

## The Effectiveness of the Modeling Method in Learning Writing Poetry Skills

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### Abstract

During short interviews concerning students' writing poetry skills, some phenomena were found. They are; 1) students find it difficult to find ideas when writing a poem; 2) difficult to express ideas and transfer them into a poem; 3) students are lack interest in writing poems because of the unsatisfactory teaching method. This study aimed to determine the effect of modeling methods on poetry writing skills based on image themes. The modeling methods based on images will serve as a medium for students when creating poetry. This study applied the experimental method with a treatment design of level 2 x 2. The research took place at the Faculty of Language and Arts, State University of Padang. The instrument used in this study was the student's work. Based on the result, it was found that there is a significant difference in students who were treated using the modeling method as an experimental group when compared to students who get treatment using the learning community method as a control class group. The average results score in the experimental group is 81.57 and 78.14 in the control class. The result shows that learning poetry writing skills using the modeling method effectively helps students learn writing skills.

**Keywords:** modeling method, image theme, poetry, writing skills

### Introduction

Poetry is the oldest form of literary work. Since the beginning of the creature, poetry has displayed familiar unique characteristics, even though it has undergone development and changes over the years. The poet conceptualizes the poetry text as poetry text form instead of prose form, which is then used as poetry text. A poet focuses his thoughts on producing poetry texts. One can interpret complex poetry text more quickly by understanding the genetic factor. The poetry text's genetic factors may include the poets and the historical facts that serve as the background for the poetry text's writing process.

The word poetry is originally from the Greek word poema or poesis, which means making or creating. In English, it correlates to the word poet and the poem, which means to make and the making, as through poetry text, basically, someone has built his world, which consists of a message or description of a scene both physically and mentally (Citraningrum, 2016). The elements that constitute a poetry text are; 1) the essential elements that enliven the poetry text or inner structure, consist of; themes, feelings, tones, and messages, and 2) aesthetic elements that build a poetry text's outer structure and constitute a complete unity consisting of; diction, imagination, concrete words, a

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figure of speech, rhythm, rhyme, and expression (Waluyo, 1987).

According to Hasanuddin (2002), poetry is a statement of a poet's imaginative feelings, which is still abstractly concretized, to illustrate actions in the poet's mind and heart. Poetry becomes the means. In line with the opinion above, (Binns, 1972:231) states that poetry is an acting painting under the image of truth. Gordon, (2010:1) also declares that poetry help expands students' feelings in making meaning in literary texts. Furthermore, Xerri, (2013) said that poetry emphasizes finding hidden meanings because poetry has a subtle nature and is difficult to understand.

Widayati & Pradopo (2014) state that poetry is the expression of thoughts that provoke stimulating/responding feelings, sensory imaginations in a rhythmic arrangement where all these thoughts are recorded and expressed by drawing certain impressions. Poetry is a form of expression for a writer in expressing ideas, thoughts, emotions, and imaginations that are arranged through beautiful language into written language (Boeriswati et al., 2021). Thus, the poem is a recording and interpretation of human experience that is considered essential and transformed into a memorable form. Furthermore,

(Emzir & Rohman, 2015) add that poetry is an indirect expression, stating something with another meaning. The indirect expression is caused by (1) displacing of meaning, (2) distorting of meaning, and (3) creating of meaning.

From the above explanation, it can be understood that poetry expands students' understanding of literary texts and emphasizes finding hidden meanings as poetry has a subtle nature and is difficult to understand. Literary works that created from thought and feeling by using beautiful language is a characteristic that builds an experience of the enjoyment and the relationship between words to provide a unified and imaginative meaning through beautiful and figurative language.

