

Teaching Materials Reinforcement of BIPA Advanced Level Through Chairil Anwar's Poetry

Febyasti Davela Ramadini¹, Exti Budihastuti²

{feby003@brin.go.id¹, exti001@brin.go.id²}

Badan Riset dan Inovasi Nasional

Abstract. In teaching BIPA, poetry is used as one of the teaching materials. From the book *Sahabatku Indonesia Memahami Indonesia Melalui Sastra*, BIPA students are introduced to poetry. Nevertheless, there are only few examples of poetry in the book. Therefore, it is necessary to conduct a study that aims to determine the appreciation of poetry in BIPA enrichment teaching materials through Chairil Anwar's poetry to Advanced BIPA students. The research method used is a descriptive qualitative method. The data in this study is the result of an online survey of twenty six respondents and books or articles related to the research topic. Respondents in this study were BIPA teachers in Indonesia. The results of this study are expected to be used as guidelines in the creation of BIPA enrichment teaching materials in literature scope, especially poetry and can be used as recommendations to support the internationalization of Indonesian for foreign speakers through poetry.

Keywords: reinforcement, BIPA teaching material, BIPA advanced level, Chairil Anwar's Poetry

1 Introduction

Poetry is one form of literature that is often used by people to express their hearts. The passion for poetry is not limited to a poet. Anyone with a background in science, information technology, or the plantation can write poetry. Furthermore, starting from street singers, book writers, officials in private institutions, or the government, all like to write and read poetry.

According to the online version of the Kamus Besar Bahasa Indonesia (KBBI), poetry is a literary variety whose language is bound by rhythm, dimension, rhyme, and the arrangement of lines and stanzas. Therefore, poetry is also called using dense language, which uses careful language and the right choice of words, so that it is able to grow people's awareness of experience and provide special interpretations through the relationship of sounds, rhythms, and special meanings.

The language of poetry also has a specialty, namely *licentia poetica*. According to the KBBI, *licentia poetica* is the freedom to change or ignore language rules to achieve certain goals. The

specific purpose intended is the beauty of the choice of language used. That is the reason of the language of poetry is often called a beautiful language.

In contrast to an article that wrote about Chairil Anwar (CA). Chairil Anwar's poems are said to display the power and richness of the Indonesian language which expands and even renews the tradition of writing poetry in previous eras. He is called the pioneer of modern poetry. CA poetry does not just use sweet expressions. The year 2022 marks the 100th anniversary of the poet Chairil Anwar.

Meanwhile, advanced BIPA students are considered to have mastered the Indonesian language and culture. *Sahabatku Indonesia* textbook in unit 7 contains literary competencies that must be taught to advanced BIPA students, namely studying literary works. The literary works studied in this competency include short stories, poetry, and rhymes [1]. To examine a literary work, in this case the short story, requires a special understanding of its constituent structure. Therefore, the use of learning media is felt to be very necessary.

Therefore, it is necessary to make a study that aims to determine the reinforcement of enrichment teaching materials for Advanced Level BIPA students through Chairil Anwar's poetry by BIPA teachers. Through this research, it can be seen that the strengthening of enrichment teaching materials for Advanced Level BIPA students through Chairil Anwar's poetry by BIPA teachers.

2 Literature Review

a. Reinforcement

In KBBI Edition V, reinforcement is defined as a process, method, act of strengthening or strengthening. Meanwhile, Hartley states that repetition and reinforcement are two of the four main principles of learning, the other two being clarity of purpose and active involvement of students [2].

Based on this, strengthening needs to be done in the learning process. In this study, the reinforcement in question is placing examples of Chairil Anwar's poems in the teaching of literature.

b. BIPA Teaching Material

After teachers and students, teaching materials are the basic elements that must be met in every field of learning, including language learning. Teaching materials in language learning are anything that can be used by language learners to learn in various forms, namely textbooks, assignment books, cassettes, CDs, videos, sheets, newspapers, paragraphs written on the blackboard, all kinds of things. something that presents or informs about the language being studied [3].

