

Improving Poetry Writing Skills Through the Problem-Based Learning Model in Grade X Students of SMA Negeri 5 Ambon

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Abstract

Education is a crucial determinant for the advancement of human existence, particularly in cultural and formal contexts. Formal education functions as an institution that enhances the quality of the teaching and learning process. One important aspect of language learning within this context is literature, particularly poetry. Poetry represents the composition of literary works characterized by succinct, rich, and aesthetically pleasing language, employing innovative phrasing, concrete expressions, artistic components, and human emotions articulated through rhythmic and emotive language. Writing poetry, however, is not a simple task, as it requires creativity, imagination, and linguistic sensitivity. Therefore, an innovative learning strategy is necessary to improve students' ability to express themselves through literary writing. One such strategy is the Problem Based Learning (PBL) model, which places students at the center of the learning process. Through PBL, students are encouraged to identify problems, analyze contexts, and generate solutions that eventually lead to creative outcomes in the form of poetry. The purpose of this study is to enhance the poetry writing skills of class X students at SMA Negeri 5 Ambon by implementing the PBL approach. This study employs classroom action research methodology, which consists of planning, implementation, observation, and reflection in cycles to continuously improve learning outcomes. The findings are expected to show that the PBL model not only increases students' technical skills in writing poetry but also develops their critical thinking, collaboration, and appreciation of literature.

Keywords: *Classroom Action Research; Creative Learning; Poetry Writing; Problem Based Learning*



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INTRODUCTION

Education significantly influences the advancement of human existence, particularly in cultural aspects, with formal education being paramount. Formal education is a deliberate, planned, and systematic process conducted by educational institutions, aimed at providing individuals with the most opportunity for self-development in accordance with their skills (Arends, 2012). Poetry is a literary form characterized by succinct, rich, and aesthetically pleasing language, employing imaginative diction, tangible artistic expression, and human emotions conveyed through rhythmic articulation (Che-Ching, Shian-Shyong, Anthony, & Tyne L. (2013); Mulatsih, 2018). This indicates that poetry is highly beneficial for students to compose (Ramadhanti & Yanda, 2018). Students are encouraged to articulate their real-life challenges through the medium of poetry. Students can ascertain their desired theme from these real challenges. The poetry selected by the researcher is predominantly descriptive (Wiseman, 2011). The author personally encountered the circumstance, object, or atmosphere that captivated their interest. To what extent do we provide students with the information necessary to teach literature, specifically in poetry writing, to high school students? Subsequently, examining the alterations in the curriculum from one iteration to another affects all facets associated with the realm of education. Curriculum 2013 is a multidisciplinary learning paradigm designed to offer significant experiences for pupils. The objective is for students to analyze and construct the components that constitute poetry. A good learning strategy is essential to enhance pupils' poetry writing skills (Tarigan, 2008). Indonesian Language was included in the 2013 high school curriculum. Fundamental Competency Knowledge Students are anticipated to possess the capability to compose poetry while considering its fundamental components.

Preliminary observations conducted by the researcher while monitoring the PPK from October 10, 2018, to November 12, at SMA Negeri 5 Ambon indicated that literary education, particularly poetry writing instruction, failed to meet the minimal passing grade (KKM) of 73. Both regarding interest and the learning approach employed. The researcher selected poetry as the subject of study because it is a profound and significant artistic form that conveys thoughts and emotions through eloquent language. Poetry remains a significant literary form within the realm of education. The researcher contends that young people's engagement with literary works, particularly poetry, remains insufficient. Researchers selected State Senior High School 5 Ambon as the focus of their study due to its participation in the Professional Development Program for one month. During the execution of the PPK, the researcher noted that educators exclusively employed the assignment technique for teaching poetry writing, wherein they merely presented samples from the students' textbooks, prompting the students to transcribe them into their notebooks. Consequently, the researcher selected State Senior High School 5 Ambon as the site for the study. Researchers designated the title "Enhancing Poetry Writing Skills Through the Problem-Based Learning Model for Tenth Grade Students." Researchers are endeavoring to enhance students' poetry writing skills by employing a Problem-Based Learning paradigm.

