

*Developing a Textbook of Writing Pantun, Syair, and Acrostic Poetry by Using the Website [www.rimakata.com](http://www.rimakata.com) and [kbbi.kemdikbud.go.id](http://kbbi.kemdikbud.go.id)*

Armilia Sari, Sriwijaya University, Indonesia

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**Abstract**

This study aimed to develop a textbook of writing pantun, syair, and acrostic poetry by using the website [www.rimakata.com](http://www.rimakata.com) and [kbbi.kemdikbud.go.id](http://kbbi.kemdikbud.go.id). The researcher used the Research and Development (R&D) method with the ADDIE model from Branch (2009) where the steps were Analyzing, Developing, Implementing, and Evaluating. The results of the need analysis with a closed questionnaire showed that 94% of students needed a textbook of writing pantun, syair, and acrostic poetry. The book consisted of four chapters; Tutorial in Writing Pantun, Tutorial in Writing Syair, Tutorial in Writing Acrostic Poetry, and Anthology. In the three beginning chapters, there were three types of evaluations; completing the first two lines called 'sampiran' and the second two lines called 'isi', matching the rhymes, and writing poetry exercise. The textbook draft was validated by three reviewers. After being revised, the researcher conducted three tests of formative evaluation with students. The textbook draft was revised again based on students' suggestions.

Keywords: Research and Development, ADDIE Model, Teaching Materials, Pantun, Syair, Acrostic Poetry

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## **Introduction**

Writing poetry can be fun or even burdensome for students of the Indonesian and Literature Education Study Program. If poetry comes from the innermost expression of their hearts, it is not difficult for students to write poetry. But if it is a mandatory task imposed by the lecturer, not all students can write good poetry. Though, poetry can also be a means of entertainment and fatigue relief for students after days of facing the intense lecture activities on campus.

As it is known, poetry has several types with different characteristics, such as pantun, syair, gurindam, epigram, romance, elegance, ballad, satire, acrostic, and so forth. From many types of poetry, only some poetries can be written by students. In the Indonesian and Literature Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University, lecturer of Apresiasi Puisi Subject taught writing pantun, syair, and acrostic poetry only through the examples provided. There was no specific media or learning material that could be applied to help students in writing these three types of poetry.

Based on that problem, the researcher tried to develop a textbook about easy and fun tutorials to write pantun, syair, and acrostic poetry by using the website [www.rimakata.com](http://www.rimakata.com) and also [kbbi.kemdikbud.go.id](http://kbbi.kemdikbud.go.id). This textbook guided students on how to find the perfect AB-AB rhymes for pantun, the perfect AA-AA rhymes for syair, and good vocabularies for acrostic poetry through the two websites mentioned above.

The difference between this textbook and other previous textbook was in how the material was presented. In the previous lesson, students read textbooks contained only theories before they practiced, meanwhile this textbook directly presented exercises to write pantun, syair, and acrostic poetry so that students did not need to memorize the procedures. Students could directly practice writing the three types of poetry by using the website [www.rimakata.com](http://www.rimakata.com) (Rimakata, 2019) and [kbbi.kemdikbud.go.id](http://kbbi.kemdikbud.go.id) (Ministry of Education RI, 2019).

The specifications of this textbook consist of a cover, preface, table of contents, exercises to complete sampiran and isi in pantun, exercises to complete syair, exercises to complete acrostic poetry with a picture, exercises to write pantun, syair, and acrostic poetry based on their respective genres, summaries of each chapter, minimum completeness criteria (KKM), glossary, and bibliography, and author's curriculum vitae on the back cover of the book.

The problem of this research was "How were the results of need assessment analyze, design, validity, and evaluation of developing a textbook of writing pantun, syair, and acrostic poetry by using website [www.rimakata.com](http://www.rimakata.com) and [kbbi.kemdikbud.go.id](http://kbbi.kemdikbud.go.id)?"