### **Writing Poetry**

Writing poetry is a skill that cannot be separated from the learning process at the college level. Meanwhile, writing is one of the most challenging language skills because to produce good writing requires mastery of three language skills, namely listening, reading, speaking. A skilled language user must possess these abilities, so they can use the language to communicate (Kete et al., 2021); poetry writing activity is the last level of appreciation because the appreciation process does not stop at the process of enjoying literary works, yet required to produce a work, especially poetry writing skills. According to (Whitworth, 2006), writing poetry builds a verbal device that will preserve the boundless experience of anyone who reads poetry. Poetry can also provide an opportunity to experiment with words (Bowkett, 2009). A poet often uses parable diction in writing poetry, for example, a comparison between the things connected by "like," "rather than," "as," or "compare to," as in Robert Burns' poem (1759-96), and "A Red, Red Rose" (1796). The similarity of one thing to another without an accurate comparison is called a metaphor. Burns does not say, "My love is red, rose is red," instead, "Oh, my love is like a red, red rose," the parable is transformed into a metaphor (Klarer, 2013:27). In line with (Ramli et al., 2019), teaching writing skills aims to develop students' communicative competence. Ramli et al. add that the teaching method of metaphorming is appropriate for teaching writing poetry and developing student cognitive competence, which plays an essential role in the writing process. This argument is in line with this research where it is focusing on writing a poem using the picture method.

Writing poetry is a challenging activity, so students are not motivated to learn it. Encouraging motivation might help students grow and develop a high reading interest to obtain new vocabulary used in writing a poem (Ninuk Lustyantje & Fitria Aprilia, 2020). Byrne (1984) in (Janna & Herianto, 2021:2), explains writing

is difficult for students because they are required to write their writing and struggle to improve it on their own without interaction or feedback from friends or lecturers. The researchers found a similar phenomenon in the field and positively expect educators to give feedback to students to provide solutions for students in their work. This fact is in line with (Nurie, 2019) findings, showing that feedback on the content is the most preferred feedback by postgraduate students and considered the most important one. Feedback is interactive and involves ongoing two-way communication that fosters the teaching and learning process between educators and students. The role of feedback in facilitating student learning has been supported by many educational researchers (Aitchison et al., 2012); (Evans et al., 2010); (Pokorny & Pickford, 2010); (Stracke & Kumar, 2010).

In the research process carried out at the State University of Padang, in the Indonesian Language Education Department, several problems were found by students in writing poetry. First, students find it difficult to find ideas and develop them into a poem; second, it is difficult to express ideas, feelings, and transfer them into a poem. Third, students find it challenging to associate the theme with the content of the poetry. Fourth, students find it confusing when using language styles. Fifth, students find it difficult to find the right diction when writing, which makes them feel less confident in writing poetry. Sixth, the learning of writing poetry skills still uses conventional methods.

To overcome the above problems, it is necessary to establish a process to achieve maximum results, especially in poetry writing skills. The idea is in line with the previous findings, stating that "In academia, several methods and approaches are suggested to improve writing skills. The Process Genre Approach (from now on referred to as PGA) is one of the leading approaches in Teaching English (ELT) (Ajmal, 2015); (Arteaga-Lara, 2017); (Bölümleminin et al., n.d.); (Ghufron, 2016); (Luu, 2011); (Maarof, 2017); (Saputra & Marzulina, 2015); (Xu & Li, 2018). The findings from existing research reveal that there are some improvements in student writing. (Alabere & Shapii, 2019) reported that the experimental group outperformed the control group.

### **The Modeling Method**

The learning method is a strategy or tactic in implementing learning both in class and outside, where the lecturer implements the learning goal to be achieved properly. (Afnita, 2017) states that a strategy is needed to learn poetry writing skills. According to (Sutikno 2009), learning methods present learning

material given to students so that the learning process takes place to achieve learning objectives. (Ginting, 2008) adds that the learning method is the implementation of miscellaneous basic education principles and various techniques and resources to evoke the learning process in students. The learning process implies a procedure or activity plan to achieve specific goals. The term strategy is closely related to approaches, methods, and techniques. According to (Brown 2008:127), the strategy is a style of operation, a structured design to solve a problem or achieve a particular goal. Learning activities must be adapted to the context and vary according to time, situation and culture. From the above explanation, the researcher states that the learning method is a language learning technique that refers to the theories in language learning that are procedural through predetermined steps.