The Problem-Based Learning approach is implemented in this instance (Allen, Donham, & Bernhardt, 2011). The Problem-Based Learning model is an educational strategy that prompts students to articulate life challenges or experiences as a framework for developing critical thinking and problem-solving skills through poetry composition (Narmaditya, Sakarji, & Wulandari, 2018). Teachers must instruct students by perceiving them as active learners, initiating and linking education to real-world contexts through narrative or oral question-and-answer discussions regarding the present circumstances in students' life. Subsequently, through modeling, students are encouraged to cultivate motivation and inquiry, engage in critical thinking, construct understanding, uncover concepts with the teacher's guidance, share knowledge and experiences, adapt to collaboration, recall their learning experiences, and render the teacher's assessment highly objective.

METHODS

The research undertaken in Class X of SMA Negeri 5 Ambon is Classroom Action Research (CAR). The phrase action research originates from Classroom Action Research (CAR). The term itself signifies the topic it encompasses, specifically a research effort undertaken within the classroom. This definition comprises three words, each of which can be elucidated with distinct meanings: This research pertains to the meticulous

observation of an object employing defined methodologies and protocols to acquire data or information that enhances quality, captivates researchers, and holds significance for scholars. Action denotes a purposeful movement or action, particularly in research, which manifests as a sequence of activity cycles for pupils. In this case, "class" extends beyond the conventional definition of a classroom, with a more precise connotation. In the realm of education and pedagogy, the term "class" denotes a cohort of pupils who concurrently receive identical instruction from a singular educator. (Arikunto, 2008).

Teaching is defined so that a class constitutes not a physical location, but rather a collective of individuals engaged in learning. Consequently, classroom action research can be executed not solely within the classroom but in any location, provided there exists a group of children engaged in learning. According to Arikunto (2008:3). Classroom Action Research in Grade X at State Senior High School 5 Ambon identifies an Indonesian language instructor as a collaborator. A colleague serves as a collaborative discussion partner for the researcher to formulate the problem, determine suitable actions, observe the implementation of classroom activities, and evaluate students' poetry appreciation skills, which the researcher may also conduct independently. Collaborators who contributed insights and feedback to the researcher's data analysis method.

Students from State High School 5 Ambon undergoing treatment also act as collaborators. The students provide self-assessments of their learning process, which are utilized by the researcher and collaborators to evaluate the effectiveness of the implemented actions. The data collection approaches employed included: (1) Interview methods utilized to engage Indonesian language subject teachers and students in order to gather information pertinent to the process of composing poetry through the Problem Based Learning paradigm. The interviews were conducted prior to or subsequent to the Action; (2) Observational techniques were employed to gather data and assess the extent of the action's impact on its intended target. The observation technique was employed during the implementation and evaluation of learning, utilized by researchers and partners to document the process of monitoring students' engagement with the learning approach in the classroom. Observations were conducted on twelfth-grade students at SMA Negeri 5 Ambon to assess their interest and attention during the poetry writing process utilizing the Problem-Based Learning paradigm. Questionnaire (3) This method was employed to sift through data concerning students' interest in studying poem composition via the Problem Based studying paradigm. Task (4) This is an assessment of poetry composition utilizing the Problem-Based Learning framework. The objective of this exam in the study was to assess the degree of students' proficiency in poetry writing influenced by the Problem Based Learning approach (Miles, & Huberman, 1994).

The data acquired from this classroom action research were examined in three phases as outlined by the PGSM Training Team (1999): data reduction, presentation, and conclusion. The following elucidates these three stages: (1) Data reduction entails the simplification of information by selecting, concentrating, and abstracting data into significant insights; (2) Data display involves the straightforward presentation of data through narrative formats or numerical representations; (3) Conclusion refers to the extraction of fundamental insights from the organized data presentation, articulated as succinct statements or formulas that convey extensive implications.

