

Analysis of the meaning of words in the book “Kumpulan Puisi Anak Sang Surya” as material for making teaching materials for new vocabulary mastery for grade IV elementary school students

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Abstract

Learning about vocabulary mastery is contained in the Independent Curriculum in Indonesian subjects, precisely in the learning achievements of phase B grades 3-4 elementary school on the elements of reading and watching, this is the basis for the importance of students in learning the mastery of new vocabulary and the meaning of these vocabulary. Poetry texts can be an alternative in learning to master students' new vocabulary, this is in line with the research entitled *Penguasaan Kosakata terhadap Keterampilan Menulis Puisi Siswa* delivered by Ramadhani (2020) From the results of his research, it is concluded that there is a significant interaction between the learning model and vocabulary mastery. The poetry texts used in the study are *Kumpulan Puisi Anak Sang Surya* written by Lia Maylani Hendriyanti. This research aims to find out the meaning of words in books *Kumpulan Puisi Anak Sang Surya*. In addition, this research also aims to obtain good teaching materials for the mastery of vocabulary of grade IV elementary school students based on the results of book analysis *Kumpulan Puisi Anak Sang Surya*. This research uses a qualitative approach with a method of analyzing the content of production flows and exchanging meanings called data. In this study, the words or morphemes contained in the collection of poems. Poems contained in the book *Kumpulan Puisi Anak Sang Surya* there are 34 poems, totaling 2,393 words. Words in the book *Kumpulan Puisi Anak Sang Surya* it has lexical and grammatical meanings, but is more likely to use grammatical meanings. By word denotative and the connotation that exists in poetry, not all poems are used as teaching materials for students' mastery of new vocabulary, there are 24 poems that will be used as teaching materials.

Keywords: analysis; meaning; poetry; teaching materials

INTRODUCTION

A word is a unit of language that has a meaning or meaning. The language of a word is very numerous and varied, then when the many words are made into a list of words, it is called vocabulary. Shirley (2024) conveying that vocabulary is a part of language that includes a list of words and their boundaries that are used according to their meaning and function. Therefore, vocabulary mastery means a person's ability to understand and use words or vocabulary in the language.

Vocabulary mastery is very important for students' cognitive abilities, with students having a lot of vocabulary then students will be good at communicating and writing, this is relevant to what is conveyed by Fitriani (2018) In his research on the influence of vocabulary mastery on students' writing ability, he concluded in his research that students' vocabulary mastery has a positive effect on writing ability, meaning that the more mastery of students' vocabulary, the higher the student's writing ability.

Learning about vocabulary is contained in the Independent Curriculum in Indonesian subjects, precisely in the learning outcomes of phase B grades 3-4 elementary school on the elements of reading and watching, where it is written:

"Students are able to read new words with a pattern of letter combinations that have been known fluently. Students are able to interpret new vocabulary and/or Indonesian vocabulary absorbed from regional languages from the texts they read or shows that are seen about interesting things in the surrounding environment. Students are able to understand messages and information about daily life, narrative texts, and children's poetry in print or electronic form. Students are able to understand the main ideas and supporting ideas in informative texts and narrative texts."

This is the basis for the importance of students in learning the mastery of new vocabulary and the meaning of the vocabulary.

Learning to enrich vocabulary can be done in a variety of ways. In the Indonesian book *Lihat Sekitar* for grade IV students of the Independent Curriculum written by Nukman and Setyowati (2023). In the book, it is explained that learning to master new vocabulary is carried out by how students are asked to read the text of the story, then students are asked to find the meaning of words according to personal perception and according to *KBBI* from several words that have been marked.

Learning students' new vocabulary mastery using story texts is certainly an interesting thing, but story texts are not the only media that can be used as a learning medium for new vocabulary mastery. Poetry texts can also be an alternative in learning to master students' new vocabulary.

Poetry is a literary work spoken with a feeling that contains thoughts and responses (Nisa, Cantieqa, Azzahra & Nainggolan, 2022). Poetry texts are one of the right choices to be used as a medium in enriching vocabulary because in poetry texts contain many vocabulary words that are sometimes still new to our ears, for example words *sanubari*, maybe some people think the word is a foreign word to hear, but actually the word has existed for a long time and is contained in the Great Dictionary of the Indonesian Language (*KBBI*) which means *jantung hati*. This is relevant to the previous research on "Vocabulary Mastery of Students' Poetry Writing Skills" delivered by Ramadhani (2020). Based on the results of his research, it was concluded that there was a significant interaction between the learning model and vocabulary mastery on poetry writing skills.

The poetry text used in the study is the *Kumpulan Puisi Anak Sang Surya* written by Lia Maylani Hendriyanti. The researcher chose the poetry manuscript because it is a collection of poems written specifically for children which contains a lot of interesting vocabulary and good moral messages for children, so it is very relevant to be used as a learning medium for vocabulary mastery for students. One of the poems in the book *Kumpulan Puisi Anak Sang Surya* is a poem entitled *Ayah* which explains the struggle of a father for his child, of course this can be a good moral message lesson for children who read this poem. One of the words written in the poem entitled *Ayah* is the word *peluh* which has the meaning of the word according to *KBBI*, namely water that comes out of the hole in the skin (pores) or sweat. The word *peluh* may still be unfamiliar, children are more familiar with the meaning of sweat.