The modeling method is a particular learning method that is given through an exemplary model. Students can imitate the examples when working on their tasks through the examples given. This fact is confirmed by Mwanda et al., (2016) that student achievement is influenced by the learning methods adopted during the learning process. The modeling method used in this research is the image model. Image models can help generate students' ideas or imagination when writing, especially a poem.

The research question of this research is "Is modelling methods effective in helping students learn writing poetry skills?". Research findings on learning to write poetry by (Gordon 2010) revealed that the students' codes that have been made into a poetry work and facilitated by the educators, yet haven't fully succeeded in helping students focus on writing poetry. But Lida (2016) in the other hand stated that to make a poem, educators may direct students to describe life stories (experiences) in the past and turn them into a poem in the form of a second language (English). In fact students still have difficulty expressing their ideas in writing poetry and no one has used the picture method in helping students to learn to write poetry before. So this research focuses on modeling the images given to students during the learning to write poetry. Seen from the student's self-development point of view, they look happier and the pictures have helped them learn to write poetry. They no longer find difficulties in developing their ideas. So it is proper to say that this research has proposed a new method called the modeling method in learning to write poetry.

### **Literature Review**

Implementing poetry in language classes provides many advantages from a literary and linguistic perspective. They are; poetry can enrich vocabularies

(Lazar, 1996:30), improve pronunciation/speech, foster grammar knowledge (Kırkgöz, 2008:4), and help to practice the form of the language and language skills (Tomlinson, 1986:40), improve expressive abilities ((Atsushi, 2016), build social connections among students (Cahnmann - Taylor, (Cahnmann-Taylor et al., 2017). The use of poetry in the language classes may also increase students' involvement in discovering and expressing their ideas as a poet (Hess, 2003:57), and as a result, poetry reading may benefit in promoting linguistic and cultural knowledge (Hanauer, 2001:24).

Each poetic text relates directly to the poet because it expresses a poet's feeling, where there is a particular flow of a poet when writing poetry text, whether a poet is sad, happy, or angry. A poet expresses his thoughts and feelings, intending to communicate some information expressed in a poetic text form. Poetry text then becomes a means of communication between the poet and the reader. (Ismail et al., 2020), states that students and lecturers must have a positive perception of collaborative writing models in mastering concepts, kinds of cooperation, writing skills, and a good learning classroom ambiance. Among the leading aspects in students' opinion of collaborative writing is when cooperation is developed in the learning process (Storch, 2018), enhancing their skills and ability in writing (Zhang, 2018). With the cooperation between students and lecturers, maximum work results in writing a poem can be achieved.

Poetry texts are often used as authentic material for teaching language learners. Using the appropriate strategies in learning, like writing poetry text skills, may generate motivation and interest of the students and, therefore, direct students to communicate about various things they know, like, and care about, which will lead to better language learning (Vk & Savaedi, 2014:98).

Writing skill is one of the four aspects of language skills. Many students stated that writing is a challenging skill, including writing poetry texts. Through interviews conducted by research with students on writing a poem, it was found that they had some difficulties in expressing ideas into a poem and then often occurs in poetry writing competitions, the difficulty of matching the theme with the content of a poem. Furthermore, they face difficulty in the word diction/selection to fit in the poem.

To motivate students to learn poetry writing skills, the lecturer must choose the right method to help them become more interested and motivated. The aim is to overcome students' difficulties, which can be fatal

when students do not feel enthusiastic about learning poetry writing skills anymore. The researcher found that students encountered difficulty in choosing appropriate words according to the theme, and students are lack confidence in creating poetry because they are still taught using conventional methods. Therefore, researchers provide learning methods using image modelling methods to make it easier for students to create their work.