RESULTS AND DISCUSSION

Education is implemented through the problem-based learning framework. Cycle I was executed to enhance preliminary activities utilizing the problem-based learning paradigm. Cycle I was executed to enhance and address the issue of poetry writing proficiency encountered by students in class X IIS 3 at SMA Negeri 5 Ambon. In this planning, the researcher developed educational materials, namely lesson plans (RPP) for Cycle I (Appendix), student worksheets (LKS), and an observation structure for the execution of learning. Furthermore, assessment criteria were defined, indicating that the implementation is deemed successful if 73% of participants get mastery.

Results of Cycle I Meeting 1. The inaugural meeting of the initial cycle of the Classroom Action Research (PTK) initiative occurred in class X IIS3 at SMA Negeri 5 Ambon on May 7, 2019. The lesson commenced with an appreciation activity featuring a question-and-answer session. Subsequently, the researcher delineated the day's instructional content and the success metrics to be attained. The instructor commenced

the course by elucidating the content pertaining to poetry composition talents. In this task, the teacher succinctly delineated the students' deficiencies in poetry writing skills, encompassing:

1) comprehension of the poem's substance in relation to the title, 2) selection of diction, and 3) grammatical accuracy. Following the teacher's elucidation of the essence of poetry and the problem-based learning model, students were prompted to reflect on any challenges they had faced or observed in their environment, enabling them to compose poetry in accordance with the teacher's framework.

The subsequent activity involves the teacher providing students with the chance to inquire about their comprehension of the poem's content, focusing on the title, the precision of word selection, and the grammatical structure, utilizing the problem-based learning paradigm. During the opportunity to pose inquiries, pupils from class X IIS3 at State Senior High School 5 Ambon sought clarification on concepts they found perplexing. At the conclusion of the meeting, the instructor reiterated the concepts pertaining to poetry composition, specifically the comprehension of the poem's content in relation to its title, the precision in diction selection, and the grammatical structure employed, utilizing the problem-based learning model. The findings from the initial cycle of the first meeting indicate that, according to the questionnaire results regarding the enhancement of poetry writing skills through the problem-based learning model for class X IIS3 students at SMA Negeri 5 Ambon, as presented in Table 4.1, they had not previously engaged in learning activities utilizing the problem-based learning model at school. Subsequently, 15 students reported enjoying poetry writing through the problem-based learning methodology, but 19 students indicated they still encountered difficulties in composing poetry.

Results of Cycle I Meeting II. The second meeting occurred on May 10, 2019. The researcher entered the classroom, and the students rose to acknowledge them. At the outset of this meeting, the researcher recapitulated the content covered in the initial session and inquired whether the students had experienced any challenges during the poem writing exercise. The majority responded affirmatively, after which the researcher encouraged them to articulate their issues. They stated that they lacked comprehension of poetry composition and encountered challenges in initiating writing within the problem-based learning framework. The researcher offered encouragement and direction to the students to enhance their engagement in responding to the teacher's queries. Upon concluding the explanation, the researcher proceeded to the subsequent content. In this exercise, the researcher encouraged the students to facilitate an effective learning process and assure full participation, as poetry writing skills would be evaluated based on this endeavor. The researcher also conveyed the criteria for evaluation, which encompassed comprehension of the poem's substance in relation to the title, precision in diction choices, and grammatical correctness in the written poem. For each accurate response provided by the learner, the researcher administers reinforcement for the response. The researcher and students subsequently contemplated the learning process and outcomes of today's course. The researcher provided students with another opportunity to react to the recently concluded poetry writing skills session, and the teacher adjourned today's meeting.

