

**DEVELOPING PICTURE BOOKS AS LEARNING MEDIA
TO WRITE ACROSTIC POEM FOR FORTH GRADE AT
SDN SUKOHARJO 2 MALANG**

THESIS

Written

Elok Wardha Sofiana

NIM 13140019



ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STASE ISLAMIC UNIVERSITY MALANG
OKTOBER, 2017

**DEVELOPING PICTURE BOOKS AS LEARNING MEDIA
TO WRITE ACROSTIC POEM FOR FORTH GRADE AT
SDN SUKOHARJO 2 MALANG**

THESIS

Presented to Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University Malang
In Partial Fulfillment of the Requirements for the *Degree of Sarjana Pendidikan* (S.Pd)

Written by:

Elok Wardha Sofiana

NIM 13140019



ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STASE ISLAMIC UNIVERSITY MALANG

OKTOBER, 2017

APPROVAL SHEET
DEVELOPING PICTURE BOOKS AS LEARNING MEDIA
TO WRITE ACROSTIC POEM FOR FORTH GRADE AT
SDN SUKOHARJO 2 MALANG

THESIS

Written by:

Elok Wardha Sofiana
NIM 13140019

Approver by
Advisor :



Dr. Zubad Nurul Yaqin, M.Pd
NIP. 19740228 20080 1100 3

Acknowledged by,
The Head of Islamic Primary Teacher Education Program



H. Ahmad Sholeh, M.Ag
NIP. 197608032006041001

LEGITIMATION SHEET

APPROVAL SHEET

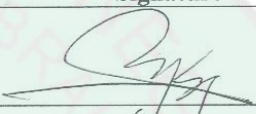
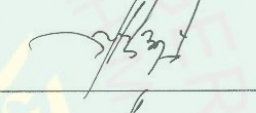


DEVELOPING PICTURE BOOKS AS LEARNING MEDIA
TO WRITE ACROSTIC POEM FOR FORTH GRADE AT
SDN SUKOHARJO 2 MALANG

THESIS

Prepared and compiled by
Elok Wardha Sofiana (13140019)

Has been defended in front of the board of examiners on
Oktober, 2017

and has been approved by the board of examiners as the
requirement for the degree of Sarjana Pendidikan (S.Pd)
on Oktober, 2017

The Board Of Examiners		Signature
Main Examiner, <u>Mokhammad Yahya, Ph.D</u> NIP. 19740614 200801 101 6	:	
Secretary, <u>Dr. Zubad Nurul Yaqin, M.Pd</u> NIP. 19740228 200801 100 3	:	
Advisor, <u>Dr. Zubad Nurul Yaqin, M.Pd</u> NIP. 19740228 200801 100 3	:	
Chair Examiner, <u>Dr. H. Nur Ali, M.Pd</u> NIP. 19650403 199803 1 002	:	

Approved by,
Dean of Tarbiyah and Teaching Training Faculty of Maulana Malik Ibrahim
State Islamic University Malang



Dr. H. Agus Maimun, M.Pd
NIP. 196508171998031003

DEDICATION

Praise to God Almighty for giving everything in my life. This thesis is a great effort in the realization of my inspiration. Shalawat and salam always bless to prophet Muhammad SAW because of him we get the brilliant religion.

This thesis work is dedicated to my parents, Mr. Mahmudi and Mrs. NurSholicha, who have always loved me unconditionally and whose good example has taught me to work hard for the things that I aspire to achieve. I also dedicate this thesis to my beloved brother and sisters Ridho, Diva, Faiq, Zidni and all of my big family who has been an encouragement in my life. Hopefully this thesis could be the motivation to reach your dreams.

MOTTO

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ، وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

“Barangsiapa yang menginginkan dunia maka hendaklah berilmu. Barangsiapa yang menginginkan akhirat, maka hendaklah dengan ilmu. Barangsiapa yang menginginkan keduanya, maka hendaklah dengan ilmu.”

(Imam As-Syafi’i)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“Karena sesungguhnya sesudah kesulitan itu ada kemudahan.”

(Q.S Al-Insyiroh ayat 5)

Dr. Zubad Nurul Yaqin, M.Pd

The Lecturer Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang

OFFICE MEMO OF ADVISOR

Subject : Elok Wardha Sofiana
Attachment : 4 (four) Exemplares

Malang, Mei 30th, 2017

To Whom It May Concern,
Dean Faculty of Education and Teacher Training
Maulana Malik Ibrahim State Islamic University, Malang
in
Malang

Assalamu'alaikum Wr. Wb.

This office memo declares that thesis originally owned by:

Name : Elok Wardha Sofiana
NIM : 13140019
Study Program : Islamic Primary Teacher Education Program
Title of Thesis : Development of Picture Books as Media to Write Acrostic Poem for 4 Grade SDN Sukoharjo 2 Malang

Is considered **acceptable** to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu'alaikum Wr. Wb.

Advisor,



Dr. Zubad Nurul Yaqin, M.Pd
NIP. 19740228 20081 100 3

CERTIFICATE OF THESIS AUTHORSHIP

I hereby declare that this thesis is originally written by Elok Wardha Sofiana, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Education and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 30th, 2017

Author,


a Sofiana
NIM. 13140019

ACKNOWLEDGEMENT

Praise and gratitude to Allah te all merciful and the compassionate. Thanks to Allah because of all blessing and guidance, so the writer is be able to finish the arrangment of qualitative research “Development of Picture Books as Media to Write Acrostic Poem for 4 Grade SDN Sukoharjo 2 Malang” as the final project to get the academician degree at Maulana Malik Ibrahim State Islamic University, Malang. Sholawat amd salam uninterruptedly extended except only to our prophet of Muhammad SAW who we are waiting for the intercession in the hereafter later.

The aim of this thesis is the requirement for obtaining bachelor of education (S.Pd). the specific purpose of this thesis is as discours of education that is still a lot of things from an education that must be developed. I hope that with finish this thesis will give benefits to all of the parties.


There is no pernouncable word that can be extended except the great gratitude to the excellency:

1. Mr. Mahmudi and Mrs. Nur Sholichah (My beloved father and mother) who have always love me, teach me, and give me suggestion in everything i do, who always pray for me and give me spirit. Thus, writer can solve graduate studies at Maulana Malik Ibrahim State Islamic University, Malang.
2. Prof. Dr. Abdul Haris, M.Ag., as Rector of Maulana Malik Ibrahim State Islamic University, Malang.
3. Dr. H. Agus Maimun, M.Pd as Dean Faculty of Education and Teacher Training.
4. H. Ahmad Sholeh, M.Ag as the Chief of major Islamic Primary Teacher Education Program.
5. All the lecturers and staffs Faculty of Education and Teacher Training who help the writer in the process of report arrangment.
6. Dr. Zubad Nurul Yaqin, M.Pd as advisor of thesis who always give guidance a lot of suggestion in order to complete that arrangment of research report.

7. Mrs. Heriyani, M.M. as the principal of SDN Sukoharjo 2 Malang who has premitted to conduct a research there.
8. Mrs. Savira Nurimansari, S.Pd., as teacher at four grade SDN Sukoharjo 2 Malang who always help the writer in case of obtain the information, give suggestion, advices, and guidance in the process of triangulation data. And especially for all students of four grade SDN Sukoharjo Malang.
9. All of my family from Internasional Class Program of ICP PGMI 2013 who always encourages and gives support to the writer in process of arrangment and observation this report.
10. All of my family especially to my friend Wijianti, Yuslih Diani, Ronny Putra, Personel rooms 13 ABA, and my friends PKLI Johor Bahru who have supported and prayed for me throughout the process. Thank you for your understanding and encouragement in many moments of crisis. Your freindship make my life is wonderfull experience. I cannot list all the name here, but you are always on my mind. This thesis is only a beginning of my journey.
11. Muhammad Darkun which always gives support and prayer. May the prayer that you praved for me is true for all of you. Success and immediately following graduation.

The writer awwarded that in the preparation of this report there are still many mistake for arrange this report, so writer expected critiques ad suggestions from all parties to improve the next report. I hope that this thesis provides benefits to all parties. *Amin Yaa Rabbal 'Alaimiin.*

Malang, Oktober 10th, 2017


Elda Wartha Sofiana
Writer

GUIDELINES FOR ARABIC-LATIN transliteration

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Education and Culture number. 158 year 1987 and number. 0543/b/U/1987 can be broadly described as follows:

A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Vocal Diphthong

أَوْ = aw

أَيَّ = ay

أُو = û

إَيَّ = î

LIST OF TABLE

Table 1.1 Previous of research

Table 3.1 Competence standart and basic competence indonesia SD/MI Grade 4

Table 3.2 SK/KD and indicators Indonesia Grade 4

Table 3.3 Rubric practice aspect

Table 3.4 Qualification attainment

Table 4.1 Interview with students about imlementing attitude

Table 4.2 Interview with students about knowledge assessment

Table 4.3 Interview with students about practice aspect

Table 4.1 Rubric product aspect (description of a book)

Table 4.2 Interview of validation expert content

Table 4.5 Interview of validation media design

Table 4.7 Interview of validation teacher

Table 4.10 Data collection (assessment test small group)

Table 4.11 Data collection (assessment field evaluation)

Table 4.12 Result of pre-test

Table 4.13 Result of post-test

Table 4.14 Assesment field trial or pre-test and post-test

Table 4.15 Assesment field trial or pre-test and post-test with T-test formula

LIST OF APPENDIXES

Appendix I	: Thesis Consultation
Appendix II	: Certificate of Research From Faculty
Appendix III	: Certificate of Research From SDN Sukoharjo 2 Malang
Appendix IV	: Identity Of Validator Expert
Appendix V	: Questionnaire Of Matter Expert
Appendix VI	: Questionnaire Of Design Expert
Appendix VII	: Questionnaire Of Thematic Teacher
Appendix VIII	: Questionnaire Of Student
Appendix IX	: The Form Of Interview To The Indonesian Teacher
Appendix X	: The Form Of Interview To The Sudents
Appendix XI	: RPP
Appendix XII	: Documentation
Appendix XIII	: Curriculum Vitae

TABLE OF CONTENTS

COVER PAGE	i
TITLE PAGE	ii
APPROVAL SHEETiii
LEGITIMATION SHEET	iv
DEDICATION	v
MOTTOvi
OFFICE MEMO OF ADVISOR	vii
SERTIFICATE OF AUTHORSHIP	viii
ACKNOWLEDGMENT	ix
TRANSLATION GUIDAELINES OF ARAB LATIN	x
LIST OF TABEL	xii
LIST OF APPENDIX	xiii
TABLE OF CONTENTS.....	xiv
ABSTRACT	xvii
CHAPTER I INTRODUCTION.....	1
A. Background of the Research	1
B. Problem of the Research.....	6
C. Objective of Research and Development.....	7
D. Significance of the Research Study.....	7
E. Product Spesification Development.....	8
F. Scope of Development.....	8
G. Assumptions and Limitations of the Development.....	8
H. Previous of Research	9
I. Definition of Key Terms	13
J. Systematics Research Research	14
CHAPTER II LITERATURE REVIEW	16
A. Theory Study	16

1. Development.....	16
a. Understanding Development.....	16
b. Principles of Development.....	17
2. Media	17
a. Understanding Media	17
b. Learning Media Interest.....	18
c. Benefit Learning Media	18
d. Media Selection	19
3. Picture Books	20
a. Definition of Picture Books	20
b. Position and Image Format	21
c. Function of Picture Books.....	22
4. Definition of Writing	24
5. Poetry.....	26
a. Understanding Poetry.....	26
b. Element of Poetry	26
c. Means of Rhetoric	27
d. Themes of Poetry	27
6. Acrostic	28
CHAPTER III RESEARCH METHODS.....	33
A. Type Research	33
B. Hypothesis of Development	34
C. Model of Development.....	35
D. Development Procedure	39
E. Testing Products.....	46
F. The Design of the Trial.....	46
G. Subject of Trial.....	47
H. Type of Data.....	48
I. Data Colletion Instrument	49
J. Data Analysis Technique	52

CHAPTER IV DEVELOPMENT AND ANALYSIS OF DATA.....	57
A. Description of Media Development.....	57
B. Presentation of the Result Data Collection.....	62
1. Result of Validation Content Expert	62
a. Quantitative Data	63
b. Validation Linguistik.....	65
c. Validation Design Media	68
d. Validation Result Subject Teacher Indonesian.....	70
C. Result of Trial	73
a. Test Small Group	75
b. Test Field Evaluation.....	79
c. Processing Attitude Assessment.....	83
CHAPTER V DISCUSSION.....	93
A. Ananysis of Product Development.....	93
1. Analysis of the Development of Picture Books as Media to Write Acrostic Poem for 4 Grade	93
2. Efectivites of the Development of Picture Books as Media to Write Acrostic Poem for 4 Grade	98
3. Student Writing Skills Ability Regarding use Picture Books Poem Acrostic.....	99
CHAPTER VI CONCLUSION.....	101
A. Conclusion.....	101
B. Suggestion.....	103
References.....	104
Appendixes	

ABSTRACT

Sofiana, Elok Wardha. 2017. *Developing Picture Books as Learning Media To Write Acrostic Poem for Forth Grade at SDN Sukoharjo 2 Malang*. Thesis, Islamic Primary Teacher Education Program Tarbiyah and Teacher Training Faculty, State Islamic University Maulana Malik Ibrahim of Malang. Advisor: Dr. Zubad Nurul Yaqin, M.Pd

Keyword: *development, picture book, media, write poem, acrostic.*

Writing skills is the ability of students to express an idea and vocabulary through an essay based on the knowledge, experience and ideas of his imagination. One of the skills that children should learn from an early age is the skill of writing and understanding children's literature. Because with the literature students can enjoy and utilize literary works to broaden the horizons and improve skills and language. However, the fact shows that speaking skills among grade 4 of Elementary High School were not as expected. This is reflected in the still many students who are still difficult to make poetry because there is no technique and learning media that is easy and supportive. From these conditions, resulting in students are not interested to try to make a poem or just understand it. Therefore, the need for the development of learning media in the form of a picture book of acrostic poem of grade 4 SD / MI to improve students' writing skills.

The research objective of this study is for getting the product of learning media in the form of acrostic poem which are expected to be able to increase the effectiveness and students' skills in writing poem in accordance with the correct vocabulary, sound, language and theme..

In the development of teaching materials, the researchers use teaching materials that are developed using a model of development according to Borg & Gall with ten systematic steps. But these development only six stages were implemented, namely: (1) analyzing the needs and characteristics of students, (2) Formulating instructional purposes. (3) Formulating the materials, (4) Developing a gauge of success, (5) Jot text media, (6) Conducting tests and revisions.

The result of the development of teaching materials in picture book of acrostic poem have valid criteria with results (1) Validation of expert matter 97%, (2) Validation of experts design of picture books 95%, (3) Validation of linguists 96%, (4) Validation and testing of teachers class IV 90%, (5) The field trials 91%. The results which were obtained value - average post-test are better than pre-test yaitu 80,3>41,8. While in test calculation of t manual with significance level of 0.05 was obtained results $t_{hitung} \geq t_{table}$ is $5.93 > 2.02$ means that H_0 and H_a is accepted. So there is a significant differences to the teaching materials developed. Thus, the development can already be used in learning.

ABSTRAK

Sofiana, Elok Wardha. 2017. *Pengembangan Buku Bergambar sebagai Media Menulis Puisi Akrostik Siswa kelas 4 SD/MI*. Skripsi, Program Studi Jurusan Guru Madrasah Ibtidaiyah (PGMI), Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Zubad Nurul Yaqin, M.Pd

Kata Kunci: *Pengembangan, Buku Bergambar, Media, Menulis Puisi, Akrostik.*

Keterampilan menulis merupakan kemampuan siswa untuk mengungkapkan suatu gagasan dan kosa kata lewat sebuah karangan yang berlandaskan pada pengetahuan, pengalaman serta ide imajinasinya. Salah satu keterampilan yang harus dipelajari anak sejak usia dini yakni keterampilan menulis dan memahami sastra anak. Karena dengan sastra siswa dapat menikmati dan memanfaatkan karya sastra untuk memperluas wawasan serta meningkatkan kemampuan dan berbahasa. Namun, fakta menunjukkan bahwa keterampilan menulis di kalangan kelas 4 SD/MI belum seperti yang diharapkan. Hal ini tercermin dari masih banyak siswa yang masih kesulitan membuat puisi karena belum adanya teknik serta media pembelajaran yang mudah dan mendukung. Kondisi tersebut, mengakibatkan siswa tidak tertarik untuk mencoba membuat puisi atau sekedar memahaminya. Oleh sebab itu, perlu adanya pengembangan media pembelajaran dalam bentuk buku bergambar puisi akrostik kelas 4 SD/MI untuk meningkatkan keterampilan menulis siswa.

Tujuan penelitian pengembangan ini adalah menghasilkan produk berupa media pembelajaran dalam bentuk buku bergambar puisi akrostik yang diharapkan mampu meningkatkan keefektifan dan kemampuan siswa dalam menulis puisi yang sesuai dengan kosa kata, bunyi, bahasa dan tema yang benar.

Dalam pengembangan media pembelajaran ini, peneliti menggunakan media pembelajaran yang dikembangkan menggunakan model pengembangan menurut Borg & Gall dengan sepuluh langkah yang sistematis di dalamnya. Akan tetapi dalam pengembangan ini hanya enam tahap yang dilaksanakan, yaitu: (1) Menganalisis kebutuhan dan karakteristik siswa, (2) Merumuskan tujuan instruksional, (3) Merumuskan butir-butir materi, (4) Mengembangkan alat pengukur keberhasilan, (5) Menuliskan naskah media, (6) Mengadakan tes dan revisi.

Hasil pengembangan media pembelajaran dalam bentuk buku bergambar puisi akrostik ini memenuhi kriteria valid dengan hasil (1) Validasi ahli materi 97%, (2) Validasi ahli desain buku bergambar 95%, (3) Validasi ahli bahasa 96%, (4) Validasi dan uji coba guru kelas IV 90%, (5) Uji coba lapangan 91%. Dari hasil penelitian diperoleh nilai rata – rata post-test lebih baik daripada pre-test yaitu $80,3 > 41,8$. Sedangkan pada perhitungan uji t manual dengan tingkat kemaknaan 0,05 diperoleh hasil $t_{hitung} \geq t_{tabel}$ yaitu $5,93 > 2,02$ artinya H_0 dan H_a diterima. Sehingga terdapat perbedaan yang signifikan terhadap bahan ajar yang dikembangkan. Dengan demikian, pengembangan sudah dapat dikatakan layak digunakan dalam pembelajaran.