Learning is an experience or a transformation process for students to foster their competence, whether it is done inside or outside the classroom (Suyono, 2011:19). According to the National Education System Law (Nilon, 2020), learning is "the process of interaction between students and educators and become the resources in a learning environment." In conclusion, learning is a process built by educators to develop creative thinking that can increase students' thinking skills and the ability to build new knowledge to increase the mastery of learning poetry writing skills. Sugandi (2000) "Learning is carried out consciously and planned systematically; where 1) learning can foster student attention and motivation in learning; 2) learning can provide exciting and challenging learning materials for students, 3) learning may be supported by appropriate and interesting learning aids, 4) Learning can create a safe and fun learning atmosphere for students, and 5) Learning can make students ready to accept lessons both physically and psychologically"

Learning is a complex system where success can be seen from two aspects: product and process aspects. The success of learning seen from the product is when students' success is measured through the learning process results. This shows that in learning, it is expected that students will enjoy the benefits of learning after they have learned it (Sanjaya, 2006:13). According to Rass, (2001:1), to produce a properly written work, the writer must consider many aspects such as setting, objectives, mechanism, content, lexis, punctuation, audience, spelling, and paragraphs.

Images are quite practical visual tools because they can visualize something described more concretely and realistically. According to Sukiman (2012), images are among the most well-known learning media in every learning activity. The information conveyed can be understood easily through the images because the results described are closer to reality. Images can transcend space and time; something that happens in other places can be seen by people who are far from the scene in the form of pictures or photos after the

incident has passed. Through images, students can reconstruct their experiences in their respective lives and transform them into writing. Sanjaya (2012), the right image can convey messages, train thinking skills, and develop students' imagination.

Images are two-dimensional visual media on non-transparent areas. Rohani in (Musfiquon, 2012), states that images are the medium that reproduces the original portrait two-dimensionally in the form of a photo or painting. Furthermore, according to (Munadi 2008), through images, people can capture ideas or information more clearly than those expressed by words. Images can provide details as they are, so students can easily remember them. Images are a common language that can be understood and enjoyed everywhere, making it easier for students to express ideas and respond directly to images. Images were chosen because they can replace spoken words, concretize abstract ones, overcome human observations, and enable students to grasp the ideas or information conveyed (Munadi, 2008).

According to (Kustandi & Sutjipto, 2011), images are a common language, understood, and enjoyed by everyone. Furthermore, (Indriana, 2011), states that images are also concrete, overcome limitations of observations, clarify a problem presentation, and are easily obtained and used. Therefore, using images will undoubtedly help students in learning activities, including learning to write poetry

From the description above, it can be interpreted that images are part of the modelling method that can be used. Understanding images is one of the simple means and can help deliver the message from sender to recipient, especially in learning poetry writing skills. Through images, all ideas that students have can be poured out easily to make the learning carried out seem more meaningful.

The images method is one of the many learning methods that can be applied in learning. This method uses the modelling method because through the lecturer's pictures, students can also build their knowledge apart from the explanation given. The pictures can stimulate their brains to match the image with the knowledge they have previously received from their lecturers. For an image to achieve its maximum purpose as a visual tool, it must be selected according to certain conditions. Colour images generally attract attention; all images have their meaning, description, and interpretation. According to (Arief, 2010), good images and have the following criteria, they are:

- a. The authenticity of the image shows the actual situation, like seeing the real object.
- b. The simplicity of color creates a particular impression with a purely aesthetic value and practical value.
- c. Easy-to-understand forms pictures can be taken from magazines, newspapers, etc.
- d. Showing the real action being acted.
- e. Photography is not too bright/dark as long as it can be exciting and valuable in teaching.
- f. Artistic, the image is tailored to the goals to be achieved.