Questionnaire Results. It can be concluded that the results of the questionnaire on the implementation of learning to improve poetry writing skills using the problem-based learning model for class X students at SMA Negeri 5 Ambon in the first cycle, first meeting, are as follows: 15 students stated that they could write poetry, while 19 students stated that they still found it difficult to write poetry. In school, some students had never heard of the problem-based learning model, let alone used it. After it was implemented, all students stated that learning to write poetry using the problem-based learning model was beneficial, although some students said they had never written poetry using the problem-based learning model. According to them, it's very interesting to write poetry using the problem-based learning model because it helps them understand poetry writing.

Results of the poetry writing assessment. The author's proficiency in poetry is highly subjective. Consequently, in this action research, the researcher and the collaborator evaluated the capacity to compose poetry. According to Table 4.3, 26 of the 34 students failed to achieve the minimal passing score (KKM) of 73. Mean score on the poetic composition proficiency assessment in cycle I, the mean score was 60.76, which is

inadequate. The average score remains unsatisfactory, as the outcomes are small and have not met the established assessment requirements. Table 4.3 indicates that 26 pupils have yet to comprehend the poem's content in relation to the title, word choice accuracy, and grammatical correctness.

Student Difficulty Data. It is known that the difficulties experienced by students in class X iis3 of SMA Negeri 5 Ambon in following poetry writing ability learning using the problem-based learning model are that 26 students still feel difficulties in understanding the content of the poem according to the title, choosing the right diction or word choice, and the grammar used.

Results of Cycle II Meeting I. The inaugural meeting of the second cycle occurred on May 14, 2019. The inaugural meeting of the second cycle of teacher professional development took place in class X IIS3 at SMA Negeri 5 Ambon. The lesson commenced with a session of appreciation in a question-and-answer format. The researcher thereafter delivered instructions pertaining to the day's instructional content and the performance metrics to be attained. The instructor succinctly delineated the students' deficiencies in poetry composition, encompassing: 1) comprehension of the poem's content in relation to the title, 2) selection of diction, and 3) grammatical accuracy. Following the teacher's elucidation of poetry's significance and the exposition of the problem-based learning methodology, the students were next prompted to choose and select a topic as the subject for their poem. The subsequent activity involved the teacher providing students the opportunity to inquire about their comprehension of the poem's content in relation to the title, the precision in selecting diction, and the application of grammar as articulated through the problem-based learning model. During the question-and-answer session, students from class X IIS3 of SMA Negeri 5 Ambon inquired about concepts they had not yet comprehended. At the conclusion of the meeting, the teacher reinforced the students' grasp of poetry by emphasizing the significance of aligning a poem's content with its title, the precision in diction selection, and the application of grammar through the problem-based learning methodology.

Results of Cycle II Meeting II. The second meeting of the second cycle was held on May 17, 2019. To begin this second meeting, the researcher and supervising teacher entered and were greeted by the students. The supervising teacher took their position in the designated area. Before starting the lesson, the researcher prepared the classroom and took attendance. The researcher revisited the material taught in the first meeting and asked the students if anyone had difficulty writing poetry using the problem-based learning model. Some students answered yes, then the teacher directed the students to focus on the problems they experienced or found in the school environment, even in their families and communities, using the problem-based learning model. The students were asked to raise their paper and pens and then write poetry using the problem-based learning model. At the end of this meeting, the researcher directly assessed poetry writing using the problem-based learning model as the result of the second cycle.

Questionnaire Results. The findings from the questionnaire about the application of a problem-based learning model to enhance poetry writing skills for class X IIS3 students at SMA Negeri 5 Ambon during the 2nd cycle, 1st meeting, are as follows: Thirty-two students reported enjoying poetry writing in class, whereas two students indicated they still find it challenging to compose poetry. Some kids in school are unfamiliar with problem-based learning paradigms, much less have engaged in them. Following the activity, all students indicated that they had never composed poetry utilizing the problem-based learning model; yet, they found it advantageous, despite some students having never engaged in serious poetry writing. They experienced much joy while engaging in poetry writing courses utilizing the problem-based learning methodology. They claimed that employing the problem-based learning methodology for writing was highly engaging, since it facilitated their comprehension and composition of poetry.