المستخلص

إيلوك وارداة صافيانا. ٢٠١٧ تطوير وسائل الإعلام في كتاب الصورة للكتابة الشعر أكروستيك (akrostik) لطلبة فصل الرابع في المدرسة الابتدائية. البحث الجامعي، قسم تعليم معلم المدرسة الابتدائية، كلية علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانق. المشرفة: الدكتور زياد نورول يقين الماجستير.

الكلمات المفاتيح: تطوير المواد التعليمية، وكتاب الصورة، وسائل الإعلام، للكتابة الشعر، أكروستيك (akrostik).

مهارة الكتب هي كفاءة الطلاب لتعبير التفكير والمفردات للمقالة شعرية التي تأسس عن معلومات، حيرة و تفكير خيالي. إحدى من المهارات التي يجب أن يتعلمها الأطفال صغيرة السن وهي مهارات الكتابة وفهم أدب الأطفال. لأن بالأدب يتمتع الطلاب التأليف الأدبي ويسفيدون منه. ولكن، تدل الحقيقة أن مهارة الكتب في مرحلة فصل الربع بالمدرسة الابتدائية لم يكن رجاء. هذا الحال تظهر بكثرة الطلاب صعوبة ليصنع الشعر لأن لم تجد التقنية و تطوير المواد التعليمية سهل والعاضده. ذاك الحال، يجعلون الطلاب لا ينجذب ليصنع الشعر أو يفهمها. فلذلك، تحتاج أن تطور المواد التعليمية لتدريس اللغة الإندونيسية في كتاب الصورة الشعر أكروستيك لطلبة فصل الرابع في المدرسة الابتدائية لترقية مهارة الكتب. أهداف هذا البحث التطوير هي ينتج الإنتاج كالمواد التعليمية لتدريس اللغة الإندونيسية في شكل كتاب الصورة الشعر أكروستيك في كتابة الشعر عن قواعد الأصوات، اللغة و الموضوع المناسبة.

تستخدم الباحثة في هذا تطوير المواد بأسلوب تطوير ل (Borg & Gall) على عشر خطوات. ولكن في هذا التطوير إلا ست خطوات التي تعملها الباحثة، هي (١) تحليل الحاجة وطبيعية الطلاب، (٢) رمز أهداف التعليم، (٣) رمز المواد، (٤) تطوير آلة قياس النجاح، (٥) كتابة نص الوسائل، (٦) عمل الاختبار والمصادقة.

نتيجة تطوير المواد لتدريس كتاب الصور الشعر أكروستيك (akrostik) هي محصول على معيار الصدق بنتيجة (١) صدق أهل المواد 97%، (٢) صدق أهل تصميم كتاب 95%، (3) صدق أهل اللغة 96%، (4) صدق وتجرب المعلم لفصل الرابع 90%، (5) تجريب الميدان 91%. من نتيجة البحث تحتصل القيمة بمعدل الاختبار البعدي أحسن من الاختبار القبلي هي ٨٠،٤١ < ٨٠،٤١. إما الحساب اليدوي بدور المعنى ٠،٠٥، فيحتصل ($t_{hitung} \geq t_{table}$) هو ٩٣،٥ < ٠٢،٢ المقصود هو H_0 و H_a مقبول. حتى يوجد الفرق هاما عن مواد المتطور. فتطوير قد قول مناسباً لاستخدام في التعليم.

CHAPTER I

INTRODUCTION

This chapter will discuss about: (a) Background of the problem (b) Problem of the research, (c) The objectives of research and development, (d) The Significances of study (e) Product specification developed, (f) Scope of development, (g) Assumptions and limitations of the development, (h) Previous of research, (i) Definition of key term, and (j) Systematics research.

A. Background of the Problem

Language has a central role in the development of intellectual, social, and emotional support learners and a success in all areas of study. Language learning study is expected to help learners to know him, the culture, and the culture of other people, ideas and feelings, participate in the community who use that language.¹ It is said that because of the language, students can earn science, technology, art, and information.

As for the scope of Indonesian Subjects include components of language skills and ability to compose consisting Furthermore, each skill is closely connected also relates to processes that underlie language.

One's language reflects his thoughts. The more skilled a person speaks, the more bright and obviously also the way his mind. Skill can only be acquired and mastered with practice and a lot of training. Train your skills also means the train of thinking skills.

¹Permendiknas, SK-KD Indonesian SD-MI, 2006, p.119

In modern life, it is clear that writing skills are needed. If not too much when we say that the writing skills is a hallmark of an educated person the learned of the learned. In connection with this, saying that "writing is used, reporting or informing, and influence; and the intent and purpose as it was only able to organize her thoughts and say so clearly, it depends on the clarity of thought, organization, use of words and sentence structure ".²

Learning Indonesian directed to improve the ability of learners to communicate in Indonesian well and correctly, both orally and written, as well as develop an appreciation of the work of human literary Indonesia.³ Literature is that of children's literature in which there are nursery rhymes.

Poetry children is a poem written in the form of verses, the language is rhythmic, simple, succinct depicting images of the reach of children, and it describes an experience that is solidified by a child's perspective, emotion in it is influenced by the responses senses ,⁴

In fact, writing skills, especially writing poetry among elementary school has not been as expected. This occurs because the child's ability to think of new students in grade IV can be said is still childish, including in terms of the ability to think imaginatively.

²Tarigan Henry, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung : Aksara Bandung, 2008), p.4

³Ibid , p.1

⁴Ampera Taufik, *Pengajaran Sastra* (Bandung:Widya Padjajaran,2010),p.18

Imaginative thinking skills are not well developed, more just emotionally alone.⁵Improved learning to write poems to the children that they were thinking like that is very important. On the other hand, in terms of learning poetry for children there are various drawbacks. These flaws resulted in, among others: students have difficulty writing poetry, the absence of media that allows students to write poetry, no interest in learning Indonesian students especially poetry.

Learning poetry, especially in the fourth grade only be done by using methods lectures and assignments that already exist in the book a lesson. In the book would only present examples of the absence of techniques to help students write poetry.

Based on interviews with Bu Fira, S. Pd as Master Class 4 SDN Sukoharjo 2, saying that:

The problem of learning to write poetry in grade 4 students still use the existing media textbooks without examples to facilitate the child in writing poetry, in addition to students still difficult to write poetry because it teaches techniques have only used the lecture method. Pupils listen to the teacher and then in further submission with assignments diberikan. Sehingga quickly bored students for learning monotonous. In this case also affects the unavailability of Indonesian teaching materials that have not been able to support the students in honing their writing poetry.⁶

The conditions described above are caused by various root of the problem. Among them is the absence of media that can support students in honing the skill of writing poetry. Media that can turn ideas, the ideas of students' thinking to write poetry. one of the media used in the form of print media in the form of a picture book.

⁵ Alfiah, *Pengajaran Puisi : Sebuah Penelitian Tindakan Kelas* (Yogyakarta:Pustaka Pelajar,2009), p.2

⁶ Wawancara Ibu Fira, S.Pd, Guru Kelas 4 SDN Sukoharjo 2.Senin, 17 April 2017. Pukul 10.00 WIB

Picture books show the meaning of the book that conveys the message in two ways, namely through illustrations and writings. Ilustrasi (picture) is intended to convey the message does not stand alone, but together and support each other to express a message.⁷ This can be evidenced almost the whole picture book simply presents images without the ordinances write poetry accompanied by the technique.

In connection with this, a technique that can be used to help students write poetry using techniques which are acrostic. Acrostic poem is the initial letter in each row forming a word when read vertically. Pola rhythm and number of lines can vary in acrostic, for more than a poem acrostic poem which describes the word in shape.⁸

false an effort to address the sustainability of these conditions, teachers are required to have the capability in the development and use of learning media. Because media function in these activities as well as a stimulus renderer information, attitudes, as well as to increase the harmony in the reception of information.⁹ The use of teaching media in teaching and learning can arouse desire and interest in the new, the motivation and stimulation of learning activities, and even bring psychological effects on students.¹⁰

⁷Nurdiyantoro Burhan, *Sastra Anak* (Yogyakarta:Gadjah Mada University Press, 2005), p.152

⁸Salam 2009. Menulis Puisi dengan Teknik Akrostik (online)
(<http://pelitapendidikan.blogspot.com/2009/pembelajaran-menulis-puisi-dengan.html>) diunduh pada tanggal 21 september 2014 pukul 10.00 WIB

⁹Usman Asnawir, *Media Pembelajaran* (Jakarta: Ciputat Pers, 2002), p.14

¹⁰Arsyad Azhar, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2002), p.3

The linkage between media with objectives, materials, methods, and conditions of learners, should be a concern and consideration faculty to choose and use the media in the learning process in the classroom, so that the media are used more effectively and efficiently to achieve the learning objectives.¹¹

Under these conditions, the authors took the initiative to conduct research Indonesian development of instructional media to improve the skills of elementary school students write poetry. This is necessary as to facilitate and attract the attention of students in the learning process. In addition, research and development is also expected to provide solutions to problems that arise in the community. Media that was developed in the research aims to facilitate the development of students in practice their skills to write acrostic poetry techniques.

Media that will be developed in development research also adjust procedures are arranged systematically achievement based on core competencies and apply basic competencies in the curriculum.

The Core Competence and Basic Competence will be described as follows:

Core Competencies : 4. Presenting factual knowledge in a clear, logical, and systematic, in the work of the aesthetic movement that reflects a healthy child, and the child's actions reflect the behavior of the faithful and noble.

Basic competencies : 4.1 Presenting text adventure stories about the environment and natural resources independently in Indonesian language text oral and written by selecting and sorting out new vocabulary.

¹¹Sanaky Hujair, *Media pembelajaran* (Yogyakarta: Safiria Insania Press, 2009),p.6

The development of instructional media were developed using models RnD is a process used to develop and validate product education. Steps in this process include the assessment of the results of previous research, develop it into a product, testing of products designed, reviewing and correcting products based on the test results. Development according to Borg & Gall with 10 systematic steps in it. The author chose this model because of measures that exist in the models offered Borg & Gall is more detailed, systematic and descriptive. Many developing successfully bring new products form an effective learning device.¹²

Based on these problems, the study entitled "Development of Media Writing Picture Books As an acrostic poem fourth graders of SDN Sukoharjo 2 Malang "this is done.

B. Problem of the Research

Background Based on the above focus problem in this research is formulated as follows:

1. How is the development of picture books as a medium of writing acrostic poem 4th grade students of SDN Sukoharjo 2?
2. How does the attractiveness of the picture book as a media writing acrostic poem 4th grade students of SDN Sukoharjo 2?
3. How does the writing skills of 4th graders of SDN Sukoharjo 2 related to the use of a picture book acrostic poem?

¹²Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif: Konsep, Landasan, dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: Kencana Prenada Media Group, 2010), p.187

C. The objectives of research and development

Based on the formula above problems, the researchers aim to:

1. Knowing the development of picture books as a medium of writing acrostic poem 4th grade students of SDN Sukoharjo 2.
2. Describing the results of the attractiveness of the picture book as a media writing acrostic poem 4th grade students of SDN Sukoharjo 2.
3. Knowing the fourth grade students' writing skills related to the use of SDN Sukoharjo 2 illustrated book acrostic poem.

D. The Significances of study

Research and development of teaching materials is expected to be an alternative source of 4th graders learn about write acrostic poem. The expected benefits of the research and development of picture books acrostic poem specifically include:

1. Theoretical benefits

As a means to add reference and study materials in the repertoire of Science in education especially Madsarasah Ibtidaiyyah Teacher Education, and specifically provides steps for instructional media developers PGMI Prodi.

Encourage teachers to grow professionally to understand his duties as an educator in the classroom in implementing the various strategies in learning and can solve problems that arise in class in a professional manner.

2. Practical benefits

For teachers, to contribute reference materials in SD / MI, particularly those related to instructional media Indonesian subjects in writing puisi kelas 4 and the grade 4 teacher, and the teacher can determine a suitable strategy to stimulate student interest in poetry writing skills.

For researchers, to add insight and knowledge of how melakukan steps in the development of an attractive picture book.

For schools, as a material consideration in determining the appropriate teaching materials to the needs and characteristics of students, as well as to motivate a teacher in an effort to develop its own ajarnya material.

For further research, allows for research and development on product yields a picture book so that the future is trying to develop learning Indonesian.

E. Product specification developed

If the pocket book medium is applied, then the ability of students in the techniques of poetry writing acrostic on the skills of the fourth grade SDN Sukoharjo 2 can be improved.

F. Scope of development

In this section the researchers determine the variables of research which is used as a point seek to address the problems faced. These variables are process variables, the variables associated with teaching and learning activities, such as student learning, the implementation of strategies or specific learning methods. The study focused on the material to write poetry in grade IV SDN Sukoharjo 2.

G. Assumptions and limitations of the development

The resulting product development is shaped Picture Books medium of learning for students with specifications and characteristics as follows:

1. Material presented is about acrostic poem using the technique.
2. The physical form of the product resulting in the development of the media are in the form of a book.
3. This learning media is a collection of poems that have been presented in the form of an image in the form of a picture book.

H. Previous of research

Based on observations of researchers, there are several related research which can be described as follows:

1. Research on "Poetry Writing Skills Improvement through Application Engineering Subjects Indonesian acrostic Students of Class V SD Muhammadiyah Surakarta Karangasem 16", the results obtained from studies conducted: The results of this study are showing an increase in the skill of writing poetry VC grade students on subjects Indonesian subsequently affects student learning outcomes in Indonesian subjects using techniques acrostic. It can be seen from poetry writing skills of students in the initial condition 37.85% increase in the first cycle of 42.14% and 51.42%, the second cycle of 72.13% and 81.42%. Results of study on the initial conditions 61.71% increase in the first cycle of 75.47% and 82.29% for the second cycle. , Students who achieve mastery should reach 80% of every aspect of the indicators assessed. The conclusion of this study is the application of

techniques to improve the skills of writing acrostic poems VC grade students of SD Muhammadiyah 16 Karangasem Surakarta Academic Year 2012/2013.¹³

2. Research on "Poetry Writing Skills Improvement through Mechanical acrostic with Media Songs in Class V SDN Gajahmungkur 02 Semarang" the results obtained from studies conducted: The research found that the percentage of teachers' skills increase, the first cycle as much as 61% good category and the second cycle to 81% category very well. Student activity also increased, namely 66% of the first cycle with good category and 75% in the second cycle category very well. In addition, the students' skills in writing poetry increased, the classical completeness 65% (unfinished) the first cycle and classical completeness of 87.5% (complete) in the second cycle. From these results we can conclude that the technique acrostic with the media track can improve the skills of teachers, student activities, and the skill of writing poetry. Researchers recommend that teachers use a variety of learning models to improve the quality of learning.¹⁴
3. Research on the "Development of Learning Media Picture Books By Subject Indonesian Creative Poetry Writing Class III Elementary School Darussalamah Tajinan Malang", the result of media development picture

¹³Winarni, "Peningkatan Keterampilan Menulis Puisi Melalui Penerapan Teknik Akrostik Mata Pelajaran Bahasa Indonesia Pada Siswa Kelas V SD Muhammadiyah 16 Karangasem Surakarta", skripsi program studi PGSD, Universitas Muhammadiyah Surakarta, 2013.

¹⁴Desy Pratika Reni, "Peningkatan Keterampilan Menulis Puisi Melalui Teknik Akrostik Dengan Media Lagu Pada Siswa Kelas V SDN Gajahmungkur 02 Semarang", skripsi program studi PGSD, Universitas Negeri Semarang, 2013.

book can be seen from the results of research conducted by students via a questionnaire obtain the results 85% of the trial small groups, and gained 91% in the large group trials that can be categorized very valid and very interesting. While the effectiveness of the media picture books seen from the results of the acquisition of the pre-test and post-test with the pre-test 60.33 and 80.33 post-test results are then calculated using the t test to see the difference. This shows that there are results obtained after the use of the media so that the picture book picture book is said to be effective in its use in the learning process.¹⁵

In an effort to facilitate researchers in knowing the differences and similarities in the originality of research, it will be made clear in tabular form below:

¹⁵Nurul Azizah, “*Pengembangan Media Pembelajaran Buku Bergambar Pada Mata Pelajaran Bahasa Indonesia Materi Menulis Puisi Kelas III Madrasah Ibtidaiyah Darussalamah Tajinan Malang*”, skripsi program studi PGMI, Universitas Maulana Malik Ibrahim Malang, 2016.



Table 1.1
Previous of Research

No.	Researchers Name, Year, and Title.	Equation	Difference	originality Research
1.	Winarni, 2013. " <i>Poetry Writing Skills Improvement Through Application Engineering Subjects Indonesian acrostic In VC grade students of SD Muhammadiyah Surakarta 16 Karang Asem School Year 2012</i> "	Improve writing skills acrostic poem	Not using instructional media The object of research is different	Based on previous studies have not been any technique that makes it easy to write acrostic poem elementary students
2.	Desy Pratika Reni, 2013. " <i>Through Poetry Writing Skills Improvement Techniques acrostic Media Songs In Grade Students of SDN Gajahmungkur 02 Semarang</i> "	Improve writing skills acrostic poem	Not using instructional media The object of research is different	Based on previous studies have not been any technique that makes it easy to write acrostic poem elementary students
3.	Nurul Azizah, 2016. " <i>Learning Media Development Picture Books Subjects Indonesian At Creative Writing Poetry Class III Elementary School Darussalamah Tajinan Malang</i> "	Improve the skills of writing poetry Media that is in use at the picture book	Objects of different classes The techniques in use are different	Based on previous studies have not been any technique that makes it easy to write acrostic poem elementary students

Based on previous studies we can conclude that research on learning Indonesian in writing acrostic poem earlier confined to research the development of learning media in the absence of teaching materials in the form of media. Differences of this study with previous studies are researchers develop Subjects in the Form Picture Books as media write acrostic poem Student Class 4 SD / MI.