The selection and use of teaching materials in language learning needs to go through a careful preparation process. Teaching materials are not only seen as a mediating tool for knowledge, but also as an instrument for generating interesting ideologies and legitimacy of knowledge. Through teaching materials, teachers can inform and internalize values to students [4].

As an agency that has the task of implementing BIPA learning, Badan Pengembangan dan Pembinaan Bahasa published several teaching materials books that can be used. In 2016, Badan Bahasa published a book of teaching materials entitled *Sahabatku Indonesia* from levels A1–C2. This book adopts the concept of The Common European Framework of Reference for Languages or CEFR [5]. Kurniasih explains that the first scale is called A1 and A2 which is intended for beginners; scales B1 and B2 for intermediate level skills; and the advance scale is called C1 and C2. Based on this, it can be concluded that the advanced BIPA level is equivalent to the C1 and C2 levels [6].

In addition to the *Sahabatku Indonesia* textbook, bipa.kemdikbud.go.id also provides BIPA enrichment teaching materials. There are eight enrichment materials for the *Sahabatku Indonesia* series in the BIPA Enrichment Materials section: Reading Literature-Based BIPA. These enrichment materials were published in 2018 and 2019.

c. BIPA Advanced Level

As previously explained, advanced BIPA levels are equivalent to levels C1 and C2 in accordance with the adaptation of the CEFR concept. However, in terms of competency standards for graduates of BIPA courses and training in Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 27 Tahun 2017, the BIPA level is divided into seven levels [7].

If refer to the books of *Sahabatku Indonesia* C1 and C2 (advanced level), it is written that level C1 is intended for BIPA 5 and 6 and level C2 is intended for BIPA 7 [8]. are BIPA 5, BIPA 6, and BIPA 7, as written in the BIPA Course and Training SKL in Permendikbud Number 27 of 2017.

The scope and parameters of BIPA's achievements are below.

Table 1 The Scope of BIPA Course

| No | Level | Scope |
|----|--------|--|
| 1 | BIPA 5 | Able to understand long and complex texts and be able to express ideas from different points of view on various topics spontaneously and fluently, almost without any problems. except for professional and academic fields. |
| 2 | BIPA 6 | Able to understand long, complex texts, and contain implied meanings and able to express ideas in clear, structured, systematic, and detailed language spontaneously and fluently according to speech situations for social and professional purposes, except in complex academic fields (scientific works). |

| | | |
|---|--------|--|
| 3 | BIPA 7 | Able to understand information in almost all fields easily and express ideas spontaneously, fluently, precisely by distinguishing nuances of meaning, as well as reconstructing arguments and data in a coherent presentation. |
|---|--------|--|

d. Chairil Anwar's Poetry

Modern poetry is a type of literary work that is not bound by certain standard rules in the process of making and reading it. Free or not bound by the rules are two things that can explain the form of this literary work. Rules such as the number of syllables and diction, the number of lines, rhymes (rhymes) or the number of stanzas will not be found in this form of poetry. Chairil Anwar is a pioneer of modern Indonesian poetry.

In learning a language, teachers can use a text-based approach. The text used in language learning can be in the form of writing or speech, such as poetry, newspaper articles, writing sections about pollution, songs, films, direct conversations, novel quotes, writing sections that exemplify the use of the past-perfect tense, recordings telephone conversations and scripted dialogues or speeches from a politician [3].

Poetry is one of the favorite texts to be used as teaching materials in language learning. In learning Indonesian, students have been introduced to the appreciation and writing of poetry since elementary school. Every poem must have a certain purpose that the author wants to convey to the public as readers [9]. Therefore, the meaning of the poem can be studied to get a picture of the conditions or situations that took place when the poem was created. Poetry can be a reflection of the history of a country.

