



The Influence of Cooperative Learning and Interest in Reading Poetry on Poetry Writing Skills in Students Class VIII of Public Junior High School in Purwokerto

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Abstract

Poetry writing becomes one of the most essential abilities that pupils develop. This study highlights the importance of idea sentence-type cooperative learning, a method for enhancing poetry-writing skills. The purpose of this study is to investigate the effect of concept sentence-type cooperative learning on poetry writing skills as measured by a desire to read poetry. This is an experimental study with a 2x2 factorial layout. This study utilized two independent variables, namely cooperative learning of concept sentence and image and image types. The research sample comprised of 68 Indonesian students from SMP Negeri 6 and SMP Negeri 9 Purwokerto who were divided into experimental and control courses in two classes. Poetry writing performance tests and poetry reading interest questionnaires were used to collect data. Using a 2-lane ANOVA, the results were carefully evaluated. The results showed: (1) The worth of poetry writing abilities taught by concept sentence-type cooperative learning was significantly higher than those taught by picture and picture; (2) There is a considerable variation in the value of poetry writing skills between students with a high and low interest in poetry reading; (3) Students who are taught utilizing concept sentence-type cooperative learning and who have an interest in reading and creating poetry interact.

Keywords: *Writing Poetry; Concept Sentence; Cooperative Learning; Interest in Reading Poetry*

Introduction

Poetry writing is a creative activity that use written language as a medium to express the author's emotions, thoughts, and ideas. Poetry is defined as an attempt to convey thoughts, feelings, information, ideas, and experiences via the creative, aesthetic, and original compression of language parts (Bolton, 2014). If poetry writing instruction is successful, it will transform pupils into persons who are responsive, critical, and creative in their thinking and actions (Naylor and Wood, 2012).

The creative process of writing poetry begins with listening to or developing empirical facts, which are then incorporated in the form of poetry. Then, to incorporate it into a poem, one must first comprehend poetry's basic blocks (Jabrohim et al,2009:31-33). In general, poetry's structural elements can be divided into two categories: the physical element and the inner element. The two portions are

comprised of elements that are interwoven with one another, and the entirety of these elements constitute a complete meaning.

Writing poetry in school necessitates a learning model that may be implemented so that learning objectives are maximally attained. A model of cooperative learning may be utilized for learning. Cooperative learning is one of the approved instructional methods in which students achieve learning objectives by assisting one another in a social setting (Millis and Cottell, 1998). According to Woolfolk (2006), cooperative learning can motivate students to join in groups and teach them to value and improve intergroup connections.

The *concept sentence* is one form of cooperative learning strategy that can be utilized when learning to write poetry. The *concept sentence* learning model is a cooperative learning technique or variant established by Robert E. Slavin of *Johns Hopkins* University. Huda (2013: 315) claims that *concept sentences* are a learning approach that is implemented by providing students with cards containing multiple keywords, which are then grouped into multiple sentences and expanded into paragraphs. Herdian (2009: 5) had a similar viewpoint, stating that the *concept sentence* model is a learning model since it requires students to join groups and compose sentences containing at least four keywords based on the material supplied by the teacher.

The success of students' poetry writing skills is not limited to the usage of effective learning approaches. However, pupils' enthusiasm in reading poetry also influences their ability to write poetry. Interest in reading poetry refers to the propensity to comprehend poetry by reading and comprehending poetry, and then to write poetry and appreciate poetry through creating poetry. The greater a student's interest in reading poetry, the greater their talent in composing poetry (Sari, 2016).

Method

This study utilized a quasi-experimental design. Experimentation signifies that this research is conducted by modifying the object of study and the presence of a control. In the meantime, faux signifies that the study is conducted to ascertain the effects that will result from a treatment that has been given purposefully by researchers with the existence of an experiment group and a control group, according to (Sugiyono, 2013).

The pseudo-experimental approach was adopted to determine the influence of the treatment of the two learning models, namely the *concepts sentence* and *picture learning* models, on poetry writing skills as measured by the desire to read poetry. The experimental method was selected since it was deemed appropriate for identifying the issues in this research.

