

# Poetry Writing Method Innovation Using “Atafora” Technique in Indonesian Language Learning

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**Abstract.** Writing poetry’s an activity to express ideas, thoughts, and feelings in form of beautiful writing. Poetry writing competence is contained in the school curriculum. Students who have an interest in poetry are very minimal. The method of writing poetry in schools is less attractive. Therefore, this study aims to reveal an innovative method of writing poetry technique "Atafora" by combining the sensory experiences of students with a metaphorical figure of speech. The approach used is descriptive-qualitative with data collection through interviews. The results indicate that (a) many students admitted that they didn’t like writing poetry because difficulty finding figurative words and the language was considered difficult. Poetry teaching’s also felt to be less innovative because of the lack of examples from teachers that are relevant to students; (b) poetry creation using the "Atafora" technique can coach student’s sensitivity to the surrounding environment and creativity using metaphorical figures of speech, and explore sensory experiences.

**Keywords:** Poetry, metaphor, Indonesian.

## 1 Introduction

Language skills are aspects that enter into learning Indonesian at school. Currently, students are required to master four skills. [1] revealed that the four language skills are listening, reading, writing, and speaking. These four skills have a relationship with each other and become the basic aspects that must be mastered by humans. Writing as one of the four aspects that must be mastered is a skill that helps students hone their brains and creativity.

Writing poetry for some students is difficult skill to do. This is because poetry has many elements that surround it, such as diction, stanzas, rhymes, the figure of speech, and so on, while these things make the process of writing poetry hinder students, especially in thinking about the right words in poem. Therefore, learning to write poetry is a challenge for students.

Some studies have examined the method of writing poetry that can bridge students in writing poetry. [2] who applied onomatopoeic techniques to improve students' poetry writing skills.

This technique is related to the imitation of sounds in the surrounding environment. Creative learning techniques are developed in learning to write poetry [3]. It is also to instill an understanding that writing poetry is not impossible to master.

This research offers innovation in writing poetry by developing metaphorical figures of speech into an innovative poetry writing technique. So it is related to the "self" [4]. Therefore, the poetry writing technique offered is related to "self" and metaphor. The technique is called *Atafora* (I am Metaphor). The other element is sensory experience or experiences related to the activities of the five senses. The purpose of this study is (a) to reveal the problems experienced by students in writing poetry and (b) to describe the form of innovation from the *Atafora* technique. Through this research, it is hoped that teachers can apply these techniques in learning to write poetry and reduce students' difficulties in writing poetry.

## **2 Research method**

This research was conducted at State High School 3 Malang with the target of class X students. The approach used was descriptive qualitative. Qualitative descriptive was chosen to find a phenomenon or a problem that exists in schools and then presented the solution [5]. The data in this study is in the form of student speech about problems in learning to write poetry. Data collection in this study was conducted through interviews with students and a literature study. A literature study was conducted to find the theory of metaphor, the theory of writing poetry, and the theory of sensory experience. Data analysis was carried out in several stages.

## **3 Result and discussion**

### **3.1 The problems of writing poetry to students**

Poetry is defined as *making* [6]. That is, through poetry, an author has poured his imagination and created his world. An author is also able to build the atmosphere he wants. Therefore, poetry is also a place of relaxation for the author. Poetry as intangible cultural heritage is taught in schools so that students can learn and preserve it.

Writing poetry is a beautiful writing skill that is taught in school. However, poetry writing skills are also a burden for students. Writing poetry has several benefits that are obtained by the author, namely helping to express feelings, as psychological therapy, to entertaining others [7]. Unfortunately, choosing words to be arranged in the form of poetry becomes a burden for students.

Writing poetry is a difficult activity because composing beautiful words takes a long time. Then, poetry has writing rules that need to be considered to be beautiful." (RA Interview, August 24, 2022)

Poetry has some elements, namely rhyme, rhythm, diction, the figure of speech, imagery, and so on. These elements are considered by students as a burden in the process of writing poetry. Citraningrum [3] revealed that aspects of language and interpretation of poetry are things that are considered heavy by students. These two aspects are important indicators of poetry

learning. However, if students feel heavy and burdened, learning to write poetry becomes ineffective.

