

Teachers Roles in Increasing Students' Language Ability Through Writing Poetry Learning in Elementary School

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Abstract

Writing poetry is part of appreciating poetry taught to elementary school students as a product production stage that requires language skills and the teacher's role in the learning process. This study aims to describe and explain the teacher's role in improving students' language skills through learning to write poetry in elementary schools. This research includes library research with data collection through reading and correlating relevant literature in books, journals, and proceedings. The method used is the descriptive analysis method. Data reduction, data presentation, and conclusion were carried out using the data analysis model of Miles & Huberman as a data analysis technique. The results of the study show that the teacher's role as (1) a learning manager includes increasing student learning interest, selecting material, the accuracy of learning models, creating a comfortable learning atmosphere, and communication skills, (2) learning resources in mastering the material and literacy skills, (3) facilitators who assist students in learning, (4) demonstrators who show real action of what is being learned, (5) motivators and innovators as high motivation to learn by involving students' experiences in learning material, (6) trainers played by teachers in practicing activities that have been learned through practice, and (7) the teacher carries out the evaluator to find out the achievement of the learning carried out and the recommendations needed in learning to write poetry in elementary schools.

Keywords: language skills, writing, teacher's role, poetry, elementary school.

1. Introduction

The advent of Industry 4.0 has profoundly influenced various facets of human existence, including the domain of education. Integrating digital technology into the educational system has resulted in a conspicuous influence on the learning process within academic institutions. The impact of alterations in teaching and learning methodologies is undeniable, with one of the critical factors being the role of the instructor. In order to keep up with the rapidly evolving technology and information landscape, it is imperative to enhance teacher competence as a means of compensation. Undoubtedly, the significance of the teacher in the era of Industry 4.0 cannot be substituted by even the most advanced technology. In addition to imparting knowledge, a teacher's role encompasses many responsibilities. As professional educators, a teacher can educate, teach, guide, assess, and

evaluate students in transferring knowledge from available learning resources to students (Maemunawati & Muhammad, 2020, pp. 7-8). The teacher as an educator is a determinant of success in education. Therefore, teachers are required to develop their creativity in the learning process in class.

Teachers consistently seek strategies to ensure that learning outcomes align with predetermined objectives. The teacher plays a crucial role in facilitating teaching and learning activities by effectively imparting their knowledge to students, ensuring its comprehension and assimilation. In addition to their responsibility to impart knowledge to students, educators are also expected to possess the ability to offer suitable instructional techniques and consistently introduce novel approaches to the utilization of educational resources. Before ascertaining these two factors, the teacher must comprehend their students' idiosyncrasies and heterogeneous backgrounds. The perfect teacher for students is a teacher who can become a benchmark for developing the character, behavior, and mindset of students (Dhari, 2022, p. 44). The teacher serves as an exemplar and a paragon for pupils to cultivate ingenuity, nurture inventive thinking, and instill a fervor for acquiring knowledge. Therefore, the teacher not only plays a role as a determinant of success in learning but can also create a pleasant learning environment and atmosphere for students.

Teachers should possess the conviction that they are capable of transferring not just information but also knowledge, expertise, and skills. One of the responsibilities of the teacher is to facilitate the acquisition of language proficiency among students. Language skills support the success of a learning activity in the classroom. A person's language skills will determine the quality of that person's communication. Language skills consist of four things: listening, speaking, reading, and writing. The four language skills are interrelated and cannot stand alone. Language skills can be grouped into two categories: receptive and productive. The receptive aspect is acceptance or absorption, as seen in listening and reading activities. At the same time, the productive aspect is expenditure or the existence of a product resulting from a language activity both orally and in writing, as seen in speaking and writing activities.

Writing is one language activity that connects all other skills and abilities. A person is said to have writing skills if he or she is able to select written language forms such as words, sentences, and paragraphs and use appropriate rhetoric to express ideas, facts, and thoughts. Writing ability is an active-productive talent regarded as the most challenging and complex of all language abilities. In fact, writing activities are not just copying words and sentences. However, at the same time, expressing and developing thoughts, ideas, ideas in an orderly, logical, and systematic writing structure that readers can quickly grasp (Mulyati, 2014: 14). In learning activities, writing skills have two objectives, namely being able to express ideas in a written form that is commensurate with the context (pragmatics), and being able to express linguistic components such as sentence structure, glossary, spelling, and the use of paragraphs.