I. Definition of key term

In an effort to facilitate understanding of this study, entitled "Development of Media Writing Picture Books As acrostic poem in the fourth grade students at SDN Sukoharjo 2", it will be explained the definition in the title. The term needs to be explained is:

1. Development

Development is a process used to develop and mevalidasi products with the aim of achieving effective learning.

2. Picture book

Book in which there is a picture-gambarya, which aims to deliver the message.

3. Write

It is a language skill that is used to communicate non langsung, not face to face with another person.

4. acrostic poem

Poetry that the initial letter in each row forming a word when it is read vertically.

J. Systematics research

Systematics of writing in this study is organized as follows. Chapter 1 Introduction, load on (a) the background of the problem, (b) formulation of the problem, (c) the purpose of development, (d) the benefits of development, (e) the assumption of development, (f) the scope of development (g) specification of the products, (h) the originality of the research, (i) the operational definition, and (j) systematic discussion.

CHAPTER II Study of Literature load of study History and theory study include: (a) understanding of the development of teaching materials, (b) understanding the media, (c) understanding the picture book, (d) the notion of writing, (e) the notion of poetry, (f) acrostic understanding, and (j) the strengths and weaknesses of learning media.

CHAPTER III Development Method which contain (a) the type of research, (b) the hypothesis development, (c) development model, (d) procedure development, (e) testing products, (f) the design of the trial, (g) the test subject try, (h) the type of data, (i) data collection instrument and (j) data analysis techniques.

CHAPTER IV namely Results Development and Data Analysis that describes four issues related to the development. Four things are:(a) a description of the form of a picture book development results,(b) data validation, and(c) the results of field trials.

CHAPTER V that discussion, that contains(A) an analysis of product development; (B) analysis of the effectiveness of product development, and (c)

the ability of the student's writing skills related to the use of a picture book acrostic poem in Indonesian learning activities.

Chapter VI is conclusions and suggestions, this chapter contains, (a) the conclusion of development and (b) advice.

Bibliography is a list that includes the book title, author, publisher and so on which are placed at the end and arranged alphabetically. Bibliography serves to give direction to the readers of the paper who wish to pursue studies or to double check the papers concerned.

And the latter is an attachment that contains the required documents the author or reader that supports the development process of a picture book.

CHAPTER II

REVIEW OF THE LITERATURE

Study development of instructional media in picture books as a medium of acrostic poetry writing poetry Grade 4, include: A. Theory study. 1) Development of learning media; 2) Understanding the media; 3) The picture book; 4) Writing; 5) Poetry; and 6) acrostic.

A. Theory Study

1. Development

a. understanding Development

Definition of research and development by Borg and Gall (1983) is a process used to develop and validate the educational product. This study follows a cyclically steps. The steps of research or development process consists of the study of research findings that the products will be developed, developing products based on these findings, conduct field trials in accordance with the setting in which the product will be used, and to revise the results of the field test. Research and development of education itself is based on a model of the development of the industry berbasisi, the findings are used to designate the products and procedures, which are then systematically be field tested, evaluated, refined to meet the criteria of effectiveness, quality, and certain standards.¹⁶

The research objective was to assess the development of the changes that occur within tertentu. Metodologi research and development is very familiar with

¹⁶Setyosari Punaji. *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta:Prenada Media Group,2010), hlm. 194

the theory of learning. Technology theory of learning can be defined as the theory and practice of design, development, utilization, management, and evaluation processes, and resources -source for learning.¹⁷

b. Principles of Development

No development principles that need to be considered and implemented sequentially. Those principles are:

1. Materials development proceeds from the easier to understand the difficult, from concrete to abstract understanding.
2. The repetition of words or sentences will strengthen the understanding.
3. The positive feedback from the teaching materials created will provide corroboration for student understanding.
4. Students become motivated to learn is high, it is one of the critical success factors of learning.
5. Existing development on teaching materials will achieve the goals like climbing stairs, step by step, will eventually reach a certain height.
6. And as a result we will know what has been achieved and will encourage students to continue to achieve the goal.¹⁸

2. Media

a. understanding Media

Oemar Hamalik defines the media as the techniques used in order to further streamline the communication between teachers and students in the

¹⁷Ibid, p.207

¹⁸Sofan Amri dan Lif Khoiru Ahmadi, *Konstruksi Pengembangan Pembelajaran* (Jakarta: PT Prestasi Pustakarya, 2010) p.160

development of education and the learning process in schools. The term "media" or dipergantikan often associated with the word "technology" which is derived from the Latin word *Tekne* (English art) and logos (Indonesian "science"). In this concept, the media is rated as a learning technology.

Learning media can be defined as a tool for physical and non-physical form that is deliberately used as an intermediary between teachers and students in understanding the learning materials to more effectively and efficiently. So the learning material more quickly accepted students with an intact and attract students to learn more. In short, the media is a tool used by teachers with customized designs to improve the quality of learning.¹⁹

b. Learning Media Interest

The purpose of learning media as a learning tool, is as follows:

- a. Facilitate the learning process in the classroom
- b. Improving the efficiency of the learning process
- c. Keeping relevansi between the subject matter with the aim of learning
- d. Helps concentration learner in the learning process

c. Benefit Learning Media

The benefits of learning media as a tool in the learning process is as follows:

- a. Teaching more attention so as to motivate learners to learn.

¹⁹Musfiqon, *Pengembangan Media dan Sumber Pembelajaran* (Jakarta: PT. Prestasi Pustakaraya, 2012), p. 28

b. Teaching materials will be quite vague, so that learners can be better understood, and enable learners to master teaching purposes well.

c. The teaching methods vary, not merely verbal communication through the spoken word narrative of teachers, learners do not get bored, and teachers do not run out of steam.

d. Learners learn a lot more activities, because not only listening to the explanation from the teacher, but also other activities undertaken, such as: observe, perform, demonstrate, and others.²⁰

d. Consideration media selection

After mengetahui purpose and benefits of learning media, selanjutnya adalah step selection of media that will be used in the learning process in the classroom. Consideration of media will be used in teaching the main consideration, because the media selected must comply with:

- 1) the purpose of teaching
- 2) learning materials
- 3) methods of teaching
- 4) provided the tools needed
- 5) personal teaching
- 6) the interests and abilities of learners
- 7) situation of ongoing teacher

²⁰Nana Sudjana dan Ahmad Rivai, 1991, *Media Pembelajaran (Penggunaan dan Pembuatannya)*, CV.Sinar Baru, Bandung. P.2

Thus, the tools, the means, or the media that used to be adjusted to four aspects, to achieve the learning objectives effectively and efficiently. So it can be concluded that the benefits of learning media is:

- 1) more attention
- 2) the motivation to learn
- 3) teaching materials more structured, logical and clear.
- 4) learning methods can vary
- 5) learners many learning activities

Media is anything that can be used to distribute information on resources to the recipient or recipients of the message information. The roles of media in learning is as a messenger technology (information) which can be used for the purposes of teaching or physical means to convey the content or learning materials.²¹

3. Picture Books

a. Definition of Picture Books

Picture book (*picture books*) can point to the notion that diverse. In a narrow sense it may simply be seen as a form of picture books, meaning books in which there are pictures, being in the broad sense it can include different types of picture books such as picture books (picture story), the book information (informational books) book concept (concept books), and others.²²

²¹AH. Sanaky Hujair, *Media Pembelajaran* (Yogyakarta:Safiria Insania Press,2009), p.6

²²Nurgiyantoro Burhan, *Sastra Anak* (Yogyakarta:Gadjah Mada University Press, 2005),p.152

Picture books show the meaning of the book that conveys the message in two ways, namely through illustrations and writings. Illustrations (pictures) and writing are equally intended to convey the message does not stand alone, but together and support each other to express a message. So both are bound by the guidelines to convey the message better and stronger through two different ways, but mutually reinforcing.²³

b. The position and image formats

The layout of the images on the pages of the book in general vary, for example, there are on the sidelines or diimpit text by text, under text, above, or in the courtyard next to the text of the page penuh. Penataan the pictures it takes into account aspects of the beauty of the view, attracting attention, pleasing to the eye, and are easily the child's eyes switch from text to images and from images to text.

In the illustrated books for children aged early appearance of the image is usually more striking, larger, more realistic, and occupy half of the bottom of the page or pages side, which is usually the right side of the text and the left side of the image, and the colors are interesting. On the other hand, picture story books for older children are often smaller picture, occupying half of the page right or left, or down, not necessarily the color, and even not necessarily exist in every page of the right and left.

The words and the text in the picture book with pictures sam importance ilustrasi. Ia will help children develop early sensitivity to the imagination in the use of language. Language for children reading should be simple, but it does not

²³Ibid, p.153

need to oversimplification. Through this way children develop a rich vocabulary and language skills. Learning a language in real life situations is studied in the context of pragmatic, where the context of the language used in the sense as a means of communication.²⁴

c. Function Picture Books

Some things about the function and importance of picture books for children as follows.

a) Picture books can help children to development and emotional development. Children will find a facilitated and helped to understand and accept himself and others, as well as to express various emotions, such as fear and pleasure, sad and happy, which is a part of life. Attitudes and emotional reactions of children need to get a stimulus to the distribution that runs fairly emotional development and control. Understanding and acceptance of the situation yourself and others need to be developed through learning, and one of them is through a picture book.

b) Picture books can help children to learn about the world, which brings about the existence of the world's children in the community and nature. Through picture books children can learn about the life of society, both in the perspective of history, past and present, learn about the natural state of geography and natural life, flora, and fauna. It was all going to sensitize children about the life of the wider environment and part of his life, all of which will add to the life experiences that are important in their development.

²⁴Ibid, p.158

c) Picture books can help children learn about other people, the existing relationship occurs, and the development of feelings. Through picture books featuring the lives of family, neighbors, peers, relationships at school, and others which tells the relation of life between people can membelajarkan children to behave and act, verbal and nonverbal, which is in accordance with the demands of social life and culture community. Similarly, the feelings of the child can also be awakened through antarsesama relationship. So, in essence through picture books children learn about life presented in a more concrete through words and illustrations.

d) Picture books can help children to emperoleh pleasure. This is one of the most important things in the provision of books of this type, which is to give pleasure and mental joy. Mental joy is one thing that must be met in human life, and not only the physical needs only, in order to psychological development can take place in a balanced and harmonious.

e) Picture books can help children to appreciate the beauty. Good story verbally as well as pictures of illustration that support each offer beauty. The beauty of the images illustrated through objects illustrating the accuracy, color composition, and a variety of exciting action. Objects that offers beauty should be appreciated, valued and enjoyed, and these activities can also be acquired through learning. Already contained in the child beauty talent, but he will not develop optimally if not deliberately stimulated and encouraged to flourish. Respect for beauty itself which subsequently can support the smooth development of attitudes and behavior in children.

f) Picture books can help children to stimulate the imagination. Books and pictures has a function to promote growth and development of a child's imagination. Through stories already berkembang verbal imagination, but with the added drawings illustrations support the story will be concretized and strengthened. It not only strengthens the understanding of the story, but also imagination.²⁵

Pengertian book above, it can be understood that it is essentially a picture book is a book in which there are pictures that serve to convey the message that is through illustrations and writings in the form of sheets and stapled containing knowledge derived from the basic competencies in the curriculum apply for later use by the students.

4. Definition of Writing

Writing is an activity that is productive and ekspresif. Dalam activities of this writing, the author must skillfully take advantage of the structure of language, and vocabulary. This writing skills will not come automatically, but must go through training and practice are numerous and regular.

modern life This, it is clear that writing skills are needed. Used for writing, reporting or informing, and influencing goals and objectives can only be achieved by either by people who can organize her thoughts and say so clearly, it depends on the clarity of thought, organization, use of words and sentence structure.

²⁵Ibid, p.161

Writing can be regarded as a way of communicating, said that because "communication" is a process of sending and receiving messages that must happen at times when people want to meet and relate to one another. Humans communicate through gestures simple reflexes and sounds that are not in the form of language.

The communication process takes place via three media:

- a. Visual (or nonverbal)
- b. Oral (Oral)
- c. *Written* (Write)

Although communication is often a mixture of two or three media above, but for the sake of convenience and simplicity is usually the talk is terpisah. Komunikasi oral and written are closely related because of the nature of its use is related in language. The above description shows that the media wants to write or writing skills is one of the important aspects of the communication process.

The progress of a nation and the State can be measured by whether or not the communication board advanced the nation. Advanced communications whether or not the board can be seen and measured by the quality and quantity of printing contained in the country, which include the following publications:

1. Newspaper
2. Magazines
3. Books

It includes all aspects of the life of the regional, national, and international. In other words: the quantity and quality of their works and their authors helped determine forward or not a nation or state.²⁶

5. Poetry

a. understanding Poetry

A literary form called a poem if in it there is the utilization of various elements of language to achieve the effect of beauty. English poetry would have been short and dense, with very few words, but can articulate something more. Utilization of language elements to get the beauty of it, among others, can be achieved through sound game that is usually a variety of forms of repetition to obtain the effect melodious rhyme and rhythm. In addition, it is also utilized their various other means such as election rhetoric accuracy of words, phrases, pemajasan, work around the structure, and imaging.²⁷

The poetry meant that nursery rhymes, nursery rhymes written in the form of verses, the language is rhythmic, simple, succinct depicting images of the reach of children, and it describes an experience that is solidified by a child's perspective, emotion in it in pengaruhi by responses senses.²⁸

b. Elements Poetry

²⁶Tarigan Henry, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung : Aksara Bandung, 2008), p.20

²⁷Nurgiyantoro Burhan, *Sastra Anak* (Yogyakarta:Gadjah Mada University Press, 2005), p.27

²⁸Ampera Taufik, *Pengajaran Sastra* (Bandung:Widya Padjajaran,2010),p.18

A poem comes to the child as a whole as well as a coherent and harmonious unity. A poem is formed by two interrelated aspects, which is something that wants to be expressed and a means of expression which includes:²⁹

a) Sound

Aspects of sound in a poem is important, that determines the success of the poem as a work seni. Keindahan sounds in a poem after poem's intensity seemed to say, and even if it may be sung, not just be seen visually in the form of writing.

b) Words

Formal form of literature is language, and language formal unit presented in literary texts are the words, kata. Kata row is everything to puisi. Kata determine the degree of the beauty of a poem as a work seni. Eksistensi and the beauty of a poem as a literary work of art is determined by the quality of the words that build it.

c) Means of Rhetoric

Poetry also put forward through the media bahasa. Karena expression of poetry is the language, the beauty of which is achieved through language is the main thing and the first cultivated ketercapaiannya. Penggunaan means intended to further turn the rhetoric of expression and to obtain special effects are worth more, both concerning shape linguistic and various dimensions of meaning that can be generated.

d) Themes

²⁹Nurdiyantoro Burhan, *Sastra Anak* (Yogyakarta:Gadjah Mada University Press, 2005), p.353

When someone of expression through poetry, of course because there is something to be expressed. Something that can be ideas, ideas, thoughts, emotions, or other things that kesemuannya can be categorized into aspects of the actual content. If the author of the poem are children, moisture content of the resulting poems must also not far from the world of the child, the child's experience. The themes found in many nursery rhymes among others is a matter of family, friendship, holidays, home and other places. Through observation of the moment, the content of the poetry of children, among others, relating to matters that are around children, such as parents, teachers, playmates, favorite animal, the natural environment, empathy for fellow suffering, religiosity, and others.

6. acrostic

Acrostic derived from the Greek, *Akrostichis*, which means the beginning of a line rhymes with the letters composing a word or sentence. Acrostic poem usually talk about what is the letters that make up a sentence at the beginning of the line. Acrostic poem using the letters in a word to begin each line of the poem, all the lines in the poem tell a story or describe the topics that are important words. Acrostic poem differs from other poetry for the first letters of each line spell a word that can be read vertically. Rhyme patterns and the number of rows in the acrostic poem may vary due acrostic poem more than a descriptive poem that describes a word formed.³⁰

³⁰Desy Pratika Reni. *Peningkatan Keterampilan Menulis Puisi Melalui Teknik Akrostik Dengan Media Lagu Pada Siswa Kelas V SDN Gajahmungkur 02 Semarang*. Skripsi: Program Studi PGSD. UNNES. 2013

Students will be easier to arrange the words in acrostic poem because there is already a previous stimulus from the initial letters arranged vertically and form words. This acrostic poem is one of the activities most successful poetry writing to the author pemula. Deskripsi space becomes important, the important thing is to link the initial letters with the idea that in kemukakan. Contoh acrostic poetry can be seen in the poem "*My master*" which describes the amount of services invaluable teacher of a student. How to create an acrostic poem is as follows:³¹

- a. Find someone's name or place name or any name that will be used as an idea.
- b. The words make sentences or vertically.
- c. Finding the right diction to develop said.
- d. The diction contemplate, in accordance not with the idea that carried.
- e. Compile-diction diction in the letters that have been arranged vertically.³²

My teacher

Guru you are a boon

Untuk educate the children of the nation

Ribuan distance you've traveled

Untuk just share knowledge

Kau is the unsung hero

UMy ntukmu say terimakasihku

³¹Pirawati, Mamik. 2010. *Peningkatan Kemampuan Menulis Puisi dengan Teknik Menulis Puisi Akrostik*. Jakarta : Kresna Bima Insan Prima

³²Salam 2009. Menulis Puisi dengan Teknik Akrostik (online)

(<http://pelitapendidikan.blogspot.com/2009/pembelajaran-menulis-puisi-dengan.html>) diunduh pada tanggal 21 september 2016 pukul 10.00 WIB

This acrostic poem has many benefits including: (1) Directing students in finding the idea of something that is known and the surrounding areas. (2) To help students in enriching vocabulary vocabulary. (3) Help students find the first word in the poem. (4) To guide students through the steps to write poetry. (5) to help students remember information faster and retain longer.

In writing this acrostic poem, respectively vocabulary is different. Experience in reading poetry, writing poetry greatly affect the outcome. The more in reading poetry, the more the word will be chosen and developed in the poem so that the results of his poems also have aesthetic value are also high.