Chairil Anwar's poems are widely applied in learning Indonesian. This can be caused by the many varied number of Chairil Anwar's poems, moreover many of his poems contain the meaning of struggle. According to the Badan Pengembangan dan Pembinaan Bahasa on the ensiklopedia.kemdikbud.go.id page, during the six and a half years since 1942-1949, Chairil Anwar has produced 71 original poems, 2 adaptations, 10 translated poems, six original prose, and 4 prose translations [10].

e. Relevant Research

There are several relevant research articles which are related to this research topic. The articles used as a reference in this study are those related to the use of Chairil Anwar's poetry in BIPA learning. Therefore, there are three previous studies that are used.

One of them is an article entitled *Exploring Poems to Promote Language Learners' Creative Writing* by Yasemin Kirkgöz. This article reports how poems can effectively be used to stimulate EFL/ESL students' writing skills. In this study, there are four poems that are used in

class and used as a reference or inspiration for students to create new poems. The four poems used are by George Eliot, William Butler Yeats, Brenna Farrell, and Rudyard Kipling [11].

In addition, there is also research on the topic of using poetry in BIPA learning. The research is entitled *Pemanfaatan Puisi Anak sebagai Media Pembelajaran* by Salmah Naelofaria and Izuddinsyah Siregar. The results of this study are that appreciation of children's poetry can be used in BIPA learning. The benefit of poetry appreciation in the BIPA learning process is that it can help BIPA students recognize Indonesian vocabulary easily through interpretation of the meaning of the poem and re-explanation of the poem orally and in writing [12].

Furthermore, there are also several studies related to Chairil Anwar's poetry and its application to learning Indonesian language or literature in the classroom. One of them is a study entitled *Posmodernisme dan Poskolonialisme Kumpulan Puisi Kerikil Tajam dan Yang Terampas dan Yang Putus Karya Chairil Anwar serta Relevansinya dengan Pembelajaran Sastra di SMA* by Danik Safitri, Herman J. Waluyo, and Kundharu Saddhono in 2019. This study aims to describe postmodernism and postcolonialism through Chairil Anwar's poetry [9].

After reviewing several previous studies related to this research, it was found that these researchers only studied the use of poetry in language learning and did not focus on one poet. Then, there is also research on the use of Chairil Anwar's poetry in learning Indonesian in class. However, no research has been found that examines Chairil Anwar's poetry to be applied to BIPA learning. Therefore, this study will discuss how Chairil Anwar's poems can be studied as BIPA enrichment materials.

3 Method

This research method uses a qualitative approach. The data collection technique is to collect answers from questionnaires. Furthermore, the data obtained will be harmonized with the theories collected in the theoretical study. The data analysis technique used is the analysis technique according to Miles and Huberman (1992), namely: (1) Data reduction, (2) Data presentation (data display), (3) Conclusions.

The research data is divided into two categories, namely primary and secondary data. The primary data in this study is the result of a survey of twenty six respondents. Respondents are BIPA teachers at advanced level who have taught poetry in class, especially poetry by Chairil Anwar. In addition, the secondary data in this study are the poems by Chairil Anwar, the BIPA learning book entitled *Sahabatku Indonesia*, and other books and articles related to this research topic.

4 Findings and Discussion

From the data collection obtained the following data. From the questionnaire link distributed, there were 26 people who sent answers to the questionnaire, consisting of 50% or 13 people aged 41-50 years, 23.1% or 6 people aged fifty-one years and over, 19.2% or 5 people aged 31-40 years, and 7.7% or 2 people aged 21-30 years. This shows that there are not many BIPA teachers at Advanced Level//C1/C2 who teach poetry as enrichment teaching material so that they can answer this questionnaire.

From the respondent's data collection, it is known that the order of class choices is Beginner, Intermediate, Advanced, and Pre-beginner. Meanwhile, other class choices are C1, A1, A2, B1 and B2, and C2. This shows that all levels of BIPA learning have been taught by BIPA teachers. Although usually there are more BIPA students at the Beginner Level or A1 and A2 than other levels.