The purpose of assessing writing skills is to determine the extent to which students are able to express their ideas, ideas, or thoughts in written form using language components or elements (Subhayni & Muhammad, 2020, p. 53). If language skills are linked to teaching and learning activities in the classroom, it will demand the ability of students and teachers to use proper and correct language. In order to achieve success in honing students' language skills, teachers need learning materials and methods that support these goals. Literature learning in elementary schools aims to foster students' appreciation of literary works so that students can develop wisdom, foresight, and thoroughness to catch the signs of life reflected in literary works. Writing poetry is one of the materials presented in learning literature in elementary schools. In elementary school, one of the writing activities was writing literary works, especially poetry, taught in grade IV.

Poetry writing requires higher-order thinking abilities, also known as High Order Thinking Abilities (HOTS). As a result, poetry writing skills frequently encounter obstacles. This ability necessitates mastery of various linguistic elements in written communication (Todd, 2019). The ability to write poetry in elementary school students is affected by several factors, including students' inability to develop their ideas into written form, their lack of mastery of various vocabulary, and their inability to write poetry. Many things cause this; it can be caused by an ineffective learning model resulting in a lack of interest and motivation for students to write poetry. Therefore, it is necessary to have the teacher's role in implementing an effective learning model so that students can be actively and creatively involved in learning poetry writing activities.

2. Research Methods

The present study employed the descriptive analysis method in conducting library research. The research analysis employs the inductive analysis methodology as its study approach. The data collection process involved identifying discourse from pertinent literature sources, including books and articles from academic journals and proceedings that pertained to language skills and the acquisition of poetry writing abilities in primary education

settings. The present study employed Miles and Huberman's data analysis model, which involved iterative and ongoing qualitative analysis activities until reaching a satisfactory level of analysis.

3. Results and Discussion

There are seven roles for the teacher to improve students' language skills through learning to write poetry in elementary schools (1) the teacher's role as a learning manager, (2) the teacher's role as a source of learning, (3) the teacher's role as a facilitator, (4) the teacher's role as a demonstrator, (5) the role of the teacher as a motivator, (6) the role of the teacher as a mentor, and (7) the role of the teacher as an evaluator.

3.1 The teacher's role as a learning manager

The teacher as a learning manager has a role, namely a) increasing student interest in learning, b) selecting material, c) the accuracy of the learning model, d) creating a comfortable learning atmosphere, and e) communication skills. First, interest in learning is AS the primary foundation for having interest and attention to what will be learned. If students have a high interest, it indirectly impacts the seriousness of students in learning because they already understand the importance of studying the material. Teachers can check student interest in learning by making questionnaires or quizzes related to language skills and learning to write poetry by utilizing social media platforms such as Kahoots!, Quizizz, Google Forms, and others as appropriate. The results of the questionnaire or quiz will be the basis for the teacher in determining the learning strategy to be carried out.

Second, material selection. The goal of learning to write poetry is for students to express their reasoning and imagination skills based on experience and knowledge in written form using poetry's physical and mental structures. The ability to write poetry needs to be balanced with the language skills that have been owned and practiced before this writing stage is carried out. Therefore, teachers need to correlate language skills and the suitability of poetry material suitable for elementary school students to realize pedagogical abilities. The role of the teacher is essential because personal characteristics (including the mindset of students and the learning environment) have an impact on pedagogical practice (Rattan, Catherine, and Carol., 2012).

Professional development of teachers is necessary to enhance their understanding, knowledge and skills in teaching and learning. approach. Traditional "sitting and listening" professional development courses are seen as an inadequate and ineffective solution. teachers' learning methods (Inamorato et al., 2019; Korthagen, 2017). Local wisdom, such as culture, is one of the poetry materials that can be connected. Teachers can modify cultural material when teaching poetry, for example, in phase A with traditional songs and activities and in phase B with traditional ceremonies or traditional foods (Irma, Noviea, Sidna, and Annisa, 2023). The appropriateness of the material the teacher selects affects the convenience and necessity of comprehending the material being studied in conjunction with student knowledge and experience.