Learning steps in using image media:

1. The first step (initial activity):
  - a. The lecturer greets, prays, and welcomes students.
  - b. Motivate students in learning for achievement.
  - c. Describe the learning objectives.
  - d. Provide image media that will be used as learning topics.
2. The second step (core activity):
  - a. Describe the picture that will be used as a learning topic.
  - b. Describe the usefulness of objects portrayed in the image.
  - c. Provide opportunities for students to provide ideas/opinions on image objects.
  - d. Give students time to ask questions that are doubtful in the image's object that will be made into work.
  - e. Provide a picture for each student, which will be used as a guide for creating a poem.

3. The third step (final stage):

- a. Assess and provide suggestions to students on their work.
- b. Provide reward for students who excel.
- c. Draw a conclusion.

The preparations that must be made by the lecturer before holding the lesson are as follows; first, Pre-learning or preliminary activities; second, Presentation activity; and third, Closing activities. In the preliminary activity, a lecturer is expected to motivate students and inform the learning objectives. The presentation activity contains descriptions of the material being presented, provides examples to improve student understanding of the material given, gives assignments so that students can implement things that have been learned, and provides opportunities to ask questions from students to lecturers. Then the closing activity, by the end of the learning session, students are expected to summarize the material given, and the lecturer provides information/material for the next session.

The modeling method's advantages are providing students opportunities to express inspiration, ideas, and creativity. Second, cultivate student reasoning. Third, students can describe the actual shape and situation, and fourth, eliminate boredom during the learning process.

### Research Methodology

This is quasi-experimental research, includes experiments with treatments, outcome measurements, and experimental units but does not use random placement. Data collection techniques used are tests and non-tests (observation and interviews). Quantitative data analysis techniques used descriptive analysis and presented in a percentage. The research

hypothesis is that the modeling method is quite effective in helping students write poetry texts. To measure this modeling learning method's effectiveness, the researcher referred to the category of N-Gain effectiveness interpretation, as shown in the table below.

**Table 1** *Category of N-Gain Effectiveness*

Percentage (%)	Interpretation
< 40	Ineffective
40 – 55	Less Effective
56 – 75	Sufficiently Effective
76	Effective

Source: Hake, R.R, 1999

### FINDINGS AND DISCUSSION

This research was conducted at the Faculty of Language and Arts, State University of Padang. The population was 128 students, while the number of samples taken was 32 people. This research was © 2021 JPPW. All rights reserved

conducted in three stages: the pre-test, treatment, and post-test stages. The pre-test was conducted to determine the students' initial ability in writing poetry. After the initial test was carried out, the distribution of

student scores in writing poetry can be seen in Table 1 below.

**Table 2 Preliminary Poetry Writing Ability Test**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
50	4	12.5	12.5	12.5
55	6	18.8	18.8	31.3
60	4	12.5	12.5	43.8
65	5	15.6	15.6	59.4
70	3	9.4	9.4	68.8
75	4	12.5	12.5	81.3
80	3	9.4	9.4	90.6
85	2	6.3	6.3	96.9
90	1	3.1	3.1	100.0
Total	32	100.0	100.0	

Based on the data distribution above, it is known that the frequency and percent stated that four students got a score of 50, then six students got a score of 55, then four students got a score of 60, 5 students got a score of 65, 3 students got a score of 70, 4 students got 75, 3 students got 80, 2 students got 85, and 1 student got 90. Based on the preliminary test results described above, students' average score in writing poetry texts was 65.7.

The table above shows that the pre-test results are still relatively low; there are six students whose score is 50 and the only one whose score is 90. It can be

concluded that the teacher needs to improve and empower students to study independently by giving simple tasks to be done at home (Bahri, 2018). This independent learning attitude may help them increase their ability to master learning in college (Persico & Steffens, 2017).

The next stage is the implementation of modelling methods in learning poetry writing skills. After the learning took place, a final test was carried out to measure students' poetry writing ability. The distribution of the final test results can be seen in Table 2 below.

