debate learning model.
  c) Prepare the media that will become the sub-theme of free poetry.
  d) Provide worksheets and research instruments.

2. Execution (acting)

It was with the following steps:
  a) The teacher conditions the class so that students are ready to take part in Indonesian lessons in the sub-theme of free poetry.
  b) The teacher gives apperception.
  c) The teacher conveys the learning objectives to be achieved.

d) The teacher informs the learning model that will be used and prepares learning materials.
e) The process of transforming the sub-theme is that the teacher divides students into 2 groups.
f) The teacher gives examples of free poetry.

3. Observation (observing)
a) Observing student activities in learning Indonesian using the Debate learning model from the beginning to the end of learning activities.

b) Collecting data on learning outcomes in poetry using the Debate learning model and recording important things that occur during learning.

4. Reflection (reflecting)

It is hoped that the use of the Debate learning model is good enough. It is hoped that students will be more motivated and concentrate on learning with the various titles of poetry given so as to improve the evaluation results of free poetry sub-themes.

IV. Results And Discussion

4.1. Cycle Execution

The following will describe the results of classroom action research in learning to find main thoughts through the application of the Debate learning model. In this case, the researcher is in charge of determining learning objectives, learning resources and directing the various ways students carry out learning activities, motivating students, supervising students, providing assistance, guidance, instructions, assessing the learning process and learning outcomes achieved by students. As for the students themselves in implementing the action

This does not only involve physical but also mentally, emotionally, intellectuals in the attainment and acquisition of knowledge as well as the formation of attitudes and values in the formation of skills.

In conducting the discussion, the researcher held a learning implementation plan before implementing the plan in cycle I, thecycle II improvement plan, which was carried out at SMA Negeri 1 Kisaran, Kabupaten Asahan in the 2019/2020 school year. The use of the Debate learning model is expected to be effective because it can improve the quality of the learning process. In this classroom action research, the researcher puts himself in the position of the researcher as a learning leader, learning facilitator, learning moderator as well as learning evaluator.

In conducting a study based on the type of classroom action research, the researcher here implements a learning implementation plan. The point is to get to know and explore the mindset and way students learn beforehand. The researcher has the right to carry out the improvement plan carried out in cycle I, then following the improvement plan in cycle II will be implemented. If student learning has not been successful and achieved as intended.

4.2. Research Results of Learning Improvement Cycle I

Seeing the observations of the writer of on-line learning, it is necessary to carry out the first cycle to improve learning. Based on the implementation of learning Indonesian subjects with the sub-theme of Free Poetry in class XI of SMA Negeri 1 Kisaran, Kabupaten Asahan with the debate learning model which is carried out with the zoom application the steps are as follows:

1. The teacher invites students to enter the Zoom application.
2. The teacher divides the students into 2 groups of debate participants, one for and the other against sitting opposite each other between groups.
3. The teacher gives the task of reading the sub-theme of the poetry which will be debated by the two groups above.
4. After finishing reading the sub-theme of the poetry, the Teacher appoints a member of the pro group to speak at that time, then after finishing the group responds to it. And so on until most students can express their opinion.
5. The core/ideas of each opinion or conversation are written to the WA group until you get the expected number of ideas.
6. Teacher adds concepts/ideas that have not been expressed.
7. From the data disclosed, the teacher invites students to make conclusions/summaries that refer to the topic to be achieved.

However, based on researchers' observations through reflection sheets, the results obtained are still not as expected, it is necessary to improve cycle II.

4.3. Research Results of Learning Improvement Cycle II

Based on the results obtained in cycle I above, it is necessary to do cycle II. Cycle II.

Based on the implementation of learning Indonesian subjects with the sub-theme of Free Poetry in class XI of SMA Negeri 1 Kisaran, Asahan Regency, the 2019/2020 school year. Cycle II carried out the same learning steps as cycle I. However, some deficiencies in the cycle I was corrected so that the results obtained in cycle II were likely to improve learning Indonesian in the sub-theme of free poetry.

4.4. Discussion from each cycle

From the results of observations based on on-line learning, it turns out that there is a need for improvement in Indonesian language learning in free poetry sub-themes. Because teachers in the learning process do not use various kinds of learning models and media, they do not provide motivation to learn to students. So that it causes a lack of student interest in learning. Discussion Cycle I

Improvement of Indonesian Language Learning in the sub-theme of free poetry in class XI SMA Negeri 1 Kisaran, Asahan Regency. The use of the Debate model is further enhanced in terms of deepening the sub-themes of free poetry and understanding poetry examples. In this stage, students who still do not understand the sub-theme of Free Poetry will remedial, while those who have understood will be enriched with new things.

By applying the Debate model it is expected that learning can be functionally beneficial for all

students. So that in learning activities students are expected to be active and enthusiastic to learn. Thus the improvement of learning using the Debate model is expected to improve the Indonesian language learning in the sub-theme of Free Poetry in class XI SMA Negeri 1 Kisaran, Kabupaten Asahan.

This Debate Learning Model will be able to run as expected if students actively participate in designing free poetry sub-themes to be debated, students will be more able to understand and be able to understand it to express ideas, besides that it can also invite students to independently develop the

potential to express ideas education got it.

Inhibiting factors in implementing learning improvements are the time used tends to be too long, the students are not ready to face the learning situation that has just been applied by the teacher, both in the use of the Debate learning model, the assignments given by the teacher, and the ability of students to show the results of their work on free poetry sub-themes. Sometimes students become afraid and depressed because they have to be able to communicate directly to express their opinions.

V. Conclusions And Suggestions

5.1. Conclusion

Based on the results of observations and research data carried out on the improvement of Indonesian language subjects with the Free Poetry sub-theme in class XI SMA Negeri 1 Kisaran 2019/2020 school year, that:

1. Improvement of Indonesian language learning in the sub-theme of Free Poetry that is delivered/taught by the teacher so that it is connected with other subjects in accordance with the demands of the 2013 curriculum.
2. This on-line learning uses the Zoom and WA group application
3. The application of the Debate model cooperative learning method is carried out in accordance with the steps in using the Debate model.
4. Teachers need to provide examples taken from the internet, or other sources, and link the examples with other

subjects, for example, Civics subjects.

5.2. Suggestion

Based on the research results stated above it is further suggested as follows:

1. Fully understand the Debate model.
2. It is better if the teacher uses a learning model that is in accordance with the sub-themes being taught.

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