The act of writing poetry can be done following the steps below:

a. Idea finding stage (preparation) that in this activity, students are encouraged to think and reliving the experience of having experienced and remember the experiences anything he had ever experienced. Phase Deposition (incubation). At this stage, students are motivated to me promiscuous an interesting experience to be used as the title of a poem. By obtaining an idea that comes from himself, it would be a mu-dah in writing poetry. At this stage, students are required to accumulate-kan vocabulary that may be used in poetry akrostiknya.

b. Writing stage is the stage of delivery of ideas, ideas, or thoughts into poetic form. At this stage, the students began to write down what he felt and his mind into an acrostic poem with the help of patterns in accordance with the title was chosen themselves. The pattern can berben-tuk list of proper names, objects, circumstances and things that relate to personal experience.

c. Stage editing and revision. At the editing stage, the students read a poem he had written. After that, students edit the words in the poem, such as replace, remove and add the words in the poem. And then copy the poem neatly.³³

The application of the technique in teaching writing acrostic poetry can be done in several stages, namely:

a. Specifies the title poem.

Students choose an interesting experience to be used as the title of a poem. The experience will help pesdik to develop the idea.

b. Specify the title of the poem vertically.

The title is made vertical to help facilitate in determining the first word to begin each line of poetry.

c. Develop diction to the letters that have been arranged vertically.

Linking the initial letter with diction that has been there and continue the first word into the beautiful words of each row.

d. The editing.

At the editing stage, the students read a poem he had written as substitute, delete and add words in poetry. The next student to copy the poem neatly. The kelebi-han of this technique are: (1) lead students in finding the idea of something that is known and in the surrounding areas, (2) help students to enrich vocabulary,

³³Sandya Dwi Fajri. *Peningkatan Kemampuan Menulis Puisi Dengan Menggunakan Teknik Akrostik Pada Siswa Kelas VII SMP Negeri 5 Banguntapan Bantul*. Skripsi: Program Studi Pendidikan Bahasa dan Sastra Indonesia. UNY. 2014

(3) help students find the first word in the poem, (4) guide students through the steps to write poetry.³⁴



³⁴Winarni. *Peningkatan Keterampilan Menulis Puisi Melalui Penerapan Teknik akrostik Mata Pelajaran Bahasa Indonesia Pada Siswa Kelas V SD Muhammadiyah 16 Karangasem Surakarta*. Skripsi: Program Studi PGSD. Universitas Muhammadiyah Surakarta. 2013



CHAPTER III

RESEARCH METHODS

In this chapter will discuss some of the things include, A) Type of research; B) Hypothesis development; C) The model of development; D) The development procedure; E) Testing products; F) The design of the trial; G) The subject of the trial; H) The type of data; I) The data collection instruments; and J) Data analysis techniques. Exposure to more, as follows.

A. Type of Research

This type of research is a research-oriented product development in the field of education. According Trianto in Education Research bukunyaPengantar that the Development Research or Research and Development (R & D), is a series of processes or steps in order to develop the existing product in order to be accountable.³⁵ Meanwhile, according to Borg and Gall (1983) research and development is a process used to develop and validate the educational product.³⁶

The research objective was to assess the development of the changes that occur within a certain time. Accordingly, the development is one of the research related to improving the quality of education, in terms of both process and outcomes of education. This is consistent with research that will aim to develop a

³⁵Trianto, *Pengantar Penelitian Pendidikan* (Jakarta:Prenada Media Group, 2010), p. 206

³⁶Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana, 2010), p.194

product that make investigators about textbooks and instructional media devoted to subjects of Indonesian in the 4th grade students.

This product is expected to be a path that seeks to bridge the information gap between compliance and the provision of learning materials that fit the needs of students in learning Indonesian especially in the writing skills. Therefore, one easy way pursued by researchers is through a "product-oriented development" is the development of textbooks and learning media Indonesian Grade 4 elementary school focused on writing skills.

B. Hypothesis Development

After the researchers examined the various sources to determine the basic assumption, then the next step is to formulate hypotheses. The hypothesis can be interpreted as a temporary answer to the problems of the study until it is proven through the data collected. The hypothesis in this study can be described as follows:

H0: There was no significant difference in the ability to write poetry 4th grade students of SDN Sukoharjo 2 Malang before and after using instructional media in the form of Picture Books acrostic poem.

H1: There is a significant difference in the ability to write poetry 4th grade students of SDN Sukoharjo 2 Malang before and after using instructional media in the form of Picture Books acrostic poem.

C. The model of development

The model is defined as a conceptual framework that is used as a reference in the activities, according to Briggs model is a set of procedures in sequence to create a process. According Punaji development model there are two models of conceptual and procedural models. The conceptual model is analytical models that provide or describe the components - components of the product that will be developed and the relationship between its components.³⁷

Definition of research and development by Borg & Gall is a process that they use to develop and validate the educational product. This study follows a cyclically steps. The steps of research or development process consists of the study of research findings that the products will be developed, developing products based on these findings, conduct field trials in accordance with the setting in which the product will be used, and to revise the results of the field test.³⁸

Here is a map of the concept of media development steps with the development Sadiman according to Ariel S. et al.³⁹

³⁷Trianto, *Metode Pembelajaran Terpadu*, (Jakarta: Prestasi Pustaka, 2007),p.53

³⁸Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana, 2010), p.194

³⁹Arief S. Sadiman dkk, *Media Pendidikan Pengertian, Pengembangan dan Pemanfaatannya* (Jakarta : PT. Raja Grafindo, 2003), p.98

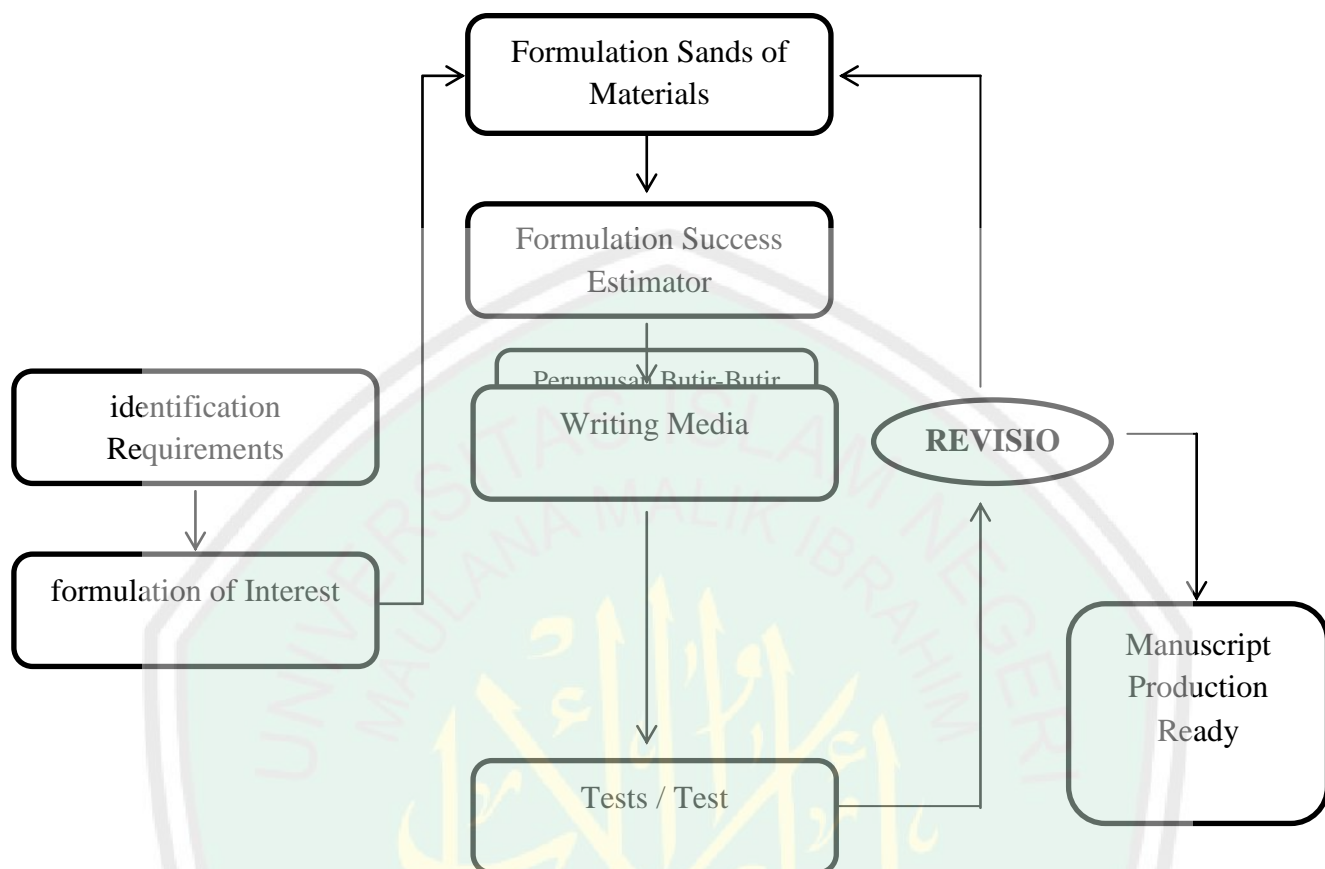


Chart 3.1 Instructional Design Model Borg & Gall

Among them is the development model Borg & Gall, with the order of the study as follows:⁴⁰

1. Research and information gathering early

The first stage of the study, the researchers had to collect the information, which includes a literature review, observation or classroom observation, and the preparation of the initial report. Early research or analysis is very important in doing needs to obtain initial information to perform pengembangan. Pada this

⁴⁰*ibid*, P.205

stage of observation and interviews with Ms. Fira, S.Pd as a fourth grade teacher at SDN Sukoharjo 2 Malang.

From the observations and the interviews provided information that was not their learning Indonesian media, especially on writing skills. At this writing skills, teachers assign students to write poetry as provided in textbooks Indonesian, so that the writing skills of children are not invited to continue to hone his mind to be more creative in writing poetry.

2. plan

Planning, which includes the ability to formulate, formulate specific goals to determine the sequence of material, and small-scale trials. It is very important at this stage is to formulate specific goals to be achieved by special dikembangkan. Tujuan products from the development of this product that the students easier to write poetry with the help of a picture book in which there are also examples of the poetry and drawings - images that make children growing power of creativity.

3. Development of the initial product format

Development of the initial product format, which includes the preparation of learning materials, and tools that are intended evaluasi. Pengembangan the form of printed material in the form of a picture book.

4. Early trials

The test is done by means of the data obtained from interviews, observations, and questionnaires collected and analyzed. The trial is conducted on whether the format of products developed in accordance with a special purpose.

5. revision products

Based on the test results of the field trials awal. Hasil obtained qualitative information on the products developed. Based on these data are still needed to evaluate the same by taking the same site as well.

6. Field trials

The field trials conducted by (test-retest), which is a method or technique to measure reliability by giving the test to the same person with the same test is also more than one occasion and then a test of the same in comparison with the results of tests do next.

7. revision products

Revised product, which was done based on the results of field trials. The results of field trials involving a group of subjects was intended to determine the product's success in achieving its objectives and to gather information that can be used to improve the product for repair at a later stage.

8. field test

Field test, which involves the subject accompanied by interviews, observations, and delivery of questionnaires and then analyzed.

9. Revision of the final product

Revision of the final product, namely the revision is done based on the test field.

10. Dissemination and implementation

Dissemination and implementation, namely delivering development results (processes, procedures, products) to the users and professionals through a forum for meetings or writing a journal, or in the form of buku. Disini researchers obtain the final results of its development in the form of a book.

D. The development procedure

Based on the model of instructional media development approach, according to Arief S. Sadiman et al as mentioned above, the procedure is the development in research development to follow the steps as instructed in the design model as follows:

1. Analyzing Needs and Characteristics of Students

The first stage of the study, researchers must know the knowledge and skills of the ones the students before attending the lessons are presented through media development program that will be made by the researcher, so that researchers can ascertain whether berupabuku pictorial material development as a supporter. At this stage, observations and interviews with Mrs. Fira, S.Pd as homeroom 4 SDN Sukoharjo 2.

From the observations and the interviews provided information that was not their medium of learning Indonesian in particular on the skill of writing poetry. In this poetry writing skills, teachers assign students to write back in textbooks Indonesian, so that the writing skills puisimerekavery monotonous.

2. Merumuskan Interest Instrusional with Special Operations

- a. Identify learning objectives Indonesian second semester Class 4 SD / MI.

The purpose of learning Indonesian is about ability or behavior that is expected to be held by the student after taking pembelajaran Bahasa Indonesia. Ability or such conduct should be formulated in specific and operational so that it can be observed or measured. Thus, the level of student achievement in behaviors that exist in the specific learning objectives can be measured by tests.

Based on Standard Content Permendiknas obtained 22 Competence Standard and Basic Competence Indonesian Language Class 3 as follows:

table 3.1

Competence Standard and Basic Competence Indonesian SD / MI Grade 4.

Core Competencies	Basic competencies
4. Presenting factual knowledge in a clear, logical, and systematic, in the work of the aesthetic movement that reflects a healthy child, and the child's actions reflect the behavior of the faithful and noble.	4.1 Present text adventure stories about the environment and natural resources independently in Indonesian language text oral and written by selecting and sorting out new vocabulary.

- b. Indicator Analysis Of Competency Standards and Basic Competence.

Based Competency Standards (SK) and the Basic Competency (KD) in Permendiknas 22 of 2006 on the formulation of the standard contents indicated core competence and basic competences which further developed indicators Indonesian subjects for SD / MI Grade 4 on the writing skills.

table 3.2

SK / KD and indicators Indonesian Class 4.

Core Competencies	Basic competencies	Indicator
4. Presenting factual knowledge in a clear, logical, and systematic, in the work of the aesthetic movement that reflects a healthy child, and the child's actions reflect the behavior of the faithful and noble.	4.1 Present text adventure stories about the environment and natural resources independently in Indonesian language text oral and written by selecting and sorting out new vocabulary.	4.4.1 Pupils are able to write acrostic poems with the theme technique on the environment and natural resources. By displaying the right words and rhymes appealing to convey meaning or idea.

Writing specific learning objectives are used as a basis to develop the learning strategies and devise grating learning tests.

3. Formulate Sands of material In Detailed In Support of Achieving Objectives.

The next is, the selection of instructional materials and formulate detailed material -butir grains. The results of these development products in the form of "picture book writing poems for 4th grade / MI".

4. Develop Measuring Success

The next step is, to formulate a tool for measuring success. In this case the researchers used this study in particular using a design study with a group class Tests carried out by experiment (*Test-retest design*), The first of these experiments did not use picture books, while in the second test carried out experiments using picture books.

Prior to the test then all groups both the control group and experimental group, the researchers take action in accordance with the procedure by Borg and Gall (2003) includes three steps, namely:⁴¹

- 1) Implementation of the pre-test to measure the dependent variable
- 2) Implementation of treatment or experiment
- 3) Implementation of the post-test to measure the results or impact on the dependent variable.

Thus, the treatment effect is determined by comparing the score results before using the picture book which is then compared than that seen in Picture Books pascatest.

The assessment rubrics to facilitate the assessment of writing skills. can be seen in the following table:

⁴¹Op.Cit., *Metode Penelitian Pendidikan dan Pengembangan*, p.207

table 3.3

Poetry Writing Skills Assessment Rubric

variables	Description	Score	Criteria
Mastery of Vocabulary	When children are able to express 20-30 vocabulary	3	High
	When children are able to express 15- 20 vocabulary	2	moderate
	When children are able to express 1- 15 vocabulary	1	Less
Sound	if the child has been able to pronounce properly	3	High
	If the child is able enunciate well	2	moderate
	If children are not able enunciate well	1	Less
Language	If the child is able to express well	3	High
	If the child is able to express well	2	moderate
	If the child has not able to express well	1	Less
Theme	If the child is able to understand the purpose theme with a clear	3	High
	If the child is able to understand the theme clear	2	moderate
	If the child has not able to understand the theme clear	1	Less

In this study the results of the data obtained during the observation and the action takes place is analyzed by giving a score of 1 to 3, and then analyzed the level of success and presented descriptively, as follows:

- score 3
 - a) When children are able to express 20-30 vocabulary
 - b) if the child has been able to pronounce properly
 - c) If the child is able to express well
 - d) If the child is able to understand the theme clear
- score 2
 - a) When children are able to express 15- 20 vocabulary
 - b) If the child is able enunciate well
 - c) If the child is able to express well
 - d) If the child is able to understand the theme clear
- score 1
 - a) When children are able to express 1- 15 vocabulary
 - b) If children are not able enunciate well
 - c) If the child has not able to express well
 - d) If the child has not able to understand the theme clear

Researcher making comparisons of scores of students before and after the action with the action learning media in the form of a picture book to improve the skills of writing poetry. To determine the value of students' writing skills, the data collected is then analyzed using a statistical formula of Ngalim Purwanto as follows:⁴²

$$N = \frac{R}{SM} \times 100$$

⁴²Ngalim Purwanto. 2006. *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. Jakarta: PT. Remaja Rosdakarya, p.102

N = The percent sought or expected

R = Raw scores obtained by children

SM = Ideal maximum score of the test in question ($3 \times 4 = 12$)

100 = Numbers remain after the data is analyzed.

5. Writing Scripts Media

At this stage the media are designed in accordance with what will be developed, namely in the form of learning media guide Bergambar untuk improve the skills of writing poetry 4th grade students. Media design completed with the material and are designed as attractive as possible to give a stimulus to students so that students are motivated to be active in the learning activities.

6. Conducting Tests and Revision

The last step in the procedure of this product is, does the test. The test consists of a validator and test test test. Validator tests conducted by the expert content of the material and design experts, with a content expert is a lecturer in Indonesian, as well as expert design is a competent lecturer in media design. The validity of the test was conducted to obtain data used to revise the media that has been generated.

Media that has been validated, then revised to repair the media when it is used to test all students. After the media in the trial, conducted another test the feasibility of the media as a picture book Indonesian teaching materials to improve the skills of writing poetry class 4SD / MI.

