

TEXT ANALYSIS OF POEM " IBU" BY D. ZAMAWI IMRON IN INDONESIAN LANGUAGE HIGH SCHOOL'S TEXTBOOKS

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ABSTRACT

This research aims to analyze one of the poems by D. Zamawi Imron to identify the relationship between readings and aspects that lie outside the readings. He told me about the creation of this poem. When he asked permission from his mother to go abroad to seek knowledge. The theory used is Critical Discourse Analysis modeled on Teun A. Van Dijk which has 3 dimensions: Reading Analysis, Social Cognition, and Social Analysis. There are also procedures used which are qualitative research procedures, with a critical paradigm. The object of this research was reading the poem "Ibu". Research information was obtained from an Indonesian language textbook for class X according to the 2013 curriculum. The research results included 3 AWK measures according to the van Dijk model: Reading analysis which has 3 aspects in it. On the macro structure, the poem has the theme of mother's love and sacrifice for her child and the child who wants to serve her mother. Superstructure, arrangement of stanza by stanza that alternates. Micro structure, which has detailed elements, intention, lexicon, metaphor, sentence form, and pronouns. Social cognition which deals with the poet's individual condition overrides his judgment of a child who shows love and affection to his mother. Evaluate Zamawi Imron's position, as well as how to control the events around him. Lastly is Social Analysis, where the bond between child and mother, the child realizes how much he misses his mother, how much love and sacrifice his mother gave him and the will of the child who wants to share the best service for his mother.

INTRODUCTION

Zawawi Imron was born in the village of Batang-Batang, Sumenep, on the tip of the island of Madura in 1945, and he does not know the date and month of his birth. Zawawi wrote the poem "Ibu", he wanted to tell people how much our mother contributes to our lives, because she gave birth to us, taught us many things, protected us from danger, took care of us patiently and with compassion advised us to be a successful person in the future, and that's all a mother wants (Hasanah, 2013). Mothers only want to see their children grow up to be successful, happy and useful people for others and not forget who made them in that position.

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This mother's poem tells the story of a child who expresses his love and affection for his mother (Ginanjar et al., 2019). In the poem, the child realizes how much he misses his mother, how much love his mother gave him and the child's desire to give the best service to his mother (Muda, 2020).

Zawawi Imron wrote this poem by making this poem develop, from the beginning it can be seen that the main character in this poem really misses his mother, until at the end how this child really wants to return the favor and really misses his mother, with all the childhood memories he spent together Her mother (Muda, 2020). Zawawi wrote this poem in a writing style that is full of figurative words and also with a lot of lines, making this poem a bit difficult to understand and sometimes a line doesn't have its own meaning, and must be combined with a line before or after it to reveal the true meaning of the line (Hidayat, n.d.).

One view of discourse analysis is critical. This view wants to correct the view of constructivism which is less sensitive to the process of production and reproduction of meaning that has occurred historically and institutionally (Ghafur, 2016). Discourse analysis in this paradigm emphasizes the power constellation that occurs in the process of production and reproduction of meaning (Alvesson & Kärreman, 2011). Individuals are not considered as neutral subjects who can interpret freely according to their thoughts, because they are closely related to and influenced by social forces that exist in society (Juliantari, 2017). Therefore, discourse analysis is used to dismantle the power that exists in every language process: what boundaries are allowed to become discourse, what perspectives must be used, what topics are discussed (Johnstone, 2017). With this kind of view, discourse sees language always involved in relationships power, especially in the formation of subjects, and various representational actions contained in society. The third discourse analysis is often called critical discourse analysis (CDA) (Eriyanto, 2001).

In accordance with the view of critical discourse analysis that has been described previously, we know that critical discourse analysis is a method of studying the use of language that departs from a critical paradigm. This view wants to correct the view of constructivism which only limits the process of forming a discourse as an effort to reveal the hidden intentions of the subject who put forward a statement, without considering the production process that occurred historically or institutionally (Eriyanto, 2001).

Discourse analysis in this paradigm emphasizes the power constellation that occurs in the process of production and reproduction of meaning. Individuals are not considered as neutral subjects who can interpret freely according to their thoughts, because they are very related to and influenced by social forces that exist in society (Sjarif & Prasetyo, 2017).