The objective of this research was to describe the result of need analysis, design, validity, and evaluation of developing a textbook of writing pantun, syair, and acrostic poetry by using website [www.rimakata.com](http://www.rimakata.com) and [kbbi.kemdikbud.go.id](http://kbbi.kemdikbud.go.id).

## **Definition of Textbooks**

According to the LKPP Hasanuddin University (2015), textbooks were part of the facilities or completeness of learning that had a mission to transfer material based on curriculum and syllabus. Meanwhile, Tarigan and Djoyo (2009) stated that textbooks were teaching materials in certain fields of study compiled by reviewers, and were easily understood by readers, so they became a standard of learning to achieve instructional goals both in schools and colleges.

From those opinions above, it could be concluded that the textbook was a paper in a particular field that was used by educators (teachers, instructors, tutors, lecturers) and learners (students, pupils, collegians) in the teaching and learning process to achieve learning objectives.

## **Developing Textbooks**

A researcher should develop the textbook following the needs of students to achieve the specified learning goals. Tomlinson (2011) stated that the development of textbooks referred to all activities carried out by writers, lecturers or educators, and students in providing learning resources designed to maximize learning experiences and achieve learning objectives. Ministry of National Education (2008, p.10-11) stated that in developing textbooks, it was necessary to pay attention to the principles of learning, including starting from easy to understand difficult, repetition would strengthen understanding, positive feedback would provide reinforcement student understanding, learning motivation, gradual and ongoing, and contained clear guidelines.

To develop something, a researcher should do need analysis. According to (Yaumi, 2013), needs were the gap between reality and expectation. Thus, a situation that did not meet the desired expectations indicated a need. Learning needs were the gap between the current conditions of reality and the conditions of learning undertaken.

Prastowo (2013) argued that analysis of textbook requirements was an initial process carried out to compile textbooks according to needs. In line with this, Nurhayati (2012) stated that needs analysis was the initial stage in determining certain behavioral goals to be achieved.

Data analysis was done to find out the most needed, less needed, and not needed parts by students. Besides, this data analysis was carried out to measure the level of development of students by looking at the level of difficulty of the material presented to produce textbooks that were following the competency demands that must be mastered by students

## **Writing Pantun, Syair, and Acrostic Poetry**

According to Tafifin (2015) writing pantun had an objective to develop students' potential following their abilities and wants. Introducing the abilities and limits of students' abilities is intended to be able to introduce and maintain themselves in social life. Besides, writing pantun was also intended so that students had a high sensitivity to intrinsic values, effective values, sensory values, and social values in society.

Meanwhile, according to Miftakhurniyati (2017) writing syair was a creative and productive learning activity. The purpose of learning to write syair was for students to be able to produce literary works in poetic form and use them in their daily lives. Furthermore, Miftakhurniyati (2017) explained that writing syair could sharpen the reasoning and sensitivity of students to things that happen around them.

Lastly, Kustiyah (2017) believed that writing acrostic poetry was a very easy and fun activity because it used the first letters of each line to spell words that could be read vertically and then used as sentences in poetry. Learners easier arranged words because there had been previous stimuli.

From the statements above, it could be concluded that writing pantun, syair, and acrostic poetry were good activities that could be both fun and beneficial because it could increase students' sensitivity to values in social life.

### **The Website [www.rimakata.com](http://www.rimakata.com)**

[www.rimakata.com](http://www.rimakata.com) website is an online Indonesian rhymes dictionary. Through this dictionary, everyone could find rhymes that could be used as poetry or other writings. This website provides several types of rhymes.