The process of incorporating the environment surrounding students in the selection of poetry material serves as a means of facilitating experiential learning, enabling students to critically assess and contemplate the knowledge acquired in their daily lives. The materials to be sorted will also impact the suitability of the selection of learning models that are adjusted to the availability of learning resources, facilities, and infrastructure. The learning model is also adapted to the characteristics of students and creates a comfortable learning situation. If the comfort in learning has been created, it will bring up a high interest in learning and a sense of confidence in students if what is learned will be meaningful. In addition, polite and interactive teacher communication techniques are also needed so that communication is carried out in one direction and overall involvement between teachers and students in learning activities.

3.2 The teacher's role as a source of learning

Teachers also serve as learning resources in learning activities besides written materials like books, articles, audiovisual resources such as recordings or videos, and other sources. Therefore, comprehensive insight is required to deliver appropriate content, correlate it with other relevant learning resources, provide direct examples, assess student learning processes, and serve as a student discussion partner. Even though the teacher is a source of student learning, the teacher must also be aware of their limitations. For instance, if a student asks a question that cannot be answered directly at that time, the teacher must admit that they have not been able to answer the question and must be given time to do so, such as at the next class meeting, so that in learning activities, teachers and students have the same need to learn from one another.

This new method of education gives students many opportunities to pursue career ambitions and other lifelong learning incentives (Thwe & Aniko, 2023). It establishes equivalent programs for the nonformal and formal education systems. It makes essential policy commitments such as basic literacy programs, implementation, and opportunities for lifelong learning with local and non-partners (Myanmar Education Law,

National Education Law). In continuous and lifelong learning, for example, in learning to write poetry, the teacher gives direct examples to students of the teacher's poetry creations on the topic of local wisdom in the student or school environment. This action can directly embody the trust and direct learning of students from the teacher. In addition to giving examples directly, habituation must be carried out in real terms, such as reading examples of poetry in anthologies and learning media in writing poetry. The teacher's poetry writing results can also be posted in school or classroom wall magazines as a source of examples of students writing poetry.

3.3 The Teacher's Role as a Facilitator

As a facilitator, the teacher assists students in directing, accompanying, and supporting their poetry learning. For direct learning based on experience to play a significant role in the pupil learning process, schools and teachers cannot be the primary source of support for educational activities. Argues that through adequate feedback reflection, student teachers integrate their ideas about different aspects of teaching, such as interaction with learners, the learning process, and the learning process, assessment and knowledge of the material. However, asking student teachers to think carefully during practical lessons is not enough, as their reflection may not be as effective (David in Azimi, Eliana, Javad, Hashem, 2023). In directing poetry, the teacher plays a role in conveying understanding and confirming the knowledge students acquire regarding the nature of poetry, such as intrinsic and extrinsic elements of poetry.

The teacher can obtain this information through questions and answers with students or by using drawing paper media; for example, the teacher makes several groupings of paper that contain intrinsic and extrinsic elements. Students are divided into several groups and discuss to match the meaning and parts of the elements of the poem. The discussion results are displayed by matching the paper pasted on the drawing paper. The results of each group are then pasted on the blackboard to correct the suitability between the teacher and students. The act of accompanying the teacher ensures that what students learn and do is appropriate and appropriate. The teacher also has a role in monitoring each student's progress and providing direction as a person students can discuss with if they encounter problems or questions. In learning to write poetry, the teacher needs to limit the topic of poetry problems so that students can be directed to avoid confusion or difficulty in determining the topic because there are too many.

The teacher can corroborate the student's knowledge and understanding of the topic. In addition, students are required to view and listen to recordings or videos pertaining to the discussed topics, such as natural disasters. The teacher then invites students to discuss together so that previous students' experiences or knowledge can be obtained in light of new information or objects. Direct observations can also be made around the school so that students can prove directly the contents of the poem to be made. The ongoing implementation of a learner-oriented approach to teaching and learning requires teachers to be adequately supported to contribute to their curriculum design and educational practice. Teacher professional development is needed to broaden their understanding, knowledge, and skills in teaching and learning (Assen & H. Otting, 2022).