Of the many models of discourse analysis introduced and developed by several experts, the van Dijk model is the most widely used model. This may be because van Dijk formulates elements of discourse, so that they can be used practically. The model used by van Dijk is often referred to as "social cognition" (Van Dijk, 2015). According to van Dijk, research on discourse is not enough to be based solely on an analysis of texts, because texts are only the result of a production practice that must also be observed (Khasanah, 2018). Here it must also be seen how a text is produced, so that we gain some knowledge of why a text can be like that (Eriyanto, 2001).

Van Dijk does not exclude his model solely by analyzing the text alone. He also sees how social structure, domination, and power groups exist in society and how cognition/thoughts and awareness shape and influence certain texts (Eriyanto, 2001). Discourse by Van Dijk is described as having three dimensions/buildings: text, social cognition, and social context (Saadillah &

Nuruh, 2020). The essence of Van Dijk's analysis is to combine the three dimensions of discourse into a unified analysis (Liando et al., 2022). In the text dimension, what is examined is how the text structure and discourse strategies are used to emphasize a particular theme. On the dimension of social cognition, the text production process is studied which involves individual cognition of the text maker. Moreover, this study aims to acknowledge the relevance of a poem entitled "Ibu" (mother) to Indonesian Language Textbooks for high school and to identify the relationship between readings and aspects that lie outside the reading.

METHOD

This study uses a critical paradigm. The critical paradigm is basically a scientific paradigm that places the critical epistemology of Marxism in all of its research methodology (Sugiyono, 2019). The fact states that the critical paradigm inspired by critical theory cannot escape from the legacy of Marxism in all of its philosophy of knowledge.

This research was conducted using critical discourse analysis method. By using this critical discourse analysis method, the analysis will focus on linguistic aspects and the contexts related to these aspects (Badara, 2014). The context here can mean that the linguistic aspects are used for certain purposes and practices. The object to be examined by researchers is the text of the poem "Ibu".

RESULTS AND DISCUSSION

Table 1
Text Analysis

No	Structure	Research result
1	Macro Structure	There is a collaborative theme from the title chosen by D. Zamawi Imron, as well as representing the content of the poem. The theme of the "Ibu" poem by D. Zawawi Imron is about love. In this poem, D. Zawawi Imron writes about his longing for his mother when the writer is writing (lines 1-7). then the writer expresses his mother's love which is like the ocean and mother is where the writer learns about life ("my place to sail, cast nets and cast anchor")
2	Superstructure	The writing structure of this poem can be seen from stanza after stanza which are continuous. The first stanza, there is an explanatory sentence which is also the proper bridging to the next stanza. The second stanza, the story of the experience of longing for the mother. The words he makes up and some of the events he experiences by the main character. Zawawi wants to emphasize the meaning of the sentence, namely the affection and love of a mother, which is then explained in the following lines. Where when traveling a child remembers his past or childhood, causing a longing for a mother figure. D. Zamawi Imron describes words that seem alive, as if he could say to the poet.
3	Micro Structure	- Details: the word 'I' is displayed with the dominating portion of the content of the poem. - Pronouns: the word "I" is replaced by the first person mention, namely "I" in the first stanza, the word "Mother" is replaced by the second person mention, namely "mother". - Sentence form: the use of the active sentence form. Positioning himself as well as 'I' , 'Mother' is always the subject and is placed at the beginning of the sentence in each line of his poetry. - Lexicon : a. Drought : Means drought; crop failure; disaster

No	Structure	Research result
		b. Only your tears are tears mother : The mother is crying; because of the hardships of the dry season. c. Mayang siwalan: Longing; fond memories d. My hermitage cave: In the womb/womb; shelter; shelter; looking for clues. e. Sailing : Facing life f. Hero: A figure who has made a big contribution g. Ocean: Very wide h. Calm seas : Pacific Ocean; widest ocean i. Headwind : Trouble; trial; obstacle j. Ferris wheel: Rainbow; beautiful k. Blue sky: Beautiful - Metaphors: 'Mother is my hermitage cave', 'Angel wears a Ferris wheel', 'Writes the blue sky'.