1. Rima Sempurna (Perfect Rhymes), where two or more words have the same sound in the last syllable. Example:

Jalak ~ Salak

Panggung ~ Tanggung

2. Rima Tak Sempurna (Imperfect Rhymes), where two or more words have identical sound in the last syllable. Example:

Macan ~ Sopan

Ragi ~ Caci

3. Rima Ganda (Double Rhymes), where two or more words have the same sound in the last two syllables. Example:

Sahabat ~ Terlambat

Korupsi ~ Erupsi

4. Rima Ganda Tak Sempurna (Imperfect Double Rhymes), where two or more words have the same sound in some of the last two syllables. Example:

Jelas ~ Keras

Curang ~ Pulang

5. Rima Awal (Beginning Rhymes), where two or more words have the same sound in the initial syllable. Example:

Harga ~ Harta

Mangkat ~ Mangsa

6. Rima Konsonan (Consonants Rhymes), where two or more words have the same consonant. Example:

buku ~ buka ~ baku ~ baka

7. Rima Algoritma Metaphone (Metaphone Algorithm Rhymes), words based on sound equations with the Metaphone algorithm. Example:  
bibit ~ bebet ~ bobot

8. Rima Algoritma Soundex (Soundex Algorithm Rhymes), words based on the sound equation with the Soundex algorithm. Example:  
kumbang ~ kambing ~ kembang

### **The Website [kbbi.kemdikbud.go.id](http://kbbi.kemdikbud.go.id)**

The online version of Kamus Besar Bahasa Indonesia/KBBI (The Big Indonesian Dictionary) is an official word search homepage developed by Badan Pembinaan dan Pengembangan Bahasa (National Agency for Language Development and Cultivation). The aim is to give information as much as possible about the development of Indonesian vocabulary. This page is updated two times in a year, in April and October. The last update was in April 2020.

### **Research Methodology**

The researcher used the Research and Development (R&D) method with the ADDIE development model (Branch, 2009) which the steps were Analyzing, Developing, Implementing, and Evaluating. The product was a textbook of writing pantun, syair, and acrostic poetry for students

#### **1. Analyzing**

In this stage, the researcher analyzes the students' needs toward a textbook about how to write pantun, syair, and acrostic poetry. Researchers gave a closed questionnaire about the need for textbooks to write pantun, syair, and acrostic poetry to 35 students.

#### **2. Designing**

The researcher designed a textbook draft that suited the needs of students, which included the design of a cover page, table of contents, preface, learning objectives, and material in each chapter, exercises, KKM (minimum completeness criteria), bibliography, glossary, and author's curriculum vitae.

#### **3. Developing**

In this stage, the researcher made a textbook draft of writing poetry, poetry, and acrostic poetry. Before the textbook draft of writing pantun, syair, and acrostic poetry was given to students, the researcher applied a summative evaluation with three reviewers to review the textbook draft of writing pantun, syair, and acrostic poetry. The three reviewers consisted of one reviewer of language, one reviewer of content, and one reviewer of presentation. Then the researcher revised it following some notes from students.

#### 4. Implementing

In this stage, the researcher applied the use of the textbook through formative evaluation. In this stage, researchers conducted one to one with three students, a small group test with twenty students, and a field trial test with thirty-five students. Through these three tests, the researcher could find out the weaknesses of the textbook. Students suggested the design, colors, and images contained in the textbook draft.

#### 5. Evaluating

In this last stage, the researcher revised the textbook draft again. The deficiencies given by students were used as references in revising the textbook draft.

### **Data Collection Technique**

Closed questionnaire and validation were used as data collection techniques. A closed questionnaire was given to obtain information about the obstacles encountered in writing rhymes, poetry, and acrostic poetry. The validation assessment instrument was aimed to find out the quality of the textbook draft. The reviewer assessment covered three aspects, eligibility of language, eligibility of contents, and eligibility of presentation. Besides, a column was provided in the questionnaire to give comments and suggestions.

### **Data Analysis Technique**

The researcher used description technique data analysis. Data obtained from students and lecturer's questionnaires were calculated in percentage and described, data obtained from interviews with students and lecturers were described, data obtained from validation assessments by reviewers were described, data obtained from tests were analyzed and described.

### **Results and Discussion**

#### **Results of Needs Analysis**

The researcher did need analysis by giving students a closed questionnaire. This stage was aimed to determine the level of students' needs toward the textbooks. The researcher gave a closed questionnaire to 50 students of the Indonesian and Literature Education Study Program on Tuesday 30 July 2019 at FKIP Unsri Indralaya.