Furthermore, from the respondent's data collection, it is known that the textbooks used by the teachers are known. In addition to using the books of *Sahabatku Indonesia* for Levels A1, A2, B1, B2, C2, which were published by Badan Pengembangan dan Pembinaan Bahasa, the teachers also use books such as the following.

- (a) *BIPA Dasyat*, Niknik M. Kuntarto, dkk., Mitra Wacana Media.
- (b) *Buku Ajar BIPA*, Tim Pengajar BIPA, IPB Press.
- (c) *Tata Bahasa Baku Bagi Penutur Asing*, Totok Suhardianto, dkk., UI.
- (d) *Indonesia Zamrud Khatulistiwa* (Defina, IPB Press)
- (e) *Warna-Warni BIPA* (Defina dkk., IPB Press).
- (f) *Lentera Indonesia*, Pusat Bahasa.
- (g) *Mahir Berbahasa Indonesia*, Tim Unpad, Unpad Press.
- (h) *Cakap Berbahasa Indonesia* (KBRI Vietnam).
- (i) Teacher's own compilation.

In addition, BIPA teachers also use enrichment teaching materials as follows.

- (a) Cerita rakyat yang diterbitkan oleh Balai Bahasa Provinsi Bali.
- (b) Sahabatku Indonesia, Badan Pengembangan dan Pembinaan Bahasa.
- (c) Alisyah, Harun, Dr., DEA. 2013. Bahasa Indonesia untuk Mahasiswa Asing (BIMA). Jakarta: Pusat Bahasa UIN Syarif Hidayatullah Jakarta.
- (d) Bukan berupa buku pengayaan, tetapi bahan yang disiapkan sendiri.
- (e) Bingkai Indonesia, Khaerunnisa dan Mutiarani, FIP UMJ Press
- (f) Magazines and newspapers
- (g) Grammar books that were published by UI
- (h) Materials from internet
- (i) Vocabulary card, materials from teacher's training, and supporting picture from foreign language
- (j) BIPA Pemula published by Badan Bahasa
- (k) Lentera, Badan Bahasa
- (l) BIPA Dahsyat, Niknik M. Kuntarto, dkk, Mitra Wacana Media
- (m) BIPA Prapemula Kemdikbud, Jalan Bahasa UI
- (n) Bahan Ajar Pengayaan Membaca, Badan Bahasa
- (o) Bahasa Indonesia bagi Penutur Asing
- (p) Modul.

The many types of enrichment teaching materials show that BIPA teachers are very concerned about enrichment teaching materials for BIPA students.

Meanwhile, from respondent data collection, it is also known that BIPA Advanced/C1/C2 students have mastered the rules of Indonesian grammar starting from sentences, vocabulary (diction and word choice), paragraphs, spelling, and discourse as well as Indonesian language skills starting from speaking, reading, listening (listening), and writing. Therefore, it can be said that BIPA Advanced/C1/C2 students can master all enrichment teaching materials. These include mastery of enrichment teaching materials for BIPA students in the form of introduction to Indonesian culture ranging from special foods, traditional ceremonies, traditional clothes, traditional dances, traditional musical instruments, traditional houses, folk songs, and traditional weapons.

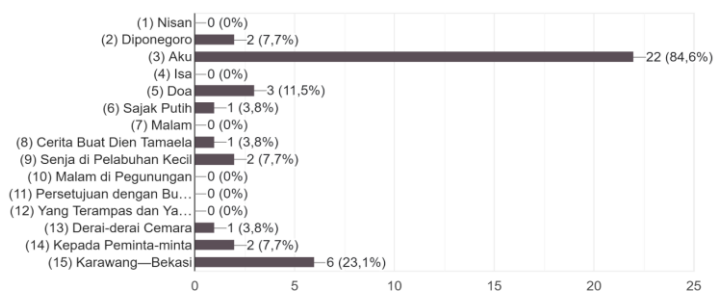
In addition, from collecting respondent data, it is known that BIPA teachers likely to use BIPA enrichment teaching materials from Badan Pengembangan dan Pembinaan Bahasa starting from the 7th book, namely Indonesia dalam Cerita Rakyat; 2nd book, Indonesia dalam Cerita Pendek; 1st book, Perjalanan Sastra Indonesia; 4th book, Indonesia dalam Fragmen, Cerita dan Novel; 6th book, Indonesia dalam Sajak dan Lirik Lagu; 3rd book, Indonesia dalam Puisi; 5th book, Indonesia dalam Prosa. Although there were also respondents who stated that they did not use teaching materials from Badan Bahasa for various reasons.