Table 2
Social Cognition

No	Scheme	Research result
1	Person	A poem by D. Zawawi Imron entitled "Ibu". D. Zamawi Imron has views of a mother for him. This poem he creates has a feeling or a touching atmosphere and has a tone as an appeal to or reminds the reader and has a mandate so that we do not forget a mother whose services and affection are so great that a mother's services to her child will never be reciprocated and replaced by anyone.
2	Self	A child who is always proud of his mother and always wants to repay all the sacrifices made by a mother until the child grows up and wanders far away. Children who feel a mother's love always miss their mother and hope that her mother is always with her. A child who tries to make his mother happy and will not forget his mother's services and affection. D.Zamawi Imron, the poet just wants to tell a story about a mother's love for her children. The atmosphere that appears in the poem is an atmosphere of compassion and pride. Through this poem, D. Zamawi Imron also conveys his message to readers. The imagery in the poem is described above a concrete reflection of what D. Zamawi Imron felt. Readers who read this poem are also carried away by the atmosphere that is felt about mother's love.
3	Role	D. Zawawi Imron is a rare artist. His father died before he was eight years old. Zawawi Imron lived and was raised by his mother. by seeing the great sacrifice his mother made for him, Zamawi Imron also wrote a poem for his mother as a form of remembrance of his mother. D. Zamawi Imron The poem "Ibu" by D. Zamawi Imron has a very deep value, namely when the reader reads the poem, the writer hopes that the reader is directed to be aware of how great the sacrifice and love of the mother is for us. All humans on this earth were born through a mother, therefore Zamawi Imron thinks that everyone on this earth understands how a mother exists and how we should behave towards mothers.
4	Event	Poetry is a literary work that expresses the thoughts and feelings of the author imaginatively and is composed with a focus on the power of language. D. Zamawi Imron describes a mother who is very valuable, in accordance with the author's thought that a mother is everything. In the poem it is described that the services and kindness of a mother are invaluable and can never be

No	Scheme	Research result
		paid for by anything and can never be replaced by anyone. This poem also reflects the reality of people's lives in the area of the island of Madura which is synonymous with marine life and often experiences long dry spells. D. Zamawi Imron understands why he has to continue writing and creating because he wants to pour what he feels and experiences into a literary work for audiences to read and enjoy.

Table 3
Social Analysis

No	Point	Research result
1	Social practice	The social community regarding the love and services of a mother for her child, the feeling or atmosphere in the poem, namely the feeling or touching atmosphere, the tone in the poem, which is a reminder or appeal to the reader not to forget the struggle and affection and services of a mother for her child, the mandate this poem, namely, do not forget how great the service and love and struggle of a mother for her child because the service, affection and struggle of a mother will never be reciprocated by anything and by anyone.
2	Social access	Literary works such as poetry can usually be read by the public or the general public as reading material or as teaching material. There is a lot of access nowadays, one of which is the media which has become public consumption in obtaining information, both print and electronic.

The text of the poem "Ibu" Research information obtained from Indonesian language textbooks for class X is compatible with the 2013 curriculum. The 2013 curriculum is the curriculum that applies in the current Indonesian education system. The curriculum develops students' spiritual, social, knowledge and skills attitudes. Ideally learning activities which include planning, implementing and evaluating results based on the 2013 curriculum carried out by teachers and students must be in accordance with the guidelines that apply in the 2013 curriculum. Implementing the 2013 curriculum requires character values into three educational domains, namely cognitive (knowledge), affective (attitude), psychomotor (expertise/skill) from student learning output. In accordance with the 2013 curriculum, learning to write poetry is in semester 2 of class X. Listed in the syllabus is KD 3.

The results of data analysis related to research on learning to write poetry based on the 2013 curriculum in class X high school students can be concluded that writing poetry has components that are in accordance with the 2013 curriculum which consists of subject identity, core competencies (KI), basic competencies (KD), indicators, learning objectives , teaching materials, learning resources, learning media, learning methods, learning scenarios and learning assessment.