Supportive actions need to be carried out by the teacher to give students confidence in writing poetry so that students are given the freedom first to write down whatever they think. In the early stages, the teacher did not make diction an evaluation but made sure students understood the content of intrinsic and extrinsic elements contained in the poems created by students. After ensuring students' understanding of the two elements in the poem, the teacher can reinforce students' vocabulary mastery. Teachers may employ antonyms and synonym games as a pedagogical tool to facilitate students' vocabulary acquisition, which may subsequently enhance their proficiency in composing poetry. Furthermore, it is possible to analyze the language employed in the poetry featured in the anthology. Practical communication skills are essential in providing support to students, which includes providing positive feedback such as expressions of appreciation such as "Excellent," "Interesting," "Your Poetry is Beautiful," "You are Great," "Extraordinary," and the like.

Support for the results of writing poetry is not only in the form of speech but also requires involvement regarding publication so that it is a form of appreciation for the achievement of the process carried out in composing the poem. Teachers can use school or class wall magazines to post students' poetry works. In addition, teachers can also compile students' work in the form of poetry anthologies or send them to newspapers or media that can publish poetry sections. Engaging in poetry writing competitions can serve as a means for teachers to furnish continuous assistance. The attainment of publication has the potential to enhance and amplify students' inclination and impetus towards composing poetry, as it enables their poetic works to be accessible to a diverse readership. Sustained support through training and habituation of students to the poetry writing curriculum taught in class is imperative. For instance, the teacher may establish extracurricular poetry writing groups to provide a platform for students who aspire to enhance their writing abilities.

3.4 The Teacher's Role as a Demonstrator

The educator also takes responsibility for demonstrating the practical application of the subject matter in poetry composition. The demonstrator is a demonstration or performance by the teacher directly related to learning to write poetry so that it can be an example or imitation for students. Flewelling and William (2003) describe the teacher's role as follows: 1. Motivate students by providing Rich and well-designed learning tasks to enhance intellectual, emotional, and emotional understanding, developing spiritual and social; 2. Interact with students to inspire courage, inspire, discuss challenges, share, explain, affirm, reflect, evaluate, and celebrate growth, maturity, and fight; 3. indicate the benefits obtained when studying the subject; 4. act like someone helping, someone practicing and giving affirmation, someone giving soul and inspiration collide by arousing curiosity, enthusiasm, and passion.

In the capacity of a demonstrator, the teacher must foster confidence in students regarding their proficiency in the practices that will be imparted to them. Building this trust is the initial basis for students to get inspiration and give examples from the teacher so that when students are asked to do the same thing, students have certainty when the teacher has mastered this ability. In poetry writing material, for example, the teacher gives examples of compiling the poems that are created, not showing the results of the poetry that has been created. The teacher's method or stages will be the beginning of the student's strategy to write poetry by imitating what is done by the teacher. In the next stage, students will continuously adapt the method or stages in writing poetry based on the findings or student style.

3.5 The Role of the Teacher as a Motivator

The role of the teacher as a motivator in the context of teaching poetry writing involves fostering and reinforcing students' interest and motivation to learn, ultimately leading to the attainment of desired learning outcomes. A teacher is an individual who is primarily responsible for imparting knowledge and skills to students. This includes not only the transmission of technical expertise but also an understanding of copyright laws and an appreciation for aesthetic sensibilities and the importance of intentionality. As a teacher, possessing knowledge of the subject matter is imperative. Teachers need to reinforce the same understanding of students regarding what will be learned and the purpose of learning poetry. Suppose students already have a common understanding related to learning to write poetry. In that case, the next step is to ensure students are active and achieve an increase in their ability to write poetry. The role of a motivator is sourced from the teacher and the need for student involvement. The teacher can classify students according to their understanding of poetry and writing ability by making high, medium, and low criteria.

The objective of grouping is for each student to motivate his classmates through discussion activities and group or independent exercises designed by the teacher. The technical implementation, for instance, in group exercises or discussions, involves the instructor dividing the students into groups based on their criteria for composing poetry. Each category includes students who meet high, medium, and low criteria. During group discussion activities, the teacher ensures that every student actively participates. The teacher communicates the steps during discussions, work instructions, and assessments in advance so that each student understands what to do individually and in groups. This process will indirectly influence students to complement, assist, and collaborate as part of the motivator.