For the first question, do you think lecturers and students need easy and fun teaching material to write poetry? 2 students (5%) answered a) need it enough, 0 students (0%) answered b) do not need, 43 students (94%) answered c) need it badly, and 0 students (0%) answered d) do not need at all.

For the second question, which of the three types of poetry is needed in textbooks for writing poetry? 4 students (8%) answered a) pantun, 7 students (15%) answered b) syair, 1 student (3%) answered c) acrostic poetry, and 33 students (74%) answered d) all of them.

For the third question, what kind of pantun do you wish to be there in the teaching material? 1 student (3%) answered a) pantun about advice and religion, 0 students (0%) answered b) pantun about tradition and riddle pantun, 1 student (3%) answered c) pantun about love and joke, and 43 students (94%) answered d) all types of pantun.

For the fourth question, what kind of acrostic poetry do you need in the teaching material? A total of 19 students (42%) answered a) acrostic from every first letter or last letter of a word, 1 student (3%) answered b) acrostic from every first letter or last letter of a person's name, 1 student (3%) answered c) acrostic from the first or last letters of the names of animals and plants, and 24 students (52%) answered d) all types of acrostic poetry.

For the fifth question, what kind of practice do you need in the teaching material? 1 student (3%) answered a) completing sampiran and isi, 6 students (13%) answered b) matching rhymes, 9 students (20%) answered c) the practice of directly writing poetry, and 29 students (64%) answered d) all types of practices.

### **Results of Textbook Design**

The textbook draft had three sections, beginning, content, and the final section. The beginning section consisted of a cover with the title and author's name, preface, and table of contents. Next, the contents section consisted of the title of material in each chapter, instructional design and indicators, description of the material, summary, formative test, assessment rubric, mastery learning criteria, bibliography, and glossary. The final section contained the author's curriculum vitae.

### **Results of Developing Textbook**

The textbook draft entitled *Asyiknya Bikin Pantun, Syair, dan Puisi Akrostik Keren* (It's Fun to Write Nice Pantun, syair, and Acrostic Poetry). Chapter 1 entitled 'Asyiknya Menulis Pantun'. This chapter contained tutorial for writing pantun with perfect A-B-A-B rhymes. The evaluation provided was completing sampiran and isi (content).

Chapter 2 entitled 'Asyiknya Menulis Syair'. This chapter was about easy and fun tutorial for writing syair with perfect A-A-A-A rhymes. There were some practices of matching rhymes at the end of the chapter.

Chapter 3 entitled 'Asyiknya Menulis Puisi Akrostik'. This chapter talked about the tutorial for making various acrostic poetry using the website [kbbi.kemdikbud.go.id](http://kbbi.kemdikbud.go.id). The evaluation given was a direct practice of writing poetry from a word, name of a person, object, animal, or plant.

Chapter 4 entitled 'Sajak-Sajak Kehidupan'. It was a bonus chapter where all pantun, syair, acrostic, and other kinds of poetry written by the author were presented in this chapter. The design of the material in each chapter in the textbook entitled *Asyiknya Bikin Pantun, Syair, dan Puisi Akrostik Keren* can be described in the chart below.



Figure 1: The Titles of Each Chapter

## Results of Textbook Implementation

Before the textbook draft was given to students, the researcher applied a summative evaluation that was adapted from the developed model of Tessmer (2013). The summative evaluation was conducted by asking 3 reviewers to review the textbook draft of writing pantun, syair, and acrostic poetry. They were a reviewer of language, a reviewer of content or material, and a reviewer of graphics.

The eligibility of language was validated on Friday, October 4th, 2019 by Dra. Sri Utami, H.Hum, lecturer of Indonesian and Literature Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. In the aspect of language appropriateness, the minimum score was 1 and the maximum score was 4. The accuracy of sentence structure got a score of 4, the effectiveness of sentence got a score of 4, rigidity of term got a score of 3, understanding of information got a score of 4, the ability to motivate students got a score of 4, conformity with students' development level got a score of 4, grammar got a score of 3, and accuracy of spelling got a score of 3. The reviewer of language decided that this textbook was worthy of publication with revisions.