Results of the Poetry Writing Assessment. The evaluation of poetry writing proficiency is markedly subjective. Consequently, this action research involved an investigation on poetry writing proficiency undertaken by the researcher and partners. According to Table 4.6, 8 students have not attained the minimum passing score (KKM) of 73, whereas 26 out of 34 students have achieved the KKM of 73. The mean score of the poetry

writing skills assessment in Cycle II was 76.92, classified as adequate. In comparing the mastery achievement between Cycle I and Cycle II, a difference of 55.89% was seen in those who attained the minimum learning threshold of 73, categorizing them as fairly competent. Student behavior in Cycle II shown a favorable transformation; the majority of students demonstrated the ability to concentrate and attentively engage with the teacher's explanations. Students who were initially apathetic and indolent became more earnest and industrious throughout poetry writing lessons. Their increased motivation in studies results in improved test scores.

Learning in cycle II represents an advancement compared to cycle I, during which numerous challenges persisted. Subsequent solutions were pursued for implementation in Cycle II learning. The researcher inspired the students. Establish a tranquil environment to alleviate stress. The researcher exhibits greater creativity in fostering a more engaging environment to enhance student interest in the poetry writing learning process through the problem-based learning paradigm.

The test results from poetry writing sessions indicate that students appreciate learning to compose poetry using the problem-based learning methodology. This induces a more composed and earnest demeanor among students, prompting them to compose poetry in accordance with the evaluated criteria. Given that the exam results obtained by the students in the poetry writing learning process during Cycle II were successful, it is unnecessary to proceed with the subsequent cycle.

Student Work Results Cycle I. Student Wanda L. Mosse with a score of 50 because of limited understanding of the poem's content, insufficient mastery of writing rules with numerous errors, and grammatical mistakes that obscure meaning. Student Sally G Supusepa with a score of 75 because she understands the content of the poem titled "Although not in detail, she masters writing rules with few errors and grammatical mistakes without obscuring the meaning," Cycle II Louis Sinay's student with a score of 66.6 due to insufficient mastery of word writing and spelling, with the majority of errors. Siloam Matauseja student with a score of 91.6 for mastering word writing rules and spelling with few errors.

CONCLUSION

The application of poetry writing instruction through the problem-based learning approach for students in class X iis3 at SMA Negeri 5 Ambon rendered the lesson more engaging and pleasurable, facilitating ease and numerous advantages for the students. The problem-based learning model fosters a learning environment where students can generate knowledge via their experiences in poetry writing. The application of poetry writing instruction in Cycle II, utilizing the problem-based learning paradigm for 10th-grade students in IIS3 at SMA Negeri 5 Ambon, demonstrated a beneficial effect on enhancing students' academic performance. The mean score for poetry writing proficiency among 10th-grade students at IIS3 in Cycle 1 was 60.76. Following the deployment of poetry writing teaching through the problem-based learning model, deficiencies persisted in Cycle I, notably: (a) students continued to struggle with comprehending the poetry writing instruction utilizing the problem-based learning model. (a) Students continued to struggle with comprehending the content of poetry in relation to the title, selecting appropriate diction, and mastering grammatical usage. (c) The quantity of students who achieved the minimum passing score (KKM) is 7 (20.58%), while the quantity of students who did not achieve the minimum passing score is 27.

Cycle II results indicated an enhancement in students' poetry writing skills, with an average score of 76.92 and 26 students (76.47%) achieving the minimal mastery standard (KKM). Subsequently, students and educators participated in a question-and-answer session regarding the deficiencies in the development of poetry writing skills. The research was completed across two cycles as the learning outcomes achieved the minimum mastery requirement (KKM) of 70%.

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