From teaching about poetry, it is known that BIPA students at Advanced Level/C1/C2 have mastered teaching materials for enriching Indonesian poetry based on time, starting from the types of Modern Poetry, New Poetry, Old Poetry, and Contemporary Poetry. Although there are also teachers who claim to have never taught poetry, BIPA students still know the types of poetry forms from other enrichment teaching materials.

From the respondent's data collection, it is known that the Advanced Level/C1/C2 BIPA students are familiar with Chairil Anwar's poetry, as a modern poem, entitled "Aku", "Krawang-Bekasi", "Doa", "Diponegoro", "Senja di Pelabuhan Kecil", "To the beggars", "Stories for Dien Tamaela", and "Derai-Derai Cemara", as shown in the following table.

Table 2. Chairil Anwar's poetry which are known by BIPA students

Pemelajar BIPA Tingkat Mahir/C1/C2 yang saya ajar sudah mengenal puisi Chairil Anwar, sebagai puisi modern, yang berjudul (boleh menjawab lebih dari satu)
26 jawaban



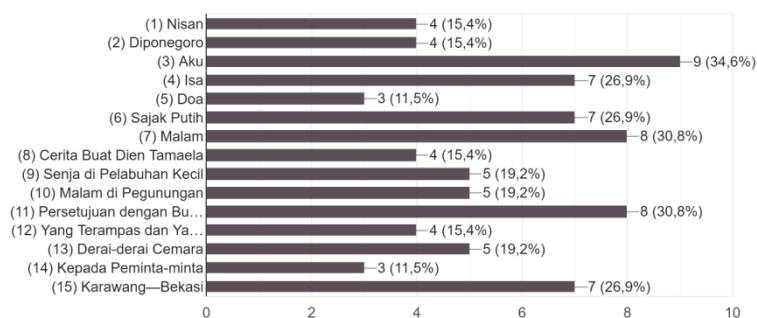
From respondent data collection, it is known that as modern poetry, Chairil Anwar's poetry is not bound by certain standard rules in the process of making and reading it, namely in the

poems entitled "Aku", "Night", "Agreement with Bung Karno", "Isa", "White Poem", "Krawang-Bekasi"

Table 3. Chairil Anwar's poetry is not bound by certain rules

Sebagai puisi modern, menurut saya puisi Chairil Anwar ini tidak terikat dengan aturan-aturan baku tertentu dalam proses pembuatan serta pembacaan yang berjudul (boleh menjawab lebih dari satu)

26 jawaban



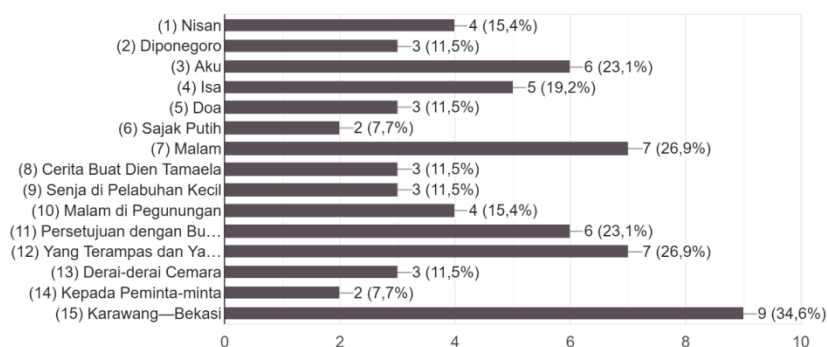
The highest percentage gain is in the poem "Aku", for example in the line I want no one to seduce not written I want no one to seduce.