**Table 3 Final Test of Students' Poetry Text Writing Ability**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
55	1	3.1	3.1	3.1
65	1	3.1	3.1	6.3
70	8	25.0	25.0	31.3
75	3	9.4	9.4	40.6
80	5	15.6	15.6	56.3
85	4	12.5	12.5	68.8
90	4	12.5	12.5	81.3
95	6	18.8	18.8	100.0
Total	32	100.0	100.0	

Based on the statistical output, it is known that the valid N value is 32, which means that the number of respondents entered into SPSS is 32 students. Then the frequency and percent were known that one student got a score of 55, then one student got a score of 65, then eight students earned a score of 70, 3 students got a score of 75, 5 students got a score of 80, 4 students got a score of 85, 4 students got 90, 6 and the students got 95. The final test result showed that the average value is 80.4. This average value indicates that implementing

the modelling method in learning writing poetry skills is appropriate. The findings obtained by researchers are in line with previous findings of (Kudinova & Arzhadeeva, 2020:41), which they revealed that, on average, the experimental group students scored well on the Task of Response, Coherence, Cohesion, and how to compose, develop ideas, and provide good arguments. According to the opinion of Bin-Hady, (Bin-Hady et al., 2020:52), this study explores the feasibility of using a process genre (PGA) approach to

teach academic writing from an EFL undergraduate. The Wilcoxon Signed Rank Test was used to calculate the level of significance in students' improvement in opinion essay writing ( $Z = 3.408$ ,  $p < 0.05$ ) between the pre-test and post-test to support the latter. The findings also revealed that students had positive perceptions of the PGA applied by their instructors. The findings suggest that applying such an approach to writing courses can engage students in writing practices that they perceive positively.

According to Nurie (2019), the first type of supervisor's written feedback for student thesis writing is feedback on content, which refers to comments about gaps in the literature, gaps in understanding and theoretical coverage, irrelevance potential of the thesis, the extent of the work, and gaps in the justification or explanation of arguments. The second type discusses the feedback of some genres, including the structure of "where to go", examples of "what to expect", the goals of some of the genres, the skills required for each genre, and the number of words expected from the thesis. The third type of feedback contains punctuation, spelling, capitalization, systematic errors, writing style, how to develop ideas with supporting and contradictory evidence, coherence and cohesion of writing, quality of writing, and grammar (verb tenses, subject/verb agreement), the use of articles). The appropriateness of vocabulary choices and academic lists were also developed to help understand written feedback (Bitchener & Basturkmen, 2006),

As seen from the table above, the learning method given to students to hone their poetry writing skills shows that the scores obtained after the modeling method treatment work ideally. There are six students whose score is 90, which is the opposite of the first table.

The learning method is a means used to implement plans that have been compiled in real activities so that

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the prepared goals may be achieved (Sanjaya, 2016:147). In line with the above opinion, some say that, learning methods are techniques mastered by students both individually and in groups during the transfer of the learning material so that the learning material can be absorbed, understood, and utilized by students properly (Ayuni, 2013). The modelling method treatment given to students is as follows; first, lecturers convey the competencies they want to achieve; second, presenting the material as an introduction; third, showing some pictures related to the material; and fourth, closed by a summary or conclusion.

## Conclusion

Based on the above findings, it can be concluded there is a significant difference in students who are treated using the modeling method when compared with students who are treated using the learning community method. The average score of the experimental group is 81.57, while the control group is 78.14. Meaning the learning poetry writing skills taught using the modelling method is better than the learning community method. The modeling method has encouraged students to be more enthusiastic because they write their poems to the modeled images. Using this method, the students' active learning process of writing poetry skills becomes more effective because learning using the modelling method emphasizes the principle that knowledge is not a set of facts or a concept that is ready to be taken and remembered. During the learning activity using the modelling method, students look fun and become more active. This happens because students can express their ideas by making connections based on their experiences and observations. Through this method, there is a direct response from students towards learning poetry writing skills.

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