Based on the description above, this study has a problem formulation to find out what the meanings of words are in the book *Kumpulan Puisi Anak Sang Surya* by Lia Maylani Hendriyanti, then how to teach materials for vocabulary mastery for grade IV elementary school students based on the results of the analysis of the book *Kumpulan Puisi Anak Sang Surya* by Lia Maylani Hendriyanti.

METHODS

In this study, the researcher used a qualitative approach. This approach is used because the data that will be obtained is in the form of words. According to Creswell (2016) Qualitative research is research with a perspective to explore and understand the meaning that comes from individuals or a number of groups of people who are considered to have social or humanitarian problems.

This study uses the method of analyzing the content of production flows and the exchange of meanings. Content analysis is research that is an in-depth discussion of the content of written or printed information in the mass media, then the flow of production and exchange of meaning is research that is in the nature of interpreting a meaning that occurs, the meaning in question is not a physical and static thing like the view of transmission (Eriyanto, 2011). The content analysis method is used because this research is carried out by analyzing the meaning of words in a book. *Kumpulan Puisi Anak Sang Surya* by Lia Maylani Hendriyanti. The flow of production and exchange of meanings is used because this research does not do calculations and measurements, but rather interpret a vocabulary meaning in the book *Kumpulan Puisi Anak Sang Surya* by Lia Maylani, because this research uses a content analysis method, so it does not require a special place setting.

The data collection technique used in this study is document analysis. This collection technique is used because the data collected in the form of vocabulary is sourced from a document. The document in question is a book *A Collection of Poems by the Sun* by Lia Maylani Hendriyanti. According to an expert in document analysis, a record of events in the form of writings, drawings, or monumental works of a person (Khilmiyah, 2016, p. 113).

The data analysis techniques used in this study are: (1) collecting data, namely collecting data in the form of words in the book *Kumpulan Poemi Anak Sang Surya*; (2) identifying data, i.e. eliminating those that are not part of the data in this study; (3) classifying data, i.e. classifying the type of word meaning between grammatical meaning and lexical meaning; (4) describe the data; and (5) make teaching materials based on the results of data analysis.

RESULT AND DISCUSSION

Findings Data

The data obtained in this study are in the form of words written in the book *Kumpulan Puisi Anak Sang Surya* written by Lia Maylani Hedriyanti. In the book there are a total of 34 poems which total 2,393 words.

Analysis of Findings

Data Identification

The data used in this study are words or morphemes written in poems in books *Kumpulan Puisi Anak Sang Surya*. According to Squirting (2021) A morpheme is the smallest element that individually contains meaning or meaning in the utterance of a language, while a word is the smallest free form or unit that can be pronounced independently. It is possible that the morphemes themselves are the whole of the word. Morpheme or words are data that will be collected and used later in this study.

The poetry writings in the book *Kumpulan Puisi Anak Sang Surya* are all words, so all the writings in the poems are part of the data of this research. There is also data that has been found in the collection of poems amounting to 2,393 data.

The data that has been found will be re-identified for its contextual meaning and semantic group. According to Darmawati (2018) Lexical meaning is the meaning that is found in the basic word without joining other forms, while grammatical meaning is the meaning of words that arise from the combination of one form with another, either in the form of a word or another form.

Classification

The data that has been identified will be classified based on its semantic meaning, consisting of lexical meaning and grammatical meaning. According to Darmawati (2018) Lexical meaning is the meaning that is found in the basic word without joining other forms, while grammatical meaning is the meaning of words that arise from the combination of one form with another, either in the form of a word or another form.

Description

The data that has been classified tends to have grammatical meaning, this is evidenced by the data that has been reduced and classified totaling 215 words with lexical meaning and 1,674 grammatical meaning. Words with lexical and grammatical meaning in this study are denotative and connotative words. According to Keraf (2009) A denotative word is a word that does not contain additional meanings or feelings or is also called a true meaning with a root word in general, while a connotative word is a word that contains an additional meaning, a certain feeling or a certain sense value in addition to its general basic meaning, or it can also be called an unreal meaning.

Elementary school students have a concrete learning style to make their learning outcomes effective, for that the word denotative is very relevant to be used in learning Indonesian in elementary school. Elementary school students must carry out learning activities according to their developmental age in order to achieve effective learning, elementary school students have characteristics in the learning process tend to learn concretely (Safitri, Rusmiati, Fauziyyah, & Prihantini (2022).

Based on the denotative and connotative words in the poem, not all poems are used as teaching materials for students' mastery of new vocabulary. There are 24 poems that will be used as teaching materials, namely *Bunda, Penanam Padi, Untuk Mu Kakak, Guruku, Pahlawan, Indonesia Ku, Pelangi, Banjir, Kincir Angin, Diriku Yang Mungil, Sepeda Baruku, Kota Pribadiku, Sekolah Yang Kucinta, Kantin Kejujuran, Indahnya Taman Sekolahku, Sahabat Terbaik, Bantal Masa Kecilku, Pekerjaan Rumah, Pramuka, Adik Ku, Bungaku, Wayang Kulit, Ujian Sekolah, dan Sekolahku*.