From respondent data collection, it is known that as a modern poem, Chairil Anwar's poetry is not bound by the number of syllables and diction.

Table 4. Chairil Anwar's poetry which are not bound by the number of syllables and diction

Sebagai puisi modern, menurut saya puisi Chairil Anwar ini tidak terikat jumlah suku kata dan diksi, yaitu ada pada puisi berjudul (boleh menjawab lebih dari satu)

26 jawaban



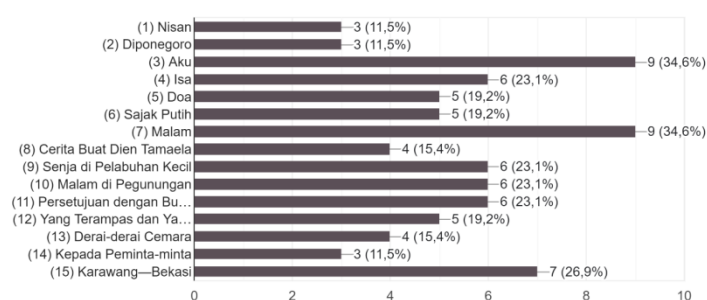
In the poem "Krawang-Bekasi" as the highest percentage gain, there is an array of 8 words (Or our souls fly for freedom, victory and hope), but there are also 3 words (to protect Bung Sjahrir).

From the respondent's data collection, it is known that as a modern poem, Chairil Anwar's poem is not bound by the number of lines.

Table 5. Chairil Anwar's poems which are not bound by the number of lines

Sebagai puisi modern, menurut saya puisi Chairil Anwar ini tidak terikat jumlah baris, yaitu ada pada puisi yang berjudul (boleh menjawab lebih dari satu)

26 jawaban



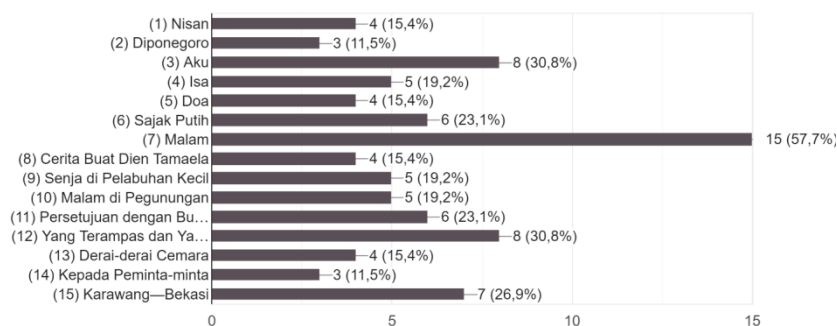
From the percentage obtained, in addition to the poem "Aku", the poem "Night" also uses one word in its array, such as the word *hilang*.

Meanwhile, from respondent data collection, it is known that as a modern poem, Chairil Anwar's poetry is not bound by rhyme (rhyme) or number of stanzas.

Table 6. Chairil Anwar's poetry is not bound by rhyme (rhyme) or number of stanzas

Sebagai puisi modern, menurut saya puisi Chairil Anwar ini tidak terikat rima (sajak) ataupun jumlah bait, yaitu ada pada puisi yang berjudul (boleh menjawab lebih dari satu)

26 jawaban



In the poem "Malam", the use of the word is not bound by rhyme (rhyme) or the number of stanzas because the number of words is limited and does not use rhyme in each line, as in the following example.

Mulai kelam

belum buntu malam,

kami masih berjaga

—Thermopylae?

—jagal tidak dikenal?