"The method of writing poetry taught by the teacher is too boring and monotonous, so students are less motivated to write poetry." (WD Interview, August 24, 2022)

[3] revealed that poetry writing activities at school have several obstacles. One of these obstacles comes from the teacher. To make it easier for students to write poetry, generally, designs of various methods are used to bridge students in writing poetry. The method of writing poetry that is fun and close to students will help students increase their motivation in writing poetry. In contrast to the method that tends to be monotonous, students will feel bored in writing poetry. Therefore, teachers have an important role in increasing students' motivation in writing poetry. One of them is by designing creative and interesting poetry writing methods.

The conventional method of writing poetry is an old method that is starting to be less attractive to students. Creativity and innovation are two aspects needed by teachers in developing poetry writing methods. Given that students today like creative aspects to help them get motivated to learn [2]. The teacher can provide a method that is not far from the student's learning environment or utilize the elements in poetry to be used as a method of writing poetry so that students can be trained in using it without feeling burdened.

Today, many young poets are writing poetry creatively and out of the constraints of strict poetry rules. In contrast to the theory of writing poetry which is widely taught in schools and tends to be monotonous [3], poetry books currently circulating in the market have an attractive writing style while maintaining the beauty of poetry. Therefore, the creative aspect of the teacher in developing poetry writing methods needs to be considered. Students will also be more motivated if the teacher participates in practicing directly in classroom learning. In addition, the government also supports more creative learning with the Implementation of the Independent Curriculum (IKM) [8]. The curriculum gives freedom to teachers to arrange to learn as creatively as possible and students are also given freedom of expression. Thus, poetry writing competence should not be a frightening specter for students.

### **3.2 Metaphors and sensory experiences as creative means of writing poetry**

Figures as one of the elements in poetry have various types, such as the metaphorical figure of speech, metonymy, personification, simile, and so on. A metaphor is a type of figure of speech that is widely used in poetry, prose, and advertisements. Metaphors have several rules, namely (a) using direct comparison words; (b) not using conjunctions; and (c) having a connotative meaning [4]. These three rules need to be considered by the author before compiling or analyzing poetry using metaphorical figures of speech. This type of figure of speech is used to compare something with an unreal meaning [9]. In other words, metaphor interprets the meaning of a thing with connotative meaning. This meaning serves to beautify and deepen the meaning of the poem.

[10] revealed that the meaning of poetry is an important aspect. This is because the meaning contains the message to be conveyed by the author. A metaphor is a figure of speech that is attached to the author, because metaphor is related to personal experience, whether it is the real experience (sensory), imagination, or ability. For example, the word *laut* (sea) has a denotative meaning or original meaning according to the dictionary. If the word is added with

a prefix *di-* and a suffix *-kan*, it will form the word *dilautkan*. The word no longer has a denotative meaning but has a connotative meaning.

The personal nature attached to the metaphor can help students to get to know themselves better. The concept of ego presented in the metaphor helps students and authors to realize that each individual has his or her character, views, feelings, and experiences [11]. Therefore, presenting the concept of self in poetry is also an opportunity for students to hone their creativity not only to know themselves but also to compose poetry with deep meaning.

One form of personal experience in metaphor is a sensory experience. Sensory experience is an experience related to the activities of the human senses [12]. This experience can also be related to social interactions between humans and humans, humans and nature, humans and God, and humans and themselves. Sensory experiences can be in the form of seeing, hearing, speaking, and so on. The concept of sensory experience is owned by each individual differently, so it has a personal nature as well.

The concept of metaphor and sensory experience is closely related, especially concerning the ego. A metaphor is a figure of speech of comparison. The subject of the metaphor (I) can be compared with the object of sensory experience, so it has a personal nature. This relationship can help students to sharpen their brains and think creatively by utilizing students' experiences to compose poetry.