The teaching materials that will be made in this study are in the form of Student Worksheets (*LKPD*). As for the writing steps *LKPD* according to Cosmic (2021) Include: (1) determine basic competencies and learning indicators; (2) compiling the main materials that are adjusted to the basic competencies and indicators; (3) develop a number of activities in accordance with existing indicators in detail, systematic, and varied, this can be used in the

form of knowledge or skill development activities; and (4) developing a formative test assessment tool to measure students' understanding.

The first stage in writing the *LKPD* is to determine the basic competencies and learning indicators, but because the curriculum used during this study is the Independent Curriculum, these basic competencies and indicators are renamed to learning outcomes (*CP*), then this learning outcomes (*CP*) will be lowered to learning objectives (*TP*). The learning outcomes (*CP*) that is the basis in this *LKPD* is in the subject of Indonesian, phase B grades 3 - 4 of elementary school, elements of reading and watching, it is written:

"Students are able to read new words with a pattern of letter combinations that have been known fluently. Students are able to interpret new vocabulary and/or Indonesian vocabulary absorbed from regional languages from the texts they read or shows that are seen about interesting things in the surrounding environment. Students are able to understand messages and information about daily life, narrative texts, and children's poetry in print or electronic form. Students are able to understand the main ideas and supporting ideas in informative texts and narrative texts."

In these learning outcomes, there is a lot of material and the *LKPD* that will be made in this study will focus on the material interpreting new vocabulary. The learning objectives derived from the learning outcomes are: (1) students can read the poem text correctly and (2) students can translate the vocabulary in the poem text correctly.

The existing learning objectives will be re-enforced into indicators, as for the indicators in this learning, namely: (1) a poem text is presented, students can read the poem text correctly and (2) a poetry text is presented, students can translate the vocabulary in the poetry text correctly

The existing learning indicators will be lowered back to the stages of learning activities, the following are the stages of learning activities: (1) students pray together before working on the worksheet; (2) students prepare stationery to work on *LKPD*; (3) the teacher reads one of the poetry texts in the book *Kumpulan Poem Anak Sang Surya*; (4) students listen to the reading of the poem text from the teacher; (5) the teacher distributed several poetry text manuscripts from the book *Kumpulan Puisi Anak Sang Surya*; (6) students learn the text of the poem shared by the teacher; (7) students interpret the words underlined in the poetry text based on the large dictionary of the Indonesian language and based on their own understanding; and (8) students read the text of the poem that they have learned. In *LKPD* after the stages of learning activities, of course there needs to be a formative test to measure students' understanding of the material studied.

CONCLUSION

The poems contained in the book *Kumpulan Puisi Anak Sang Surya* amount to 34 poems, there is also the number of words contained in all of the poems, which is 2,393 words. The words contained in the book *Kumpulan Puisi Anak Sang Surya* have lexical and grammatical meanings, but they tend to use grammatical meanings, this is evidenced by the reduction and classification of data there are 215 words with lexical meanings and 1,674 words with grammatical meanings. Words with lexical and grammatical meaning in this study are denotative and connotative words. Poetry that will be used as a learning material for students' new vocabulary mastery is only poetry that has a denotative meaning to make the learning

outcomes of students effective, because elementary school students must learn concretely and this lexical meaning is a real meaning or does not have a double meaning that makes the meaning ambiguous. This makes student learning concrete. Based on this, not all poems in the book *Kumpulan Puisi Anak Sang Surya* cannot be used as learning materials, only a few poems have denotative meanings.

Based on the denotative and connotative words in the poem, not all poems are used as teaching materials for students' new vocabulary mastery, there are 24 poems that will be used as teaching materials, namely poems entitled *Bunda, Penanam Padi, Untuk Mu Kakak, Guruku, Pahlawan, Indonesia Ku, Pelangi, Banjir, Kincir Angin, Diriku Yang Mungil, Sepeda Baruku, Kota Pribadiku, Sekolah Yang Kucinta, Kantin Kejujuran, Indahnya Taman Sekolahku, Sahabat Terbaik, Bantal Masa Kecilku, Pekerjaan Rumah, Pramuka, Adik Ku, Bungaku, Wayang Kulit, Ujian Sekolah, dan Sekolahku*.

The learning materials that will be made later are in the form of Student Worksheets (LKPD). This learning material has learning outcomes based on the Independent Curriculum which is precisely listed in the Indonesian subject, phase B grades 3-4 elementary school, reading and watching elements. In addition, the learning materials in this study also have learning objectives derived from the learning outcomes, namely: (1) Students can read the poetry text correctly and (2) Students can translate the vocabulary in the poetry text correctly.

To measure student learning outcomes later in the learning materials in the form of the Student Worksheet (LKPD), it also has a formative test in the form of interpreting the words in the poetry text, then assessing it based on the assessment rubric that has been made.

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