E. Testing Products

Product trials aiming to obtain accurate data that is used to make revisions or improvements. Before tested, the product must first be consulted with several experts covering material and instructional media experts. After going through the consultation phase, the product is addressed and assessed by teachers in Language Sciences.

F. The design of the trial

The test is done in order to determine the level of attractiveness of the validity and effectiveness of the product. Products in the form of instructional media, instructional media for students as a result of this development was tested levels of validity, the attractiveness and effectiveness. Validity and attractiveness of learning media is identified by the results of analysis conducted pilot activities.

Validity and attractiveness of learning media known through the analysis results of experiments carried out activities through several stages, namely:

a) Phase Consultation

At the consultation stage consists of several activities, namely:

- 1) Giving feedback and suggestions by the supervisor of the developed learning media.

- 2) Repair media learning undertaken by the developer.

b) Phase Validation

In the validation phase, there are several activities carried out such as:

- 1) Expert content, media experts and learning experts provide comments and inputs to learning media are developed.
- 2) Developers analyzing assessment data in the form of an open questionnaire which aims to find comments and suggestions improvements and determine the feasibility of the media used in learning.
- 3) Developers make improvements based learning media feedback comments and suggestions for improvements

c) Stage Trial Small Group

The trial was taken only a few small groups of students as a first step prior to the product testing field trials.

d) Field Trial Phase

The field trials were taken from the student one grade 4 classes namely SDN Sukoharjo 2 totaling 40 students.

G. The subject of the trial

Subject trials in Indonesian development of teaching materials, the instructional design experts and target users ie teachers and fourth grade students of SDN Sukoharjo 2.

Researchers interested in conducting experiments development picture book in SDN Sukoharjo 2 due to the unavailability of instructional media that support students to be able to write poetry using the techniques easily the technique acrostic, in addition to the facilities available at the school SDN Sukoharjo 2 is to support the learning process, especially to work in poetry.

H. The type of data

Analysis of the data is an activity to investigate, examine, study, compare the data and make interpretations diperlukan. Analisis the data used to identify the presence or absence masalah. Teknik data analysis technique used is quantitative and qualitative data analysis.

Quantitative according Danim in his research focus was identified as work processes that take place in brief, limited, and sort out the problem into parts that can be measured or expressed in numbers. This study was conducted to explain, examine the relationship between variables, determine the causality of the variables, test theories and look for generalizations that have predictive value (to predict a phenomenon). The quantitative research instrument (data collection tool) that generate numerical data (numbers).⁴³

According Sugiyono qualitative study examines the participants with strategies that are interactive and flexible. The qualitative research aimed at understanding social phenomena from the perspective of the participants. Thus, qualitative research is research used to examine the condition of the natural object

⁴³Trianto, *Metode Pembelajaran Terpadu*, (Jakarta: Prestasi Pustaka, 2007), p.174

in which the researcher is a key instrument.⁴⁴

I. The data collection instrument

The instrument used to obtain the expected amount of data that will be used as an instrument of data collection in the form of interviews, questionnaires, and tests the acquisition of learning outcomes. Questionnaire was used to collect data about objects feedback and suggestions from the trial, then used the revision. While the interview guidelines used to complement the data obtained through a questionnaire. The questionnaire required are as follows:

- 1) Questionnaire expert assessment of instructional media content Indonesian
- 2) Questionnaire design expert assessment of learning
- 3) Questionnaire votes Indonesian teacher of 4th grade SDN Sukoharjo 2 Malang
- 4) Questionnaire small group trial assessment.
- 5) assessment Questionnaire field trials.

The test is used to collect data on post-test results that show the effectiveness of student learning after the use of teaching materials in the form of a conversation book.⁴⁵

Develop instrument is basically a drafting tool evaluation, because evaluation is to obtain data about something that is studied, and the results obtained can be measured using a standard predetermined by the researcher. In this case the researchers used the instrument as follows:

⁴⁴*ibid*, p.179

⁴⁵Arief Furchan, *Pengantar Penelitian Dalam Pendidikan* (Yogyakarta : Pustaka Pelajar, 2007), p.483

a) Observation

Observations in a study interpreted as focusing on an object by involving all the senses to get data. Jadi, observation is the direct observation by using sight, smell, hearing, touch, or if necessary by pengecap. Instrumen used in observation can be observation guidelines, tests, questionnaires, recording images and sound recordings.

In observation methods most effective way is complete with blank format or as an instrument of observation. Structured format contains items about events or behavior described will occur.

b) Documentation

The shape of the instrument consists of two kinds of documentation that contains documentation guidelines that outline or category to search data. In using this documentation method researchers holding a check list to search for a specified variable. If there is or appears variables being sought, the researchers lived to sign the check or tally somewhere sesuai. Untuk record things that are free or have not been specified in the variable that researchers can use the free sentence.

c) Test

Tests may include a series of questions that can be used to measure knowledge, skills, talents, and abilities of the subject penelitian. Lembar instrument is test that contains questions that test consists of test items.

In this study tests used the interview, while the guidelines for the interview is as follows:

Teacher Interview Guide

interview Into :

Today, T / B / T :

time Interview :

Points Interview :

Teacher name :

Interview process :

No.	Question	Description Answers
1.	Did you for teaching the fourth grade, students have difficulty in subjects? What material?	
2.	Why do children have difficulty ...?	
3.	How the students' understanding of writing acrostic poems?	
4.	Any business that has been a mother to take to resolve the issue?	

Conclusion

Questionnaire or questionnaire is a method of data collection, the instrument referred to by name methods. Questionnaire sheet form can be a number of written questions, the purpose of obtaining information from respondents about what he experienced. The questionnaire or questionnaire does have many advantages as a data collection instrument. Procedure preparation of the questionnaire:

1. Formulate goals to be achieved by a questionnaire.
2. Identifying variables that will be targeted questionnaire.
3. Outlining each variable into subvariable more specific and singular.
4. Determine the type of data to be collected, as well as to determine the technical analysis.⁴⁶

J. Data analysis techniques

Once the data is collected, the data needs to be processed or analyzed, so that the data can be used as an empirical basis in answering the formulation of the problem or to test the research hypothesis. Activity data analysis in quantitative research include the processing and presentation of data, perform a variety of calculations to describe data, and analysis to test hipotesis. Perhitungan and quantitative data analysis was performed using statistical techniques.⁴⁷

1. Data Processing

The data in quantitative research is the result of the measurement of the

⁴⁶*ibid*, p.276

⁴⁷*ibid*, p.297

existence of a variabel. Variabel measured symptoms that were targeted penelitian. Pengolahan observation of data includes the data editing, data transformation (coding), and the presentation of data in order to obtain complete data of each object to each of the variables studied.

a. editing Data

Editing is checking or correction data that has been in kumpulan. Contoh activities in the editing of data is the examination of the completed questionnaires by respondents. The aspects that need to be examined among others completeness of respondents in filling any questions in the questionnaire.

b. *coding* and Data Transformation

coding (Encoding) the data is the provision of a specific code in each category of data includes providing the same data type.

c. Data tabulation

Tabulation is the process of placing the data in tabular form by making a table that contains data in accordance with the needs analysis. Here, researchers take measurements of the four variables, namely: (1) a picture book, (2) medium, (3) writing, (4) the acrostic poem.

2. Presentation of Data

Presentation techniques and data analysis kuantitatif. Statistik. Terdapat technique performed using various statistical techniques that can be applied to present and describe the quantitative data, ranging from simple to complex depending on the type of data and purpose or research problems.

But before the qualitative data that has been collected and analyzed in

advance through three stages, namely:

a. Data Reduction

Of data reduction, it means that summarizes the data obtained, selecting the basic things, focus is important, look for themes and patterns. Thus the reduced data will provide a clearer picture.

b. Data Display

Presentation of data, carried out in the form of brief descriptions, charts and the relationships between categories.

c. Conclusion Drawing / verification.

This is the third step that conclusion and verification of the data that was collected and reduced.⁴⁸ While the data analysis for quantitative data obtained through the questionnaire using a Likert scale in the form of multiple choice, then processed by a percentage formula made the following analysis: ⁴⁹

$$P = \frac{\sum Xi}{\sum X} \times 100\%$$

Information :

P = Percentage

$\sum Xi$ = The total number of scores obtained

$\sum X$ = Total score ideal

Here, researchers used data presentation in the form of a table as a model presentation arranged in rows and kolom. Tabel data is a collection of figures

⁴⁸Sugiyono, op.cit., P.249-252

⁴⁹Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2003), hlm. 313 ¹³
Ibid, p.313

based on specific categories.

While the basis and guidelines for determining the level of validity as well as the basis for a decision to revise the teaching materials used kriterian following qualifications sebagaimana votes: 13

table 3.4 Qualification attainment

Percentage (%)	the level of validity	Information
84-100	Valid	No Revision
68-84	Quite valid	No Revision
52-68	Less valid	Partial Revision
36-52	Invalid	Revision
20-36	Invalid	Revision

Based on the above assessment, teaching materials qualify as valid if the achievement 68-100 of all elements contained on the questionnaire assessment. In this development of teaching materials must meet the criteria valid.

3. Description and Data Size

Quantitative research data. Deskripsi usually refers to a group of data that shows the characteristics or the size of the group of the data were analyzed using statistical techniques deskriptif. Tujuannya is get a picture to know the data or score variables measured. The analysis technique is often used to describe data, among others: (1) The size of the centralization of data (mean, median, and mode), and (2) The size of the spread of the data (range, standard deviation and variance).

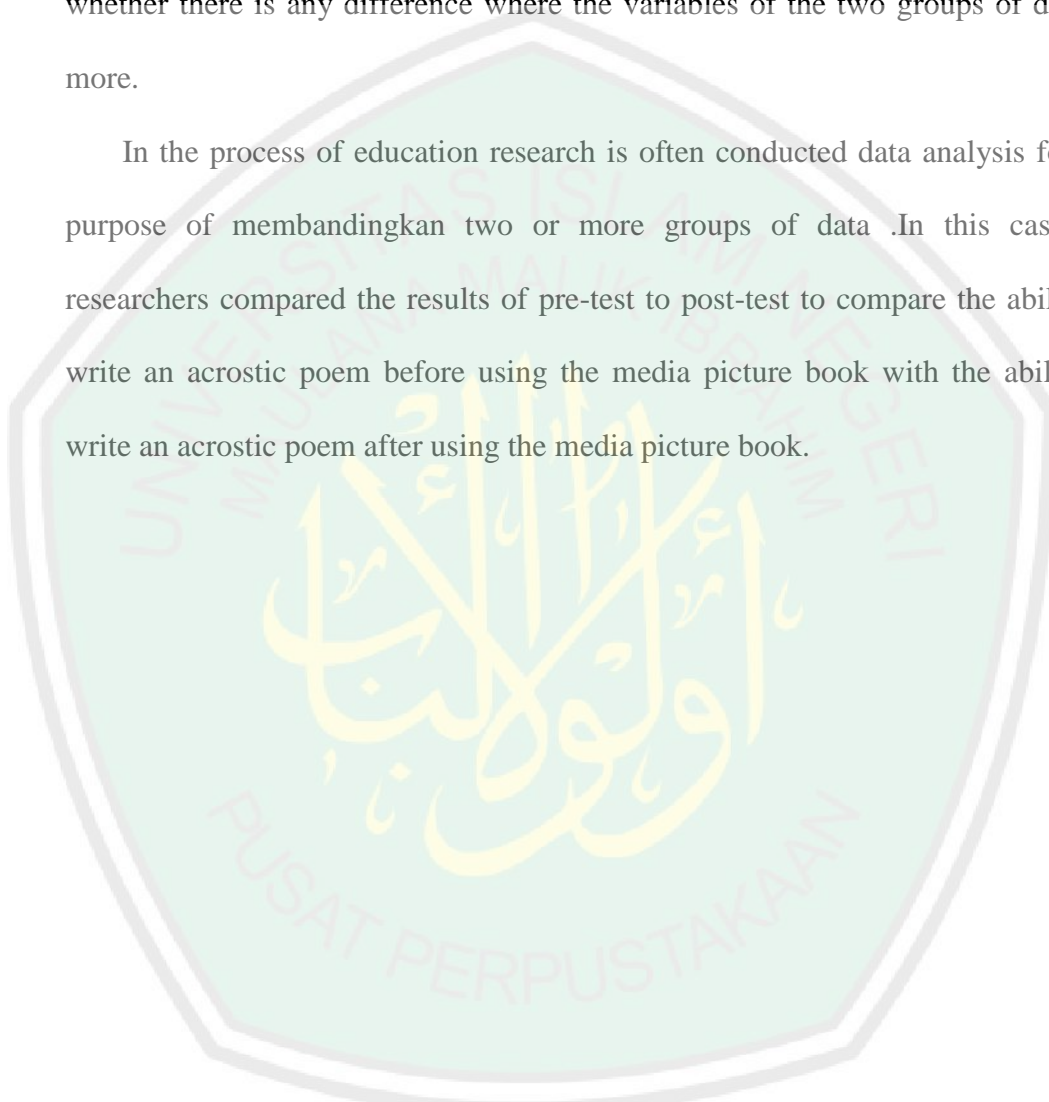
4. Hypothesis Testing

Truth research hypothesis to be proved based on the data that has been dikumpulkan. Hipotesis research is the answer while on the formulation of the

problem posed in the quantitative research.

In this case the researchers used comparative hypothesis, the hypothesis proposed in response to the formulation of research problems that inquire about whether there is any difference where the variables of the two groups of data or more.

In the process of education research is often conducted data analysis for the purpose of membandingkan two or more groups of data .In this case the researchers compared the results of pre-test to post-test to compare the ability to write an acrostic poem before using the media picture book with the ability to write an acrostic poem after using the media picture book.





CHAPTER IV

DEVELOPMENT AND ANALYSIS OF DATA

In this chapter described the result data including the development of picture books, 1) Description of media development, 2) Presentation of the result data validation experts, and 3) Results of the trial.

A. Description of media development



Description result of the development in the form of a picture book acrostic poem are analyzed and presented on the characteristics of the product development. Picture book product assessment in terms of three aspects, namely the contents of books, language aspects, and aspects of book design.




Study materials products evaluated from two aspects, namely the content of textbooks and design aspects of the textbook. Aspects of the contents of textbooks compiled based on the results of component analysis on the principal Indonesian learning writing skills. Indonesian learning components on the subject of writing skills developed from the standard formula and basic competencies to the elaboration of indicators.


The resulting picture books on the development includes two parts, namely the introduction and part explanation. Introductory section includes: cover, introduction, instructions for use books, tables of contents, and competence standard, basic competence and indicator on the book. Part explanations include student activity in the form of observations, the text of the poem, and test students' ability to create an acrostic poem.

1. section Introduction


table 4.1
The name and description of a book

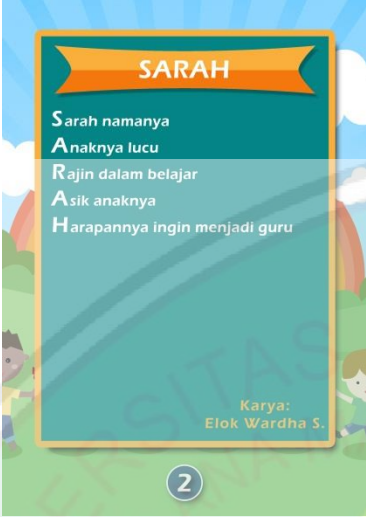
No.	book section	Information
a.	Cover Front 	Cover the front is designed with colors, images, and interesting writing. Cover front consists of the name of the developer (Elegant Wardha Sofiana), the title of the book based on the subject along with the subject to be developed (Picture Books acrostic poem), is used to Grade 4 Primary School and Elementary School, <i>background cover</i> in accordance with the contents of the subject being developed is the acrostic poem-picture book illustrated by House along with the home page.
b.	Cover Back 	Cover rear design is more simple, which is part of the unity when in the open book into a house image intact. On the back cover is also bearing the name of the university, faculty and department, written by amsing - each logo. That logo UIN, FITK and PGMI.

c.	<p>Foreword</p> 	<p>The preface is a series of words in the form of speech for the users of books, the benefits of using the book, and messages in learning the skills to speak Indonesian.</p>
d.	<p>table of contents</p> 	<p>The table of contents lists the pages of a whole section in the book that can enable students to discover the contents of the book to be read and studied.</p>
e.	<p>Translation of KD and Indicators</p> 	<p>Translation of KD and indicators collated so users know the direction the development of textbooks.</p>

f.	<p>Explanation acrostic poem</p> 	<p>Explanation understanding acrostic poem that described in clear and concise language, in accordance with the character of the learners.</p>
----	--	--

2. section explanation

No.	book section	Information
a.	<p>Poetry Scene</p> 	<p>In this section there is a theme that is used to facilitate learners in determining an appropriate title related to the theme that has been provided, so will facilitate students to explore the words in writing acrostic poem.</p>

b.	<p>Examples of appropriate acrostic poem Scene</p> 	<p>On the next sheet conversation book of poetry akrostik students observe examples provided in accordance with the theme, hopes to make students to add pembendaraan word and help students write an acrostic poem.</p>
c.	<p>Test the ability of students</p> 	<p>On this sheet, students are assigned to create an acrostic poem in accordance with the drawings provided and orders that have been assigned. The goal is to get to know the characters among students for assignment given is to create acrostic poem about sebangkunya friend's name.</p>
d.	<p>Test the ability of students</p> 	<p>Test the ability of the students on this sheet, students are assigned to create an acrostic poem in accordance with the theme that has been determined in a picture book. Predefined themes including the environment, natural resources and profession. When students have completed the work by writing an acrostic poem. From here it will note the students' skills in writing poetry in terms of vocabulary mastery, beauty and grammar.</p>

B. Presentation of the result data validation experts

Data validation of product development picture book acrostic poem done in five stages. The first stage is obtained from an assessment of product development done by the picture book PGMI as an expert lecturer of the course content Indonesian. The second stage is obtained from the results of an assessment of the product development picture book acrostic poem performed by lecturers PGMI as a linguist. The third stage is obtained from the results of an assessment of the product development of textbooks and learning media conducted by the faculty of the Department PGMI as an instructional media. The fourth stage is obtained from the results of an assessment of the product development of textbooks and learning media conducted by the Indonesian teacher of 4th grade as learning experts. And the fifth phase obtained from the validation of product development textbook on field trials conducted by 40 correspondents. The identity of the subject of expert validation of the course content of this can be seen in the attachment.