— tapi nanti

sebelum siang membentang

kami sudah tenggelam

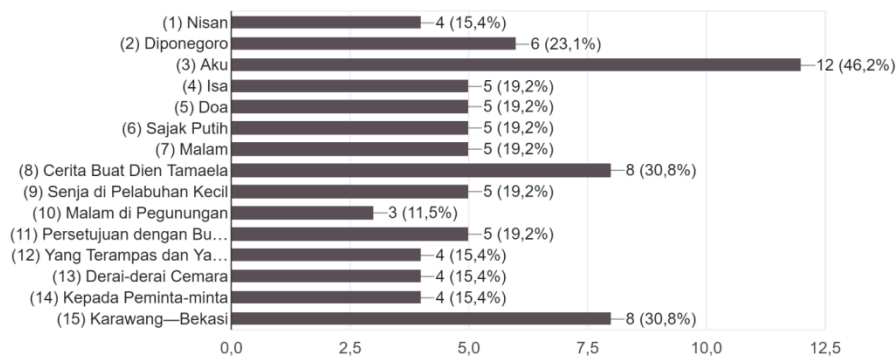
hilang....

From the respondent's data collection, it is known that as a modern poem, Chairil Anwar's poetry uses a dynamic figure of speech or language style, namely the poem entitled

Table 7. Chairil Anwar's poetry uses a dynamic figure of speech or language style

Sebagai puisi modern, menurut saya puisi Chairil Anwar ini menggunakan majas atau gaya bahasa yang dinamis, yaitu ada pada puisi yang berjudul (boleh menjawab lebih dari satu)

26 jawaban



The use of figurative language or dynamic language style can be seen in the poem "Aku", as in the following example.

Aku ini binatang jalang (majas metafor)

Luka dan bisa kubawa berlari, berlari (majas repetisi pada akhir larik)

Aku mau hidup seribu tahun lagi (majas hiperbola)

From the data collection of respondents, it is known that the words that are considered difficult by BIPA students at Advanced/C1/C2 level in Chairil Anwar's poems are *aku binatang jalang, datu, beta, menderai, pedih peri, sedu sedan, meradang, menerjang*. These words can be a lighter for teachers in teaching new vocabulary in poetry, especially in finding the meaning of denotation. Students can look up the meaning of the word in a dictionary.

5 Conclusion and Recommendation

From the data collected, it can be concluded that BIPA teachers use various teaching materials published by various institutions, including the Badan Pengembangan dan Pembinaan Bahasa. In addition, there are teachers who use self-compiled teaching materials. The use of these teaching materials is determined according to the teacher's preferences and the needs of students in the class.

Furthermore, BIPA students at Advanced Level/C1/C2 have mastered teaching materials for enriching Indonesian poetry based on time, starting from the types of Modern Poetry, New Poetry, Old Poetry, and Contemporary Poetry. Although there are also teachers who claim to have never taught poetry, BIPA students still know the types of poetry forms from other enrichment teaching materials.

Poems by Chairil Anwar are popular to be used as teaching materials in BIPA. From the fifteen examples of poetry by Chairil Anwar, it can be concluded that the BIPA Advanced/C1/C2 teachers still choose the poem "Aku" as the favorite poem. In addition, there is the favorite "Malam" poem which has a small number of words. From the table presented, it is illustrated that Chairil Anwar's poetry has many forms and does not only rely on the beauty of language, as in the characteristics of new poetry. The strengthening of Chairil Anwar's poetry as modern poetry can still be seen in the use of these poems in literary enrichment teaching materials, although there are many other poetry titles that can be used. Chairil Anwar's poetry can be read by BIPA students and can be an example of good poetry writing. The results of this study can be used as guidelines in the preparation of BIPA enrichment teaching materials in the field of literature, especially poetry.

Enrichment teaching materials in the form of poetry, especially Chairil Anwar's poetry, can be used to support the internationalization of the Indonesian language for foreign speakers through poetry. This can be seen from the choice of words selected.

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