Result and Discussion

The effects of cooperative learning approaches and students' interest in reading poetry on their poetry writing skills have been researched and the following findings have been uncovered:

1. There are Differences in The Poetry Writing Skills of Students Who Are Taught Using a *Concept Sentence* Type Learning Model with *Picture and Picture*

In the initial test of the hypothesis, it was determined that there was a relationship between the usage of *concept sentence* type cooperative learning and *picture and picture* type cooperative learning in the acquisition of poetry writing skills. The calculated $F_{price} = 159.12$ is greater than $F_{table} = 3.99$ at a significance level of $= 0.05$ based on the findings of the analysis of the two-lane variance. Evidently, cooperative *learning* of concept sentences aids to the teaching and learning of poetry writing skills.

The contribution of cooperative learning to writing skills has also been demonstrated by Damayanti (2013), whose research demonstrates that concept sentence-type cooperative learning influences writing skills. According to him, after receiving treatment for *concept sentence* learning, students are more engaged in content discussions. Concept-based cooperative learning can foster and cultivate innovative thought processes in students. The usage of keywords offered by the teacher as a learning tool can assist pupils in organizing the available words into a poem through creative thinking. In addition, the learning conducted by the teacher is more engaging and encourages greater student participation in the learning process. Due to the fact that the knowledge pupils acquire is based on their own deliberate efforts, learning takes on greater importance. As a result, students' abilities to write poetry have improved.

Students' poetry writing talents consist primarily of their ability to generate a decent poem from an idea. To compose a poem, students must be able to select a concept or theme beforehand. Then, students must have the ability to transform words into a beautiful poem. In connection to learning to create poetry, it is vital to have a system that makes it easier for pupils to acquire the diction necessary to compose poetry. One of the learning models that can help students improve their poetry writing skills is a cooperative learning model based on *concept sentences*.

Overall, students who were taught using a *concept sentence* type cooperative learning model had a greater impact on their poetry writing abilities than those who were taught using an *picture and picture* type *cooperative learning* model. Concept-sentence cooperative *learning* gives students with guidance in the form of keywords or diction that they can use to compose poetry. This is consistent with what Zulela (2012:75) stated, namely that the usage of keywords is one of the steps required to learn how to write poetry that matches. The utilization of these keywords is highly appropriate, as they may be used to boost students' early understanding so that they can be assisted in transforming them into beautiful poetry rhymes. Likewise, Shoimin (2016: 38) asserts that keywords will assist students in better comprehending the learning material, hence motivating them to continue learning.

The *concept sentence* learning paradigm utilized in this research has been shown to make students more engaged in the learning process and provide them with more engaging *experiences*. This is consistent with what Huda (2013: 316) stated, namely that the *concept sentence* learning paradigm is one that needs active student participation in the learning process. In addition, students acquire more confidence in their ability to convey their thoughts, ideas, opinions, and emotions in written form as a result of the teacher-assigned keywords. This demonstrates that the *concepts sentence* learning methodology can result in improved poetry writing skills.

2. There are Differences in Poetry Writing Skills of Students Who Have a High and Low Interest in Reading Poetry

In the second hypothesis test, the poetry writing skills of students with a strong reading interest are superior than those of students with a weak reading interest. In accordance with the two-track variance analysis's calculation results, $F_{\text{count}} = 24.98$ was higher than $F_{\text{table}} = 3.99$ at the significance level of $\alpha = 0.05$, indicating that there is a difference between students who are highly interested in reading and those who are not. This is consistent with Zurina's (2013) claim in *A Study of Students Reading Interest in a Second Language* that reading interest is crucial for increasing student achievement in the classroom. Additionally, those who enjoy reading might broaden their horizons in terms of experiences, viewpoints, and ideas. Contrarily, students who find reading boring or even uninteresting will find it difficult to keep up with their studies and have a negative impact on their level of knowledge. Stansberry's (2009: 6) observation that a student who has little or no interest in reading will not be able to bring himself to take a book and read it for academic purposes, let alone for enjoyment, supports this claim. Students who don't enjoy reading while they're young won't develop the habit of reading as they get older.