The data obtained is quantitative data and qualitative data. Quantitative data comes from a questionnaire instrument valuation (data collection tool), whereas qualitative data in the form of additional assessment or advice from the validator. The validation test result data analyzed by the average score on each item evaluator's assessment ratings.

1. Results of Validation Expert Content

Product development expert submitted to the Indonesian subject content is in the form of a picture book acrostic poem. Exposure descriptive content expert validation results in the Shape of Media Writing Picture Books as an acrostic poem Student Class 4 SD / MI submitted through the questionnaire method with questionnaires can be seen in Table 4.2, and 4.3

1) Quantitative Data

Quantitative data content expert validation results can be seen in table 4.2

table 4.2
Assessment Learning Media Expert Content on Writing Skills

No.	Statement	$\sum x$	$\sum x_i$	P (%)	criterion validity	Ket.
1.	The level of relevance of media with the applicable curriculum	5	5	100	very Valid	not Revised
2.	The accuracy of title units with material description of each unit	5	5	100	very Valid	not Revised
3.	The language used in the description of learning media	5	5	100	very Valid	not Revised
4.	Ease of learning a language understood in the media	5	5	100	very Valid	not Revised
5.	Suitability types - types and forms of assessment and performance aspects of knowledge in instructional media	5	5	100	very Valid	not Revised
6.	Correspondence between the contents of the exercise with the aim of learning	4	5	80	very Valid	not Revised
7.	Suitability of components as a medium of learning	5	5	100	very Valid	not Revised
8.	Suitability of learning contents description with the material characteristics Indonesian	5	5	100	very Valid	not Revised
9.	The accuracy of the learning objectives Indonesian formula	5	5	100	very Valid	not Revised
10.	Clarity description of the material	4	5	80	very Valid	not Revised
11.	The attractiveness of the packaging medium of learning	5	5	100	very Valid	not Revised

12.	The accuracy of the use of illustrations	5	5	100	very Valid	not Revised
13.	Breadth and depth of media content learning	5	5	100	very Valid	not Revised
14.	Keruntutan presentation of the material	5	5	100	very Valid	not Revised
15.	Consistency instructional media format	5	5	100	very Valid	not Revised
amount		73	75	97.3	very Valid	not Revised

Information:

$$P = \% \frac{\sum x}{\sum x_i} \times 100$$

P = The percentage of the level of validity

$\sum x$ = Number of answers ratings

$\sum x_i$ = Number ultimate answer

100 = constant Numbers

Based on the calculations above, the observations made by the content expert totaled 97.3%. If matched with the validity criteria table, then the score is included in the criteria is very valid.

2) Qualitative Data

The qualitative data gathered from the input, advice and expert commentary learning Indonesian media content in a public statement regarding the textbook presented in Table 4.3 as follows:

table 4.3

Overview of Data Assessment and Review Expert Learning Media Content Writing Skills

Name Subject Expert	Comment	Suggestion
Dwi Masdi Widada, SSMPd	The use of good language	No pictures please exercise as a trigger

All data from the review, assessment and discussions with experts Indonesian contents used as a basis for revising the component for improving the teaching materials in the form of a picture book before been tested on the student users of the product development.

2. Validation Results Linguist

Product development submitted to linguists Indonesian subjects is in the form of a picture book acrostic poem. Exposure descriptive linguists validation results in the Shape of Media Writing Picture Books as an acrostic poem Student Class 4 SD / MI submitted through the questionnaire method with questionnaires can be seen in the table 4.4 and 4.5.

1) Quantitative Data

Quantitative data validation results linguists more Dapa seen in Table 4.4.

table 4.4
Against a Language Assessment Picture Books as Media Writing

No.	Statement	$\sum x$	$\sum x_i$	P (%)	criterion validity	Ket.
1.	Selection of vocabulary in a text conversation	4	5	80	very Valid	not Revised
2.	Kejelasan spelling in a text conversation	5	5	100	very Valid	not Revised

						d
3.	Clarity sentence structure of the text conversation	5	5	100	very Valid	not Revised
4.	The accuracy of punctuation in text conversation	5	5	100	very Valid	not Revised
5.	The accuracy of the use of typeface used in the front yard	5	5	100	very Valid	not Revised
6.	The accuracy of layout in typing	5	5	100	very Valid	not Revised
7.	The attractiveness of the use of the colors used in the design of instructional media	5	5	100	very Valid	not Revised
8.	The suitability of the use of variations in the type, size and typeface in a medium of learning	5	5	100	very Valid	not Revised
9.	Consistent use of the child's language in the text conversation	5	5	100	very Valid	not Revised
10.	The consistency of the use of space and materials title	5	5	100	very Valid	not Revised
11.	The accuracy of the arrangement of text conversations learning materials	5	5	100	very Valid	not Revised
12.	Clarity of writing or typing	5	5	100	very Valid	not Revised
13.	Conformity drawing / illustration by material	4	5	80	very Valid	not Revised
14.	The accuracy of image placement	4	5	80	very Valid	not Revised
15.	Ease language used in teaching media	5	5	100	very Valid	not Revised
amount		72	75	96	very Valid	not Revised

Information:

$$P = \% \frac{\sum x}{\sum x_i} \times 100$$

P = The percentage of the level of validity

$\sum x$ = Number of answers ratings

$\sum x_i$ = Number ultimate answer

100 = constant Numbers

Based on the calculations above, the observations made by linguists totaled 96%. If matched with the validity criteria table, then the score is included in the criteria is very valid.

2) qualitative Data

The qualitative data gathered from feedback, suggestions and comments linguists Indonesian subjects in a public statement regarding the textbook presented in the table 4.5 as follows:

table 4.5
Overview of Data Assessment and Review Linguist Against Picture Books as Media Writing

Name Subject Expert	Comment	Suggestion
Dra. Siti Annijat M, M.Pd	The accuracy of the material of poetry, language and great creativity.	Note the color of the letters and the background so that the contrast and attract the attention of readers.

All data from the review, assessment and discussions with linguists used as a basis for revising the component for improving the teaching materials before been tested on the student users of the product development.

3. Validation Results Instructional Media Design Experts

Product development submitted to the expert instructional media design is in the form of a picture book acrostic poem. Exposure descriptive results of the validation study media design experts in the Shape of Media Writing Picture Books as an acrostic poem Student Class 4 SD / MI submitted through the questionnaire method with questionnaires can be seen in table 4.6 and 4.7.

1) Quantitative Data

Quantitative data validation results more instructional media design experts Dapa seen in the table 4.6

table 4.6
Design Expert Assessment Results Picture Books as Media Writing

No.	Statement	$\sum x$	$\sum x_i$	P (%)	criterion validity	Ket.
1.	Views instructional media	5	5	100	valid	not Revised
2.	Clarity of the images in the media of learning	5	5	100	very Valid	not Revised
3.	The sound clarity in instructional media	5	5	100	valid	not Revised
4.	The accuracy of the background songs used in instructional media	5	5	100	valid	not Revised
5.	The accuracy of the use of typeface used in the front yard	4	5	80	very Valid	not Revised
6.	The accuracy of layout in typing	4	5	80	valid	not Revised

						d
7.	The attractiveness of the use of the colors used in the design of instructional media	5	5	100	valid	not Revised
8.	The suitability of the use of variations in the type, size and typeface in a medium of learning	5	5	100	valid	not Revised
9.	The accuracy of the arrangement of text conversations learning materials	5	5	100	very Valid	not Revised
10.	Clarity of writing or typing	4	5	80	very Valid	not Revised
11.	Conformity drawing / illustration by material	5	5	100	valid	not Revised
12.	The accuracy of image placement	5	5	100	very Valid	not Revised
13.	Ease language used in teaching media	5	5	100	very Valid	not Revised
amount		62	65	95	valid	not Revised

Information:

$$P = \frac{\sum x}{\sum x_i} \times 100$$

P = The percentage of the level of validity

$\sum x$ = Number of answers ratings

$\sum x_i$ = Number ultimate answer

100 = constant Numbers

Based on the calculations above, the observations made by the media design experts in the form of a picture book totaled 95%. If matched with the validity criteria table, then the score is included in the criteria is very valid.

2) qualitative Data

The qualitative data gathered from feedback, suggestions and comments media design experts in the form of picture books in a public statement regarding the teaching materials presented at the Table 4.7 as following:

table 4.7
Overview of Data Assessment and Review Expert Design as Media Writing Picture Books

Name Subject Expert	Comment	Suggestion
Muh. Zuhdy Hamzah, Ss, M.Pd	The idea of the creative media, especially its literary materials in the development of this poem, it requires a lot of creations. It is extremely proud to strengthening the ability of air-literature at a basic level.	Constantly enriched wahananya about children's literature to support this kind of learning media.

All data from the review, assessment and discussions with media design experts provide a basis for revising the component for improving the teaching materials before been tested on the student users of the product development.

4. Validation Results Subject Teacher Indonesian

Product development submitted to the Indonesian subject teachers are in the form of a picture book. Exposure descriptive subject teachers validation results Indonesian to product development in the form of a picture book for Class 4 SDN

Sukoharjo 2 submitted through the questionnaire method with questionnaires can be seen in Table 4.8 and 4.9.

1) quantitative data

Quantitative data validation results Indonesian subject teachers can be seen in Table 4.8.

table 4.8
Subject Teacher Assessment Against Indonesian Picture Books as Media Writing

No.	Statement	$\sum x$	$\sum x_i$	P (%)	criterion validity	Ket.
1.	The level of relevance of media with the applicable curriculum	5	5	100	valid	not Revised
2.	Allows teachers to teach subjects Indonesian particularly on writing skills	5	5	100	valid	not Revised
3.	Assist teachers in presenting the material	5	5	100	valid	not Revised
4.	Make students active in learning Indonesian	5	5	100	valid	not Revised
5.	The clarity of the instructions for use	4	5	80	very Valid	not Revised
6.	The accuracy of the learning objectives Indonesian formula	4	5	80	valid	not Revised
7.	Correspondence between the content of the material with KD and Indicators	4	5	80	valid	not Revised
8.	Correspondence between the contents of the exercise with the purpose of learning Indonesian	4	5	80	valid	not Revised
9.	Conformity text content conversation with the material characteristics Indonesian	4	5	80	enough Valid	not Revised
10.	The suitability of the use of the pictures or illustrations	5	5	100	very Valid	not Revised

	with material in the learning media					d
11.	Evaluation of the learning media can improve students' writing	4	5	80	valid	not Revised
12.	Students are motivated to follow the learning Indonesian	5	5	100	very Valid	not Revised
13.	Role of instructional media in learning Indonesian in particular on writing skills	4	5	80	very Valid	not Revised
14.	Meet the criteria for instructional media	5	5	100	very Valid	not Revised
15.	Ease of use instructional media	5	5	100	very Valid	not Revised
amount		68	75	90.6	very Valid	not Revised

Information:

$$P = \% \frac{\sum x}{\sum x_i} \times 100$$

P = The percentage of the level of validity

$\sum x$ = Number of answers ratings

$\sum x_i$ = Number ultimate answer

100 = constant Numbers

Based on the calculations above, the observations made by the Indonesian subject teachers in the form of a picture book acrostic poem totaled 90.6%. If matched with the validity criteria table, then the score is included in the criteria is very valid.

1) qualitative Data

The qualitative data gathered from feedback, suggestions and comments Indonesian subject teachers in the public statement with regard to the teaching materials presented in the table 4:11 as follows:

table 4.9
Data Assessment and Review Overview Subject Teacher Indonesian to as
Media Writing Picture Books

Name Subject Expert	Comment	Suggestion
Savira Nurimansari S.Pd	<ul style="list-style-type: none"> Media used for teaching poetry is good, help teachers deliver the materials and children easily absorb the material that was submitted. The media also has a colorful and with pictures that make children interested in reading. 	

All data from the review, assessment and discussions with subject teachers Indonesian used as a basis for revising the component for improving the teaching materials before been tested on the student users of the product development.

C. Results of the trial

Data validation is taken from the results of trials to study media on April 26, 2016. The products were tested in the field in the form of pictorial nuku, where testing of this product will go through stages including; 1) the small group trial (small group evaluation)

represented by six students drawn randomly; 2) field trials (field evaluation) is done by all students in grade 4 SDN Sukoharjo 2 Malang. Following exposure of the test results:



1. Assessment Test Small group (small group evaluation)

a. Quantitative Data Exposure

Tabel 4.10
Uji Kelompok Kecil

No.	Pernyataan	x_1	x_2	x_3	x_4	x_5	x_6	$\sum x$	$\sum x_i$	P (%)	Kriteria Kevalidan	Ket.
1.	Buku bergambar puisi akrostik dapat memudahkan siswa dalam belajar.	4	4	4	4	4	4	24	30	80	Sangat Valid	Tidak Revisi
2.	Penggunaan buku bergambar puisi akrostik dapat memberi semangat dalam belajar siswa.	5	4	5	4	4	5	27	30	90	Sangat Valid	Tidak Revisi
3.	Buku bergambar puisi akrostik memudahkan siswa keterampilan menulis.	4	4	4	4	5	5	26	30	86	Sangat Valid	Tidak Revisi
4.	Latihan – latihan pada buku bergambar puisi akrostik keterampilan menulis mudah.	5	5	5	4	4	5	28	30	93	Sangat Valid	Tidak Revisi
5.	Jenis huruf dan ukuran huruf yang terdapat dalam buku bergambar puisi	5	4	5	4	5	5	28	30	93	Sangat Valid	Tidak Revisi

	akrostik mempermudah siswa dalam membaca.											
6.	Kata-kata yang digunakan dalam buku percakapan sesuai dengan keadaan siswa.	5	5	5	5	5	5	100	30	100	Sangat Valid	Tidak Revisi
7.	Petunjuk yang terdapat dalam buku percakapan mudah dipahami.	4	4	4	4	4	5	25	30	83	Sangat Valid	Tidak Revisi
8.	Bahasa yang digunakan dalam buku bergambar puisi akrostik keterampilan menulis mudah dipahami.	5	5	5	4	5	5	29	30	96	Sangat Valid	Tidak Revisi
9.	Tugas latihan dalam ayo mencoba mudah dipahami.	5	5	5	4	5	5	29	30	96	Sangat Valid	Tidak Revisi
10.	Buku bergambar puisi akrostik ini membantu siswa untuk bekerjasama dengan teman dan lingkungan.	4	4	4	4	4	3	23	30	76	Valid	Tidak Revisi
Jumlah		46	44	46	41	45	47	269	300	893	Sangat Valid	Tidak Revisi

Table 4.10 Assessment Testing Small group (small group evolution

Information :

- x_1 : Respondent 1 is the 4th grade students of SDN Sukoharjo 2 Malang named Bayu Firmansyah
- x_2 : Respondents 2 is a 4th grade students of SDN Sukoharjo 2 Malang named Ahmad Zahid al-Fathony
- x_3 : Respondent 3 is a fourth grade student SDN Sukoharjo 2 Malang named Khaila M. Zamhar Elfizar Malik Haifar
- x_4 : Respondents 4 is a fourth grade student SDN Sukoharjo 2 Malang named Aleta Putri Meysya Alfandy
- x_5 : Respondents 5 is a fourth grade student SDN Sukoharjo 2 Malang named Ratna Fatima
- x_6 : Respondents 6 is a fourth grade student SDN Sukoharjo 2 Malang named Sarel Atira Mumtaza

b. Data analysis

The data analysis of data from student assessments on a small group of teaching materials in the form of a picture book as a media writing acrostic poem Grade 4 SD / MI. Based on the results of the assessment of students' learning materials as listed in the table 4:12 then, can be calculated percentage of the level of effectiveness of teaching materials as follows:

$$P = \frac{269}{300} \times 100 \%$$

$$P = 89 \%$$

P = The percentage of the level of validity

The percentage rate of effectiveness as a picture book acrostic poem written media 4th grade students of SD / MI amounted to 89%. When converted to 4 scale conversion tables, the percentage rate of 89% in the validity of the qualification very valid / revision.