The eligibility of content was reviewed on Wednesday, October 16th, 2019 by Dr. Latifah Ratnawati, M.Hum., lecturer of Indonesian and Literature Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. In the aspect of content or material eligibility, the minimum score was 1 and the maximum score was 4. Completeness of the material got a score of 3, the depth of material got a score of 3, accuracy of definition and concept got a score of 4, the accuracy of fact and data got a score of 4, the accuracy of case examples got a score of 4, the accuracy of pictures, table, and diagrams got a score of 3, the ability to encourage students' curiosity got a score of 3, and ability to make students interested in giving questions got a score of 3. The reviewer of content concluded that this textbook was appropriate to publish with revisions.

Meanwhile, the eligibility of presentation was reviewed on Monday, October 21st, by Dr. Zahra Alwi, M.Pd., lecturer of Indonesian and Literature Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. In the aspect of presentation eligibility, the minimum score was 1 and the maximum score was 4. The regularity of concept got a score of 3, the clarity of learning goals got a score of 3, the learning indicator got a score of 3, the learning instructions got a score of 3, the glossary got a score of 3, bibliography got a score of 3. The same as two previous reviewers, the reviewer of the presentation stated that the textbook draft



entitled *Asyiknya Bikin Pantun, Syair, dan Puisi Akrostik Keren* was worthy of publication with minor revision. After being validated, the researcher revised the textbook according to notes that were given by the three reviewers.

After the textbook draft had been written, reviewed, and corrected, the next stage was implementation. The researcher carried out one-to-one, small group, and field test. One to one test was conducted on Thursday, October 23, 2019, with 3 students at FKIP Unsri Inderalaya. The researcher asked 3 students that were consisted of the high, medium, and low ability students to read the textbook drafts. After that, they wrote some notes to add supporting pictures on certain pages.

A small group test was conducted on Tuesday, October 29, 2019, with 20 students at FKIP Unsri Inderalaya. Students corrected some typing errors and numbering on certain pages.

Lastly, a field test was carried out on Saturday, October 26 with 35 students at FKIP Unsri, Ogan Campus. The results of the test field indicated that several pages needed to be revised, such as adding pantun, syair, and acrostic poetry as examples, removing images and colors that were too conspicuous in the cover design, and deleting footnotes that were considered ineffective in this textbook.

### **Results of Textbook Evaluation**

The textbook draft was edited following students' notes in one to one, small group, and field trial test. According to the student's notes, supporting images were added on certain pages. Besides, the author also revised several pages where there were errors in writing letters and numbering that was not consistent. The researcher also did not forget to make more examples of pantun, syair, and acrostic poetry. Cover designed with too flashy images and colors was changed to cover designs with softer colors and simpler images. Footnotes were no longer included in the revised book draft.

### **Conclusions**

The textbook entitled *Asyiknya Menulis Pantun, Syair, dan Puisi Akrostik Keren* (It's fun to Write Nice Pantun, Syair, and Acrostic Poetry). It consisted of four chapters; Tutorial in Writing Pantun, Tutorial in Writing Syair, Tutorial in Writing Acrostic Poetry, and Anthology. In the three beginning chapters, there were three types of evaluations; completing the first two lines called 'sampiran' and the second two lines called 'isi', matching the rhymes, and writing poetry exercise. The textbook draft was validated by three reviewers. After being revised, the researcher conducted three tests of formative evaluation with students. The textbook draft was revised again based on students' suggestions. This textbook draft will be published by Unsri Press. By using this textbook, the students can write pantun, syair, and acrostic poetry easier than before.

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- Contact email:** [armilia\\_sari@unsri.ac.id](mailto:armilia_sari@unsri.ac.id)