This is why a passion for reading has such a strong influence on poetry writing talents. Reading is a pleasurable activity that is performed repeatedly so that the reader may reap the benefits of reading. In the absence of external force, a person who is interested in reading must do so of his own volition. As a result, avid readers will undoubtedly learn new things and develop a broad knowledge base. Additionally, pupils with a strong interest in reading will be better equipped to expand on the knowledge or information they already possess from reading. Students who are interested in reading may readily communicate their thoughts or ideas in a quality piece of writing, which is related to writing abilities.

In respect to the aforementioned, a study done by Maryuningsih (2014) made a similar argument about how reading interest has a favorable association with writing abilities. Students' reading interests, whether high or low, have an impact on how much reading they do. The greater his interest in reading, the more frequently he engages in reading activities. The more the frequency of reading activities, the greater the knowledge gained. The more knowledge you have, the easier it will be to find and create ideas, which will ultimately assist pupils improve their writing skills, particularly their poetry writing.

According to Al-Nafisah (2011: 2), a reader's enthusiasm in reading is one of the determining aspects of what he will choose to read. A person who is going to read a book must have an interest in reading, so the choice of which book will be made based on this individual's interest. Through these activities, an individual will be able to develop his knowledge and understanding, which will subsequently serve as the foundation for writing tasks. Thus, a person with a strong interest in reading will find it easier to complete writing tasks.

In addition, Mustika (2015) found that the greater a person's interest in reading, the stronger his desire to read, and the more likely he is to develop a reading habit, the greater the likelihood that he will do so. This enthusiasm for reading will serve as the foundation for constructing a reading culture. Then, a well-organized reading culture will produce proficient writers.

3. There is a significant correlation between concept sentence type cooperative learning models and poetry reading interest in poetry writing skills

In the third test of the hypothesis, there was an interaction between *concept sentence-type cooperative learning* and the desire to read poetry in relation to poetry writing skills. Based on the results of the calculation of the two-path variance analysis, F_{count} was obtained by = 7.71 greater than $F_{\text{table}} = 3.99$ at the significance level of $\alpha = 0.05$; so as to accept the null hypothesis. It can be concluded that there is a relationship between cooperative learning models and the desire to study poetry as it relates to poetry writing abilities. This implies that the grouping of students based on their interest in reading poetry has a substantial effect on the effectiveness of the model *concept sentence and picture and picture learning* in influencing students' poetry writing skills in this study.

It is reasonable to conclude that the idea sentence type cooperative learning model has a substantial impact on students' poetry writing abilities based on the overall findings of the research described previously. In this situation, *concept sentence learning* is more effective than other models. Consideration must be given to the features of students based on their reading interest, as this learning strategy is effective for groups of students with a strong interest in poetry. This is demonstrated by the significant difference in poetry writing skills between students who are taught with the *concept sentence learning model* and have a high interest in reading poetry and those who are taught with the *picture and picture learning model* and have a low interest in reading poetry.

The group of students with a high interest in reading poetry differs from the group of students with a low interest in reading poetry based on the high value of poetry writing skills. From each statistical learning model, differences are discovered. It may be argued that the poetry writing skills of students with a strong interest in reading poetry are superior to those of students with a weak interest in reading poetry. Therefore, this condition is acceptable on the basis that persons with a strong interest in reading have

reading habits that have a definite effect on their level of knowledge. Additionally, students with a high interest in reading poetry have a significantly larger vocabulary than those with a low interest in reading poetry. It can also be used to boost poetry writing skills, as pupils with a strong interest in reading poetry will find it simpler to communicate their thoughts in writing.

Based on the preceding explanation, it is clear that the outcomes of this study support the notion that the *concept sentence* type cooperative learning model and the interest in reading poetry have a substantial impact on the ability to write poetry.

Conclusion

The following conclusions can be taken from the study of the research results:

1. Students who are taught using a *concept sentence* cooperative learning model have superior poetry writing skills than those who are taught using a *picture and picture cooperative learning* approach.
2. The poetry writing skills of students with a strong interest in poetry reading are superior to those of those with a weak interest in poetry reading.
3. On poetry writing skills, *concept sentence-type* cooperative learning models and an interest in reading poetry have an effect.

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