2. Uji Lapangan (*Field Evaluation*)

a. Paparan Data Kuantitatif

Berikut paparan data kuantitatif hasil uji coba lapangan dalam tabel 4.11

Tabel 4.11 Hasil Penelitian Uji Coba Lapangan

No.	Pernyataan	Skor yang Diperoleh dari Responden	$\sum x$	$\sum x_i$	P (%)	Kriteria Kevalidan	Ket.
		1,2,3,4,5,6,7,8,9,10,11,12,13, 14,15, 16,17,18,19,20,21,22,23,24,25,26,27, 28,29,30,31,32,33,34,35,36,37,38,39,40					
1.	Buku bergambar puisi akrostik dapat memudahkan siswa dalam belajar.	4,5,4,4,4,5,5,4,4,5,5,5,4,4,5, 5,5,5,5,5,4,5,5,4,4,5,4,5, 4,5,4,5,5,4,4,5,5,4,5,5	183	200	91	Sangat Valid	Tidak Revisi
2.	Penggunaan buku bergambar puisi akrostik dapat memberi semangat dalam belajar siswa.	5,5,5,4,5,5,5,4,5,4,4,4,5,5,5, 4,4,4,4,4,4,5,4,5,4,5,5, 5,5,5,4,4,5,5,4,5,5,5,5,5	184	200	92	Sangat Valid	Tidak Revisi
3.	Buku bergambar puisi akrostik memudahkan siswa keterampilan menulis.	4,5,5,4,4,5,5,4,4,4,4,5,4,5,5, 4,4,5,5,4,4,5,5,4,4,5,4, 4,5,4,5,4,5,5,5,4,5,5,4,5	180	200	90	Sangat Valid	Tidak Revisi
4.	Latihan – latihan pada buku bergambar puisi akrostik keterampilan menulis mudah.	5,5,5,5,5,4,5,4,5,5,5,5,4,5,4, 4,5,4,5,5,4,5,4,5,5,4,5, 5,5,5,4,5,4,5,4,5,5,5,4,4	186	200	93	Sangat Valid	Tidak Revisi
5.	Jenis huruf dan ukuran huruf yang terdapat dalam buku bergambar puisi	5,4,4,4,5,5,5,5,5,5,5,4,5,4, 5,5,4,4,5,4,5,5,4,4,4,5, 4,5,4,5,5,5,5,5,4,4,5,5,4	184	200	92	Sangat Valid	Tidak Revisi

	akrostik mempermudah siswa dalam membaca.						
6.	Kata-kata yang digunakan dalam buku percakapan sesuai dengan keadaan siswa.	5,4,5,5,5,4,5,5,5,5,5,5,4,4, 5,4,5,5,5,5,4,4,4,4,5, 5,5,4,4,4,4,5,5,5,5,5,4,4	179	200	89	Sangat Valid	Tidak Revisi
7.	Petunjuk yang terdapat dalam buku percakapan mudah dipahami.	4,5,5,4,5,5,5,5,4,5,5,5,4,5,5, 4,5,5,5,5,4,5,5,5,4,5,4, 4,4,5,4,5,5,4,4,4,5,5,5,5	186	200	93	Sangat Valid	Tidak Revisi
8.	Bahasa yang digunakan dalam buku bergambar puisi akrostik keterampilan menulis mudah dipahami.	4,5,5,5,4,5,5,4,5,5,5,5,4,5,4, 5,5,5,4,4,4,4,5,4,5,4,5, 4,4,4,5,5,5,5,5,5,4,5,4,4	187	200	93	Sangat Valid	Tidak Revisi
9.	Tugas latihan dalam ayo mencoba mudah dipahami.	4,4,4,5,5,4,5,5,5,5,5,5,5,5,5, 4,4,5,5,5,4,4,4,4,5,4,5, 5,4,5,5,5,5,5,5,4,4,5,4,5	185	200	92	Sangat Valid	Tidak Revisi
10.	Buku bergambar puisi akrostik ini membantu siswa untuk bekerjasama dengan teman dan lingkungan.	3,4,3,4,5,3,3,5,4,4,4,5,5,4,4, 4,5,5,5,4,4,4,5,5,5,4,4, 5,5,5,5,5,4,5,4,4,4,3,5,3	171	200	85	Sangat Valid	Tidak Revisi
Jumlah			1825	2000	910	Sangat Valid	Tidak Revisi

Keterangan:

$$P = \frac{\sum x}{\sum x_i} \times 100 \%$$

P = Persentase tingkat kevalidan

x_{1-15} = koresponden 1-40 adalah siswa kelas 4 SD Sukoharjo 2 Malang

$\sum x$ = Jumlah jawaban penilaian

$\sum x_i$ = Jumlah jawaban tertinggi

Information :

- respondents
- 1: The fourth grade students of SDN Sukoharjo 2 named Lutfiah
- 2: The fourth grade students of SDN Sukoharjo 2 named Ahmad .P
- Rasya
- 3: The fourth grade students of SDN Sukoharjo 2 named Adji Bagas
- Sanjaya
- 4: The fourth grade students of SDN Sukoharjo 2 named Ahmad Zahid
- 5: fourth grade students of SDN Sukoharjo 2 named Ajeng Galia Losari
- 6: The fourth grade students of SDN Sukoharjo 2 named Ananda Dwi Syafira
- 7: fourth grade students of SDN Sukoharjo 2 named Anisa Syarifa
- 8: fourth grade students of SDN Sukoharjo two named Anita Maharani
- 9: fourth grade students of SDN Sukoharjo 2 named Bayu Firmansyah
- 10: fourth grade students of SDN Sukoharjo 2 named Chintya Diana
- 11: fourth grade students of SDN Sukoharjo 2 named Dewi Bilqis
- 12: fourth grade students of SDN Sukoharjo 2 named Fairuz Khoirun Nisa
- 13: fourth grade students of SDN Sukoharjo 2 named Fitroh
- 14: fourth grade students of SDN Sukoharjo 2 named Ganesha Dewandra
- 15: fourth grade students of SDN Sukoharjo 2 named Indah Mutia Love
- 16: fourth grade students of SDN Sukoharjo 2 named Labibah Emily
- 17: fourth grade students of SDN Sukoharjo 2 named Latifa Izzatul Jannah
- 18: fourth grade students of SDN Sukoharjo 2 named Livi Vanesta Utari
- 19: fourth grade students of SDN Sukoharjo 2 named M. Teezar Ariek
- 20: fourth grade students of SDN Sukoharjo 2 named Meisela Anastasya
- 21: fourth grade students of SDN Sukoharjo 2 named Meysya Aleta Putri
- 22: fourth grade students of SDN Sukoharjo 2 named Mochammad Alif
- 23: fourth grade students of SDN Sukoharjo 2 named Moch. Zakiq
- 24: fourth grade students of SDN Sukoharjo 2 named Muhammad Sultan

- 25: fourth grade students of SDN Sukoharjo 2 named Muhammad Nabil
- 26: The fourth grade students of SDN Sukoharjo 2 named Muhammad Shifan
- 27: fourth grade students of SDN Sukoharjo 2 named Muhammad Zamhar
- 28: The fourth grade students of SDN Sukoharjo 2 named Nafilatur Riski
- 29: The fourth grade students of SDN Sukoharjo 2 named Nafisah Rania
- 30: The fourth grade students of SDN Sukoharjo 2 named Nandita Auliya
- 31: fourth grade students of SDN Sukoharjo 2 named Neferthiti Eidelweis
- 32: The fourth grade students of SDN Sukoharjo 2 Nurul Maulidia
- 33: fourth grade students of SDN Sukoharjo 2 named Rainbow Moon
- 34: The fourth grade students of SDN Sukoharjo 2 named Rangga Dwi Yoga
- 35: The fourth grade students of SDN Sukoharjo 2 named Ratna Fatimah
- 36: fourth grade students of SDN Sukoharjo 2 named Resa Ardian S
- 37: fourth grade students of SDN Sukoharjo 2 named Shafira Az-Zahra
- 38: The fourth grade students of SDN Sukoharjo 2 named Sharel Athira
- 39: fourth grade students of SDN Sukoharjo 2 named Safira Balqis
- 40: fourth grade students of SDN Sukoharjo 2 named Vinda Resita
- θx : Total score answers evaluator (real value)
- θxi : Total score answers evaluator (expected value)
- P: Percentage level of validity

b. Data analysis

The data analysis of data from student assessment in the experimental class of teaching materials in the form of a picture book acrostic poem to improve the skills of writing poetry Grade 4 SD / MI. Based on the results of the assessment of students' learning materials as listed in the table 4:13 then, can be calculated percentage of the level of effectiveness of teaching materials as follows:

$$P = \frac{1825}{2000} \times 100 \%$$

$$P = 91.2 \%$$

P = The percentage of the level of validity

The percentage rate of effectiveness of teaching materials in the form of a picture book as a media writing acrostic poem 4th grade students of SD / MI amounted to 91.2%. When converted to 4 scale conversion tables, the percentage rate of 91.2% in the validity of the qualification very valid / revision.

c. Presentation of Data Results The pre-test and post-test Grade 4 SDN Sukoharjo 2 Malang

Prior to conducting the study, researchers conducted observations in four classes based on observations, poetry writing skills learning activities in class 4 is done with conventional learning where teachers provide materials with a lecture and assignment, the students are assigned to write poetry in conformity with a predetermined theme. In this study, researchers acted as a teacher in the classroom. The material treated with the same subject on the theme of environment and Natural Resources with a time of 4 meetings, any meeting of 2 x 35 minutes.

At the first meeting, the researchers fed a pretest to students in grade 4. Providing a pretest was conducted to determine the ability of beginning students. The pretest results as presented in Table 4:14. At the next meeting, learning activities carried out by using instructional media in book form bergabar acrostic poem. After that each student is given a medium of learning in the form of a picture book acrostic poem. Students are required to use picture books to hone their skills of writing poetry.

Once all learning activity is completed then the researchers gave to class 4. posttest posttest was conducted in order to determine the extent of students proficient in writing acrostic poem with the technique using instructional media picture book acrostic poem. The posttest results as presented in Table 4:15.

Table 4.12 Results of Grade 4 pretest Value

No.	Name	Criteria Writing Skills				Score	Value
		Mastery of Vocabulary	Sound	Language	Theme		
1	Lutfiah	1	1	2	1	5	41
2	Achmad Rasya P	1	1	1	1	4	33
3	Adji Bagas S	2	1	2	1	6	50
4	Ahmad Zahid	2	2	2	2	8	66
5	Galia Maya Lestari	1	2	1	1	5	41
6	Ananda Dwi S	1	1	1	1	4	33
7	Anisa Syarifa	1	1	1	1	4	33
8	Anita Maharani	1	1	1	1	4	33
9	Bayu Firmansyah	2	2	1	1	6	50
10	Chintya Diana	2	2	1	1	6	50
11	Dewi Bilqis	1	1	2	2	6	50
12	Fairuz Khoirun N	2	3	1	3	9	75
13	Fitroh	1	1	2	1	5	41
14	Ganesha Dewandra	1	1	1	1	4	33
15	Beautiful Mutia Love	1	1	1	1	4	33
16	Emily Labibah	1	2	2	1	6	50
17	Latifah Izzatul	1	1	1	1	4	33
18	Livi Vanesta	1	1	2	1	5	41
19	M. Teezar Arieck	2	1	1	1	5	41
20	Meisela Anastasya	1	2	1	1	5	41
21	Meysya Aleta P	1	1	1	1	4	33
22	Mochamad Alif	1	2	2	1	6	50
23	Moch. Zakiq	1	1	1	2	5	41
24	Muhammad Sultan	1	1	1	1	4	33
25	Muhammad Nabil	1	1	1	1	4	33

26	Muhammad Shifan	1	1	1	1	4	33
27	Muhammad Zamhr	1	2	1	1	5	41
28	Nafilatur Riski	1	1	2	1	5	41
29	Nafisah Rania Y	2	1	2	1	6	50
30	Nandita Auliya	2	2	1	1	6	50
31	Neferhiti Eidelwes	1	1	1	1	4	33
32	Nurul Maulidia	1	1	1	2	5	41
33	rainbow Month	2	1	1	1	5	41
34	Rangga Dwi Yoga	1	2	1	1	5	41
35	Ratna Fatimah	1	2	1	1	5	41
36	Resa Ardian S	2	1	1	1	5	41
37	Shafira Az-Zahra	2	1	1	1	5	41
38	cava Athira	1	2	1	1	5	41
39	Safira Balqis	2	1	1	1	5	41
40	Vinda Resita	1	1	2	1	5	41
	Amount	52	54	51	46	203	1675

Information :

$$N = \frac{R}{SM} \times 100$$

N = Value sought or expected

R = Raw scores obtained by children

SM = Ideal maximum score of the test in question (3 x 4 = 12)

100 = Numbers remain after the data is analyzed.

Table 4.13 Results of Grade 4 Posttest Value

No.	Name	Criteria Writing Skills				Score	Value
		Mastery of Vocabulary	Sound	Language	Theme		
1	Lutfiah	2	3	2	2	9	75
2	Achmad Rasya P	3	3	2	2	10	83
3	Adji Bagas S	2	2	3	2	9	75

4	Ahmad Zahid	2	3	2	3	10	83
5	Galia Maya Lestari	3	3	2	3	11	91
6	Ananda Dwi S	2	2	3	3	10	83
7	Anisa Syarifa	3	2	2	1	8	66
8	Anita Maharani	3	3	2	2	10	83
9	Bayu Firmansyah	2	3	3	2	10	83
10	Chintya Diana	2	2	3	2	9	75
11	Dewi Bilqis	2	2	2	3	9	75
12	Fairuz Khoirun N	3	3	1	3	10	83
13	Fitroh	3	2	2	1	8	66
14	Ganesha Dewandra	2	3	2	2	9	75
15	Beautiful Mutia Love	3	2	3	3	11	91
16	Emily Labibah	2	3	3	1	9	75
17	Latifah Izzatul	3	2	3	2	10	83
18	Livi Vanesta	3	2	2	3	10	83
19	M. Teezar Arieck	3	2	2	3	10	83
20	Meisela Anastasya	3	2	2	3	10	83
21	Meysya Aleta P	2	3	3	2	10	83
22	Mochamad Alif	3	2	3	3	11	91
23	Moch. Zakiq	2	3	2	2	9	75
24	Muhammad Sultan	3	2	3	2	11	91
25	Muhammad Nabil	2	3	2	3	10	83
26	Muhammad Shifan	3	2	2	3	10	83
27	Muhammad Zamhr	3	3	2	3	11	91
28	Nafilatur Riski	3	3	3	2	11	91
29	Nafisah Rania Y	2	3	2	2	9	75
30	Nandita Auliya	2	3	3	2	10	83
31	Neferhiti Eidelwes	2	3	2	3	10	83
32	Nurul Maulidia	2	2	2	2	8	66
33	rainbow Month	3	2	3	1	9	75
34	Rangga Dwi Yoga	3	2	3	1	9	75
35	Ratna Fatimah	2	2	2	3	9	75
36	Resa Ardian S	2	3	2	3	10	83
37	Shafira Az-Zahra	3	2	2	2	9	75
38	cava Athira	3	3	3	2	11	91
39	Safira Balqis	2	2	2	3	9	75

40	Vinda Resita	3	1	3	2	9	75
	Amount	100	98	95	92	392	3213

Information :

$$N = \frac{R}{SM} \times 100$$

N = Value sought or expected

R = Raw scores obtained by children

SM = Ideal maximum score of the test in question (3 x 4 = 12)

100 = Numbers remain after the data is analyzed.

D. Data Analysis

Following the presentation of the data pre-test and post-test in a can of 4th graders on field tests are presented in Table 4:16, below:

Table 4:14 Assessment Field Trial of Pre-Test and Post-Test

No.	Student's name	Value	
		Pre-Test	Post-Test
1.	Lutfiah	41	75
2.	Achmad Rasya Panca	33	83
3.	Adji Bagas Sanjaya	50	75
4.	Ahmad Zahid	66	83
5.	Ajeng Galia Losari	41	91
6.	Ananda Dwi Shafira	33	83
7.	Anisa Syarifa	33	66
8.	Anita Maharani	33	83
9.	Bayu Firmansyah	50	83
10.	Chintya Diana	50	75
11.	Dewi Bilqis	50	75
12.	Fairuz Khoirun Nisa '	75	83
13.	Fitroh	41	66

14.	Ganesha Dewandra	33	75
15.	Beautiful Mutia Love	33	91
16.	Emily Labibah	50	75
17.	Latifa Izzatul Jannah	33	83
18.	Livi Vanesta Utari	41	83
19.	M. Teezar Arieck	41	83
20.	Meisela Anastasya	41	83
21.	Aleta Putri Meysya	33	83
22.	Mochamad Alif	50	91
23.	Moch. Zakiq	41	75
24.	Muhammad Sultan	33	91
25.	Muhammad Nabil	33	83
26.	Muhammad Shifan	33	83
27.	Muhammad Zamhar	41	91
28.	Nafilatur Riski	41	91
29.	Nafisa Rania Yahya	50	75
30.	Nandita Auliya	50	83
31.	Neferthiti Eidelweyse	33	83
32.	Nurul Maulidia	41	66
33.	rainbow Month	41	75
34.	Rangga Dwi Yoga	41	75
35.	Ratna Fatimah	41	75
36.	Resa Ardian Sahputra	41	83
37.	Shafira Az-Zahra	41	75
38.	cava Athira	41	91
39.	Safira Balqis	41	75
40.	Vinda Resita	41	75

The above table, it can be seen by finding the average results of the pre-test and post-test with the formula:

$$\text{mean} = \frac{\sum x}{N}$$

Information :

mean : average.

$\sum x$: The number of values *pre-test* and *post-test*

N : Number of samples.

Based on an average calculation may use the above formula shows that the average value of the *pre-test* and *post-test* was 41.8 and the average value of the *post-test* was 80.3.

The average grade of the students buffer visits based on the number average or mean *post-test* that is 80.3 higher than the *pre-test* value that tend to be smaller which is 41.8. Students increased write poetry after using instructional media products acrostic poetry picture books, so as to effectively improve the skills of writing poetry.

Data value of the *pre-test* and *post-test* are then analyzed by two-sample t test (In the sample T-test). This analysis technique is used to determine whether there is an influence on the treatment given to a group of objects. Indicators of whether there is influence of this research, ie when there is a difference between writing poetry students performed before and after use teaching materials developed.

Based on existing data, it will do the calculations associated with the teaching materials developed whether it can improve students' ability to write poetry or not. The following calculation steps using t-test formula:

Step 1; make H_a and H_o in sentences

H_a : There is a significant difference in the ability to write poetry 4th grade students of SDN Sukoharjo 2 Malang before and after using the medium of learning in the form of Picture Books acrostic poem.

H_o : There is a significant difference in the ability to write poetry 4th grade students of SDN Sukoharjo 2 Malang before and after using the medium of learning in the form of Picture Books acrostic poem.

Step 2; looking T is calculated by the following formula:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}} \text{ and } db = N-1 = 40-1$$

Step 3; determining the t-test criteria.

- if the value oft is smaller than t table then Ho is accepted and a significant means Ha rejected.
- if the value of t is greater than t table then significant means Ho rejected and Ha accepted.

Step 4; determine the statistical results of the pre-test and post-test with the formula t-test.