Discussion

On the dimension of text analysis, the macro/thematic structure contained in the poem "Ibu". There is a collaborative theme from the title chosen by D. Zamawi Imron, as well as representing the content of the poem. The theme of the IBU poem by D. Zawawi Imron is about love. In this poem, D. Zawawi Imron writes about his longing for his mother when the writer is writing (lines 1-7). then the writer expresses his mother's love which is like the ocean and mother is where the writer studies life ("my place to sail, cast nets and cast anchor") and mother's words namely the collaboration of themes found, Superstructure, the writing structure of this poem can

be seen from stanza after stanza that are continuous. The first stanza, there is an explanatory sentence which is also the proper bridging to the next stanza. The second stanza, the story of the experience of longing for the mother. The words he makes up and some of the events he experiences by the main character. Zawawi wants to emphasize the meaning of the sentence, namely the affection and love of a mother, which is then explained in the following lines. Where when traveling a child remembers his past or childhood, causing longing for a mother figure. D. Zamawi Imron describes words that seem alive, as if they could speak to the poet. The superstructure of the poem is composed stanza by stanza that are interrelated and consistent with what the poet wants to convey. Zawawi wants to emphasize the meaning of the sentence, namely the affection and love of a mother, which is then explained in the following lines. Where when traveling a child remembers his past or childhood, causing longing for a mother figure. D. Zamawi Imron describes words that seem alive, as if they could speak to the poet. The superstructure of the poem is composed stanza by stanza that are interrelated and consistent with what the poet wants to convey. Zawawi wants to emphasize the meaning of the sentence, namely the affection and love of a mother, which is then explained in the following lines. Where when traveling a child remembers his past or childhood, causing longing for a mother figure. D. Zamawi Imron describes words that seem alive, as if they could speak to the poet. The superstructure of the poem is composed stanza by stanza that are interrelated and consistent with what the poet wants to convey.

In the micro structure, there are detailed elements in the use of the words 'child', 'mother' which are displayed with a portion that dominates the content of the poem, elements of intent that tell about how the mother's life and sacrifice, and about the longing of a child for his mother when abroad, the pronoun element "I" is replaced by the mention of the first person, namely "I" in the first stanza, the word "Mother" is replaced by the mention of the second person, namely "Mother". As for the intention to be as information that is told with various events that he experienced, and also how to interpret the words that are always used to express the deepest feelings to Mother. use of active sentences. Positioning herself as well as 'I' , 'Mother' is always the subject and is placed at the beginning of the sentence in every line of her poetry. The lexicon element in the choice of the sentence "My hermitage cave" which means in the womb/womb; shelter; shelter; looking for clues. As for some words that can be a clue to interpret the contents of the poem. On the dimension of social cognition, the poet's person schema refers to the attitudes of all children towards their mothers. In the self-scheme, there is an assessment from a child to his mother. a mother who always struggles to raise her child and always loves her child. In the role scheme, an assessment of the mother's role in a child. Mothers who always give endless love, always put their children's interests first, always want their children to be happy, fight solely for their children. looking for clues. As for some words that can be a clue to interpret the contents of the poem. On the dimension of social cognition, the poet's person schema refers to the attitudes of all children towards their mothers. In the self-scheme, there is an assessment from a child to his mother. a mother who always struggles to raise her child and always loves her child. In the role scheme, an assessment of the mother's role in a child. Mothers who always give endless love, always put their children's interests first, always want their children to be happy, fight solely for their children. looking for clues. As for some words that can be a clue to interpret the contents of the poem. On the dimension of social cognition, the poet's person schema refers to the attitudes of all children towards their mothers. In the self-scheme, there is an assessment from a child to his mother. a mother who always struggles to raise her child and always loves her child. In the role scheme, an assessment of the mother's role in a child. Mothers who always give

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CONCLUSION

Poetry texts in Indonesian language textbooks for class X SMA in curriculum 13 are suitable to be used as teaching materials for students because the indicators of competency achievement and basic competencies have met the learning requirements. This book is a student book prepared by the Government in the context of implementing the 2013 Curriculum. This student book was compiled and reviewed by various parties under the coordination of the Ministry of Education and Culture and used in the early stages of implementing the 2013 curriculum. This book is also for the application of literary competency learning, not only in appreciating activities, but also in expressing and creating literature according to the potential of students. The presentation of learning material in this Indonesian language book uses text in context according to the objectives of social activities and the function of communication. Therefore, achieving language and literary competence is expected by students to follow the stages of scientific learning. So that this book is feasible to be used as teaching material for students in studying Poetry Texts and in accordance with the expected 2013 curriculum.

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