The same thing also happened in implementing exercises or group discussions, which were carried out individually, such as giving comments on students' poetry writing results. Students take turns reading the poems written, and other students give suggestions or comments. If time is limited, students' poetry writing results are exchanged with their peers to provide comments and suggestions. In addition, the teacher can demonstrate appreciation through a stamp made by the teacher on student poetry pages by designating the category of quality, such as "Excellent," "Good," or "Studying Harder," as shown below:



Figure.1

Picture of Teacher's Stamp Design for Assessment and Student Motivation Sheets

3.6 The Role of the Teacher As a Mentor

The teacher takes the responsibility of a mentor, specifically enhancing the proficiencies acquired and comprehended in composing poetry. According to Thwe and Aniko (2023), an individual who is committed to continuous learning and possesses the requisite skills and abilities for lifelong learning is referred to as a lifelong learner. In providing training, the teacher has imprinted on himself that each student has a different level of ability so that all students will not achieve perfect results as expected by the teacher. In addition, success and mastery of language skills in writing poetry can take time and effort. The training in learning to write poetry is directed so that students have a) high interest and motivation, b) conduct trials directly, c) know and understand the material and steps, d) know the obstacles experienced by students, e) able to overcome obstacles or inaccuracies in quality experienced, and f) never give up and be active in learning and correcting inaccuracies made. The teacher can adjust the number of required training sessions based on the student's overall level of achievement. Teachers can also construct a training schedule outside of class to give students more time to engage in ongoing training. Teachers can create training progress papers so that students know about training-related changes.

3.7 Teacher's Role as Evaluator

In elementary schools, the teacher conducts an evaluation to determine the success of the learning and the necessary recommendations for students learning to write poetry. Acquiring ICT skills, engaging in scientific documentation, and employing an applied approach to the education process's numerous components will instill instructors' confidence and resolve (Clipa, 2015). Not only based on observations made but also need to be supported based on direct information, teachers can conduct questions and answer questions on the learning process or in-depth interviews with student representatives. This information is needed to complete the observations made by the teacher. In addition, the display of attitudes, the results of writing poetry, and the level of mastery of students' language skills become completeness data in determining the results of the teacher's evaluation. This evaluation focuses on the findings regarding the limitations, appropriateness of efforts, and success of implementing learning to write poetry to enhance language skills. Based on the conclusion of the evaluation based on observations, interviews, attitudes, documents on the results of writing poetry, and the level of mastery of language skills, recommendations are made regarding the option of continuing, discontinuing, or continuing by making adjustments.

4. Conclusion

The Indonesian subject continuously emphasizes the development of language skills, encompassing listening, speaking, reading, and writing. One of the methods employed to cultivate these skills is through the instruction of poetry writing. The act of composing poetry is intended to communicate concepts, notions, or personal encounters pertaining to a particular subject matter through written expression organized according to its physical and internal structure, thereby resulting in a poetic composition. The implementation of this learning can be realized well against the background of the role of the teacher, which is realized through seven roles. First, the role of the teacher as a learning manager related to the teacher as the executor and leader of the implementation of learning with students by carrying out their role in a) increasing student learning interest, b) selecting material, c) the accuracy of the learning model, d) creating a comfortable learning atmosphere, and e) communication skills. Second, the teacher function as a learning resource. The first source of student learning is the teacher as the delivers of the material being taught, so the teacher must sort and determine the appropriate and necessary

materials based on the characteristics of the students and the student environment so that learning is meaningful and based on experience and can be correlated by involving the student environment.

Integrating diverse learning resources is essential for teachers to facilitate effective learning. This includes resources provided by teachers and those sourced from students, available books in the school library, and social media platforms like YouTube. The teacher's role as a facilitator is manifested through the guidance, assistance, and encouragement provided to students in acquiring knowledge and skills related to poetry. Fourth, the role of the teacher as a demonstrator can be carried out by giving confidence to students, with the teacher providing direct examples and habituation in practicing language skills in learning to write poetry. Fifth, the role of the teacher as a motivator can be shown orally or in writing using the teacher's stamp through words or phrases meant to encourage and through nonverbal actions by giving a smile, thumbs up, etc. Sixth, the role of the teacher as a trainer by carrying out direct practice and periodic training related to language skills and writing poetry by compiling journals to increase mastery. Seventh, the role of the teacher as an evaluator is carried out as an identification of learning achievements and implementation recommendations in strengthening learning skills in elementary schools through observations, documents, and interviews.

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