Table 4:15 Assessment Field Trial of Pre-Test and Post-Test with t-test formula

No.	Student's name	Value		(X2-X1)	d2
		Pre-Test	Post-Test		
1.	Lutfiah	41	75	34	1156
2.	Achmad Rasya Panca	33	83	50	2500
3.	Adji Bagus Sanjaya	50	75	25	625
4.	Ahmad Zahid	66	83	17	289
5.	Ajeng Galia Losari	41	91	50	2500
6.	Ananda Dwi Shafira	33	83	50	2500
7.	Anisa Syarifa	33	66	33	1089
8.	Anita Maharani	33	83	50	2500
9.	Bayu Firmansyah	50	83	33	1089
10.	Chintya Diana	50	75	25	625
11.	Dewi Bilqis	50	75	25	625
12.	Fairuz Khoirun Nisa '	75	83	8	64
13.	Fitroh	41	66	25	625
14.	Ganesha Dewandra	33	75	42	1764
15.	Beautiful Mutia Love	33	91	58	3364
16.	Emily Labibah	50	75	25	625

17.	Latifa Izzatul Jannah	33	83	52	2704
18.	Livi Vanesta Utari	41	83	42	1764
19.	M. Teezar Ariek	41	83	42	1764
20.	Meisela Anastasya	41	83	42	1764
21.	Aleta Putri Meysya	33	83	50	2500
22.	Mochamad Alif	50	91	41	1681
23.	Moch. Zakiq	41	75	34	1156
24.	Muhammad Sultan	33	91	58	3364
25.	Muhammad Nabil	33	83	50	2500
26.	Muhammad Shifan	33	83	50	2500
27.	Muhammad Zamhar	41	91	50	2500
28.	Nafilatur Riski	41	91	50	2500
29.	Nafisa Rania Yahya	50	75	25	625
30.	Nandita Auliya	50	83	33	1089
31.	Neferthiti Eidelweyse	33	83	50	2500
32.	Nurul Maulidia	41	66	25	625
33.	rainbow Month	41	75	34	1156
34.	Rangga Dwi Yoga	41	75	34	1156
35.	Ratna Fatimah	41	75	34	1156
36.	Resa Ardian Sahputra	41	83	42	1764
37.	Shafira Az-Zahra	41	75	34	1156
38.	cava Athira	41	91	50	2500
39.	Safira Balqis	41	75	34	1156
40.	Vinda Resita	41	75	34	1156
AMOUNT		1675	3213	1540	64 676
Average		41.8	80.3	38.5	1616

Here are the results of pre-test and post-test with t-test formula:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

$$= \frac{38}{\sqrt{\frac{64676}{40(40-1)}}}$$

$$d = \frac{\sum D}{N}$$

$$= \frac{1540}{40} = 38$$

$$= \frac{38}{\sqrt{\frac{64676}{1560}}}$$

$$= \frac{38}{\sqrt{41}}$$

$$= \frac{38}{6,4}$$

$$= 5.937$$

Information :

t Test-T

D : Different (X2-X1)

d2 : Variance

N : Number of Samples

Step 5; comparing t arithmetic and t

$$T \text{ count} = 5.937$$

$$T \text{ table} = 2,023$$

Step 6; conclusion

The calculations show that $t = 5.937$ $t \text{ table} = 2.023$

In conclusion, then H_0 is rejected and H_a accepted, so there is a significant increase between poetry writing skills of students before and after the use of a picture book acrostic poem. At 4:17 table of average pre-test results showed that $X_1 = 41.8\%$ and post-test showed that $X_2 = 80.3\%$, it shows that the post-test results increased by 38.5%.

CHAPTER V

DISCUSSION

This chapter describes the study of product development. Product development exposure assessment of data is divided into three subjects, include 1) Analysis of Product Development; 2) Analysis of the Effectiveness of Product Development, and 3) Ability Writing Skills Students Regarding Use Picture Books acrostic poem in Teaching and Indonesian.

A. Analysis of Product Development

1. Analysis of Development of Media Writing Picture Books as an acrostic poem Student Class 4 SD / MI

Development of instructional media in the form of a picture book acrostic poem is based on the fact that the unavailability of a picture book that is supported media, especially those with learning specification writing skills by using the vocabulary and use appropriate language. Thus these results are intended to meet the availability of picture books that can improve the effectiveness, efficiency and attractiveness of learning Indonesian on writing skills in SD / MI in achieving educational outcomes specified in the curriculum. This is consistent with the achievement of the learning process that should be followed in any educational institution as contained in the government regulation no. 19 of 2005 on the national standards of education, article 19, paragraph 1, namely:

The process of learning in the educational unit should be held in an interactive, inspiring, fun, challenging, motivating learners to actively

participate and provide enough space for innovation, creativity and independence according to their talents, interests and physical and psychological development of learners.⁵⁰

And in the picture book already contains students' creativity in interacting with his friends and the surrounding environment. So that the learning process will be fun, challenging and motivating students to compete in writing acrostic poems with a good technique with the full expression of each - each student.

The results of product development in the form of a picture book acrostic poem to improve writing skills, incorporating images that fit the theme as a guide in the process of learning activities students learn menagajar on writing skills. Product development is particularly picture books Grade 3 acrostic poem is intended as a support in the process of learning Indonesian on writing skills. This is because, the learning process is no level SD / MI is still very limited.

On the other side of learning to write the teachers are still using methods lectures and assignments that make the learning becomes monotonous. Therefore, product development aims to keep students and teachers understand the true meaning of activities in the learning process Indonesian writing skills. Where the note is an easy way to write poetry students.

The process of learning Indonesian poetry writing skills are essentially seeks to equip students to hone their ability express their ideas in writing inside and outside the classroom in the scope of certain subjects. With the presentation that

⁵⁰Permendiknas No. 19 tahun 2005 tentang standart nasional Pendidikan, Pasal 19 No 1

became one of the developers behind in developing products acrostic poetry picture books.

Relating to the issues faced by the unavailability of teaching materials developed, the results of the development of instructional media can be used as an alternative, in addition to teaching materials that have been used and are used in learning that have taken place. It is strengthened by the results of developer interviews with several subjects validation field trials.

"I have difficulty in learning Indonesian especially in the skill of writing poetry. Because the child - the child when asked to write a poem usually words often repeated and was quickly bored because it gives the same assignment Only different themes. So I am confused measures the ability to write poetry Child - friendly, and in the end I assigned them to write poetry in their books each - each, to avoid wasting a long time - too long in learning. And with the media that mothers take on a picture book acrostic poem I am glad, because I look after the children - children get the picture books they are more expressive, more confident and bold step forward to recite the poem proceeds essay, they can instantly spontaneously write poetry a theme that has been determined. Coupled with an image related to the theme of making it easier for students to imagine writing poetry, supported by an easy technique which acrostic technique."⁵¹

Thus the results of the interview some subjects of expert validation of learning when the developer asked about his opinion on learning in the classroom. Product development picture book acrostic poem has advantages and disadvantages. Excess picture book acrostic poem developed include:

- 1) This acrostic poem picture book use nice language making it easier for students to understand the intent and purpose of the book.

⁵¹Wawancara dengan Bu Fira selaku wali kelas 4. Malang, 3 Mei 2017. Pukul 09.00 WIB di kelas 4 SDN Sukoharjo 2 Malang.

- 2) In the picture book acrostic poem poetry exercises are to be done in accordance with the theme of the student and the image that has been set.

As for the shortage of picture book acrostic poem developed for Grade 4 SD / MI is as follows:

- 1) The theme of this book is limited to a single conversation that material on the theme of 6 Cita-dust.
- 2) Only reached the stage of field trials (one class) and not to the dissemination and implementation stages.

Procedure textbooks product development is pursued through several stages that include:

1. identification Requirements

Identifying the needs is in the learning process is the gap between what students have with what to expect.

2. Formulation of Interest Permusan principal purpose is to do before designing a media program. For the determination of these objectives can be seen toward a teaching program.

3. material development

Material development, dilakukan action then analyzes the objectives that have been established into sub-standard skills are organized, in order to obtain detailed teaching materials that can support these objectives.

4. Formulation Success Estimator Tool

To be able to determine the success or failure of a teaching that is done, in other words whether the student has succeeded in learning or not, the necessary measuring instrument suitable for these purposes. The measuring instrument is made carefully and planned prior to the activities performed.

5. writing

Presentation of the draft media teaching materials through the elaboration points secra materials have been prepared either as described above. Teaching materials set forth in the text / image called manuscript media program.

6. Tests and Revision

This test is intended to determine the effectiveness of a product designed, then the revision of the product is done Based on the results of the validation test and trials carried out in the field.⁵²

2. Analysis Validation Experts

Table 4.2, 4.4, 4.6 and 4.8 show the results of validation to some experts, including expert content, linguists, experts desian picture books, and teachers in Indonesian lesson on writing skills rated valid, as evidenced by the percentage of the average - average acquisition results of validation by experts content of 97% and 96% language shows, the results of the validation by the design of the acrostic poem illustrated book shows

⁵²Asnawir, Basyiduddin Usman, *Op.Cit.* P.140

95%, and the results of the validation by subject teachers showed 90% said very valid. This suggests that learning media in the form of a picture book acrostic poem is good and fit for use based on the value of some experts.

B. Effectiveness of Development of Media Writing Picture Books as an acrostic poem Student Class 4 SD / MI

The effectiveness of a picture book acrostic poetry can be expressed in several criteria for teaching materials. Various criteria that must be considered in selecting teaching materials as a learning tool is as follows:

7. Materials development proceeds from the easier to understand the difficult, from concrete to abstract understanding.
8. The repetition of words or sentences will strengthen the understanding.
9. The positive feedback from the teaching materials created will provide corroboration for student understanding.
10. Students become motivated to learn is high, it is one of the critical success factors of learning.
11. Pengembanagna existing on teaching materials will nencapai destinations like climbing stairs, step by step, will eventually reach a certain height.
12. And as a result we will know what has been achieved and will encourage students to continue to achieve the goal.⁵³

⁵³Sofan Amri dan Lif Khoiru Ahmadi, *Konstruksi pengembangan pembelajaran* (Jakarta: PT Prestasi Pustakarya, 2010), p.160

In this study, a picture book acrostic poem developed meets the criteria of effectiveness. It can be seen from the process of learning activities carried on before-after class. In the aspect of the conversation with the accuracy of the book is considered to be appropriate learning objectives. Developed picture book already includes the concept and the material generalization writing skills.

Picture books on writing skills is very easy to use, because the product development picture book is accompanied by their guide books and their supporting media of images that match the theme. In addition, this picture book does not require a lot of time in understanding it because in the picture book is an example of a short poem. So that teachers do not need to take a long time to wait for students to practice writing poetry accordance with the rules. So the Indonesian learning activities were able to achieve the learning objectives in particular on writing skills.

Based on observations in the classroom before-after, students were active and able to express himself in writing well, which according to the vocabulary, the sound of the language and themes with the help of product development picture book acrostic poem and students were able to demonstrate very well what they are assigned by the well-illustrated book.

C. Student Writing Skills Ability Regarding Use Picture Books Poetry acrostic in Indonesian Language Learning Activities

After learning activities in class before-after, researchers conducting a pretest and post-test to determine the increase writing skills achieved by students in three

meetings. Indonesian learning activities using teaching materials in the form of a picture book acrostic poem on the writing skills of students 4th grade / MI a positive influence on students' writing skills. Achievement picture book acrostic poem effectiveness indicated by the post-test results before-after class.

In addition, teaching materials in the form of a picture book on writing skills can effectively improve the ability to write 4th grade students at SDN Sukoharjo Malang. It can be seen from the average (mean) pre-test results showed that $X_1 = 41.8\%$ and post-test showed that $X_2 = 80.3\%$ pre-test post-test that was smaller than that of $41.8 < 80.3$, it can be said that the teaching materials in the form of a picture book acrostic poem on writing skills are significantly effective in improving students' writing skills 4th grade / MI.

The results of t-test correlated with the manual calculation with a confidence level of 0.05 is generated $t_{hitung} = 5.937$ while $t_{table} = 2,203$. Because $t_{hitung} > t_{table}$, then H_0 rejected and H_1 be accepted. Meaning There are differences in the ability of the writing skills of 4th graders are using a picture book in SDN Sukoharjo 2 Malang.

CHAPTER VI

CONCLUSION

In this chapter will discuss some of the things include, a) Conclusion of the process development, b) Suggestion. Exposure to more, as follows:

A. Conclusion of the process development

Based on the results of the process of developing and teaching materials Indonesian conversational book and interactive video on the material speaking skills 3rd grade / MI can be summed up some of the following:

1. The development of these materials has been aimlessly product in the form of a picture book acrostic poem 4th grade / MI. This product meets the component as a resource with valid criteria.shows the results of validation to some experts, including expert content, linguists, experts desian picture books, and teachers in Indonesian lesson on writing skills rated valid, as evidenced by the percentage of the average - average acquisition results of validation by the expert content of 97% and languages showed 96% , the results of the validation by the design of the acrostic poem illustrated book shows 95%, and the results of the validation by subject teachers showed 90% said very valid. This suggests that learning media in the form of a picture book acrostic poem is good and fit for use based on the value of some experts. Results of the assessment development of teaching materials in the form of books Indonesian conversational and interactive video has a high

degree of validity is based on a questionnaire several experts covering linguists, expert material, design expert and teacher of Indonesian.

2. Development of teaching materials in the form of a picture book acrostic poem on the material can be declared effective writing skills in learning activities. In line with the results observations on the class before-after students were active and able to express himself in writing well in accordance with the vocabulary, the sound of the language and themes with the help of product development picture book acrostic poem and students were able to demonstrate very well what they are assigned by the picture book with good. Thus it can be stated that the media developed the picture book on the material acrostic poem writing skills to be effective in accordance with predetermined criteria, so that teaching materials can support learning activities Indonesian on writing skills.
3. Development of teaching materials in the form of a picture book on the material acrostic poem writing skills showed the students have very good ability in writing, especially poetry. Evidenced in the results of the analysis the ability to write, especially poetry. It can be seen from the average (mean) pre-test results showed that $X_1 = 41.8\%$ and post-test showed that $X_2 = 80.3\%$ pre-test post-test that was smaller than that of $41.8 < 80.3$, it can be said that the teaching materials in the form of conversations and interactive video books on writing skills are significantly effective in improving students' writing skills 4th grade / MI. It can be concluded that the results of the students' writing skills by using a picture book acrostic poem on learning

Indonesian is better than the results of students' skills of writing poetry without the use of a picture book acrostic poem on learning Indonesian.

Thus the teaching materials in the form of a picture book acrostic poem on the material grade students' writing skills 4 SD / MI is said to have a good quality. This is because these products can help improve students' writing skills are good poetry.

B. Suggestion

Based on the conclusion that can be put forward some suggestions are:

1. Product development can be made with a larger size, so that it can reach the largest number of students overall.
2. Product development can be accompanied with an interactive game or interactive multimedia.
3. Product development can be packed in the form of comic books or magazines devoted to the procedure of writing poetry is good and right.

References

- Alfiah. 2009. *Pengajaran Puisi :Penelitian Tindakan Kelas*. Yogyakarta: PustakaPelajar.
- Ampera, Taufik. 2010. *Pengajaran Sastra*. Bandung: Widya Padjajaran.
- Arikunto. 2003. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Arsyad, Azhar. 2002. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Desy Pratika Reni, “Peningkatan Keterampilan Menulis Puisi Melalui Teknik Akrostik Dengan Media LaguPadaSiswaKelas V SDN Gajahmungkur 02 Semarang”, skripsi program studi PGSD, Universitas Negeri Semarang, 2013.
- Pirnawati, Mamik. 2010. *Peningkatan Kemampuan Menulis Puisi dengan Teknik Menulis Puisi Akrostik*. Jakarta :Kresna Bima Insan Prima.
- M. Basyiruddin Usman.2002.*Media Pembelajaran*.Jakarta: Ciputat Pers.
- Munadi Yudhi.2013*Media Pembelajaran*.Jakarta: Referensi GP Press Group.
- Musfiqon. 2012. *Pengembangan Media dan Sumber Pembelajaran*. Jakarta: PT. PrestasiPustakarya.
- Nana Sudjana dan Ahmad Riyai. 1991. *Media Pembelajaran (Penggunaan dan Pembuatannya)*. Bandung: CV. Sinar Baru.
- Nana Syaodih, sukmadinata.2007.*Metode Penelitian Pendidikan*.Bandung: PT. Remaja Rosdakarya.
- Nurgiyantoro, Burhan. 2005. *Sastra Anak*. Yogyakarta: Gadjah Mada University Press.
- NurulAzizah, “Pengembangan Media PembelajaranBukuBergambarPada Mata PelajaranBahasa Indonesia MateriMenulisPuisiKelas III Madrasah IbtidaiyahDarussalamahTajinan Malang”, skripsi program studi PGMI, Universitas Islam NegeriMaulana Malik Ibrahim Malang, 2016.
- Permendiknas. 2006. *SK-KD Bahasa Indonesia SD-MI*.
- Punaji, Setyosari. 2010. *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana.
- Salam 2009. Menulis Puisi dengan Teknik Akrostik (online) (<http://pelitapendidikan.blogspot.com/2009/pembelajaran-menulis-puisi-dengan.html>diunduhpadatangal 21 september 2016 pukul 10.00 WIB

- Sanaky, Hujair. 2009. *Media Pembelajaran*. Yogyakarta: SafiriaInsani Press
- Setyosari, Punaji. 2010. *Metode Penelitian dan Pengembangan*. Jakarta: Prenada Media Group.
- Sofan Amri dan Lif Khoiru Ahmadi. 2010. *Konstruksi Pengembangan Pembelajaran*. Jakarta: PT. Prestasi Pustakarya
- Subana dkk. 2005. *Statistika Pendidikan*. Bandung: Pustaka Setia.
- Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Tarigan, Henry. 2008. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Aksara Bandung.
- Trianto. 2007. *Metode Pembelajaran Terpadu*. Jakarta: Prestasi Pustaka.
- Trianto. 2010. *Mendesain Model Pembelajaran Inovatif-Progresif: Konsep, Landasan, dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Kencana Prenada Media Group.
- Usman, Asnawir. 2002. *Media Pembelajaran*. Jakarta: Ciputat Pers.
- Wawancara Ibu Savira Nurimansari, S.Pd, Guru Kelas 4 SDN Sukoharjo 2 Malang, Senin, 17 April 2017. Pukul 10.00 WIB
- Winarni, “*Peningkatan Keterampilan Menulis Puisi Melalui Penerapan Teknik Akrostik Mata Pelajaran Bahasa Indonesia Pada Siswa Kelas V SD Muhammadiyah 16 Karangasem Surakarta*”, skripsi program studi PGSD, Universitas Muhammadiyah Surakarta, 2013.
- Yitnosumarto Suntoyo. 1990. *Dasar- Dasar Statistika*. Jakarta: PT Raja Grafindo Persada.
- Zen Amiruddin. 2010. *Statistik Pendidikan*. Yogyakarta: Teras.