For students, the metaphorical figure of speech is one of the figures of speech that is difficult to understand its meaning. Therefore, the concept of the method of writing poetry by utilizing metaphorical figures of speech and sensory experience can help students become more familiar with the concept of the metaphorical figure of speech and train students' poetry writing skills with more innovative preparation methods. Thus, students also learn to build deep meaning in poetry based on the concept of self that is attached to students.

### **3.3 Atafora technique: an innovative poetry writing method**

The method of writing poetry is a technique or method used as a bridge for an author in writing poetry. For a proficient poet, writing poetry no longer requires the help of methods. In general, authors who are proficient in writing poetry can write down their ideas at any time in their spare time, especially if the activity is a profession. In contrast to the activity of writing poetry for students. Writing poetry is one of the competencies taught in school. The poems taught can be in the form of old poetry or new poetry. For students, composing new poems is more difficult than composing old poems, so they need help in the form of methods.

In writing poetry, there have been various types of methods that help an author in writing. One of them is the method of writing onomatopoeic poetry [2]. This method is a type of method that is carried out by imitating the sounds in the surrounding environment. The method of writing poetry offered in this study is the Atafora technique or *Aku Metafora*. The method is composed of metaphors and sensory experiences possessed by students.

The Atafora technique is a form of innovative poetry writing method that can be used in learning Indonesian at school so that the poetry writing method taught by the teacher can be more varied and less boring. [3] revealed that a poetry writing activity is a creative activity

because an author will build new values, so it requires support and encouragement in the form of an appropriate poetry-writing method to support this activity.

The Atafora technique itself has three (3) formulas that can be used in compiling a stanza of poetry. The formula relates to objects in the form of sensory experiences, their explanations, and responses to these sensory experiences. The Atafora technique formula is as follows.

- (1) I+am+sensory experience (activity of the five senses)
- (2) Explanation of sensory experience
- (3) Explanation of attitude/behavior/action/decision/cause/effect (sensory experience response)

One of the meanings of metaphor is a direct comparison, without using affixes as found in simile figures, namely *bak*, *laksana*, like, or other similar words [4]. The meaning or rule of the metaphor is applied in formula number (1). The function of *I* in the formula is as a subject to be compared and brings the element of ego in the Atafora technique. The word *am* included in the formula is one of the characteristics of a direct comparison sentence, so it is added as a bridge to compose a metaphorical figure of speech or form a comparison. The function of sensory experience in the formula is as a comparison element and an object that is close to students, so students will feel more interested and understand it.

Formula number (2) is a form of explanation of sensory experience. For example, the sensory experience written down is *a pair of old shoes (sepasang sepatu tua)*. So, this formula will describe *a pair of old shoes (sepasang sepatu tua)*, as *my body is made up of old wounds (tubuhku terdiri atas luka-luka lama)*. Next, formula number (3) will explain the author's response to the previous formula. Through these three formulas, one stanza of poetry will be formed. This formula can also be applied in poetry where each stanza consists of more than 3 lines by adjusting the formula as needed.

The application of the Atafora technique helps students to describe their ideas and experiences in the form of poetry. This method is a new form of innovation so that students can experience poetry writing techniques that have not been encountered before. The application of this method is also able to increase student motivation through its connection with sensory experience. Students will get a stimulus through experiences in their imagination as well as experiences that have been passed and associate them with self so that the process of self-introduction to students can also be carried out through poetry writing activities.

## 4 Conclusion

Writing poetry is one of the activities carried out by students, especially in the material taught in class X. This activity is a challenge for students. Compared to scientific writing, writing poetry is considered by students as a writing activity that takes a long time in determining diction and compiling deep meaning. In addition, the method of writing poetry taught by the teacher tends to be monotonous, so students are less motivated to write poetry. The Atafora technique (*Aku Metafora*) is an innovative method of writing poetry that combines the rules of metaphor with sensory experience. Both are personal and close to the student's learning environment, so students will find it easier to write poetry through a bridge in the form of a

method. Through the method of writing poetry, it is hoped that the teacher can implement it in the classroom so that learning to write poetry is no longer monotonous and students motivation can be awakened.

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