

Improving Learning Motivation and Poetry Writing Skills Through the Picture and Picture Type Cooperative Method at Singaperbangsa University Karawang

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Abstract

This study aims to improve learning motivation and writing skills of complex explanatory texts in Semester II Students of Singaperbangsa University, Karawang by applying the cooperative method of the picture and picture type. This study is a classroom action research (CAR) which is carried out in two cycles. Each cycle consists of planning, action implementation, observation, and reflection. The subjects of the study were 30 Semester II Students of Singaperbangsa University, Karawang. The data sources in this study were informants and documents. Data collection techniques used were observation, interviews, tests, and documentation. Data validity used data triangulation techniques, method triangulation, and informant reviews. Data analysis used comparative descriptive analysis techniques. The research procedure is an interrelated spiral model. The results of the study indicate that the application of the cooperative method of the picture and picture type can improve motivation and writing skills of complex explanatory texts in Semester II Students from pre-action to cycle I and from cycle I to cycle II. This is indicated by the increase in: (1) Student motivation from cycle I to cycle II is quite significant; (2) the average value of student writing skills, namely from 49.09 in the pre-action to 72.07 in cycle I, and 82.07 in cycle II.

Keywords: *Method of Picture and Picture, Motivation, Complex Explanation Text Writing Skills.*

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INTRODUCTION

The teaching and learning process is a series of student activities in following learning from lecturers in order to achieve the expected learning objectives. In this context, lecturers are expected to have several competencies, such as mastery of material, management of learning programs, classroom management, use of media or learning resources, understanding of educational foundations, assessment of student achievement, and understanding and implementation of campus administration. The use of Semester Learning Plans (RPS) has its own advantages in emphasizing the role of Indonesian language courses as a foundation for understanding science. This is not a coincidence, considering the paradigm of Indonesian language learning in the curriculum tends to focus on text-based learning, as reflected in the formulation of basic Indonesian language competencies from elementary school to college. Indonesian language subjects emphasize two main aspects, namely writing skills and listening skills, with the language unit as the basis of learning being text. The presence of text-based learning

indicates the importance of mastering written language for students. Writing skills are one of the most crucial language skills for students, along with listening, speaking, and reading skills. Writing learning has a strategic position in the context of education and learning, with the importance of mastering writing skills from an early age for students in the campus environment. To achieve success in writing, the application of effective learning methods is needed. Writing is defined as the process of expressing or representing ideas in the form of graphic symbols that can be understood by other readers (Tarigan, 2008: 22). Langan's opinion (in Ningrum, 2011: 188) further provides an understanding that the writing process is an effort to convey messages through graphic symbols that can be understood by others.

Writing requires physical and mental processes. Writing skills require the use of various language elements, which are the core of the content of the writing, so that the writing must be well-structured, cohesive, and coherent. However, unpracticed writing skills are one of

the factors in the lack of writing skills in students. Students should be able to express their ideas, thoughts, and feelings in writing. Based on initial observations at Singaperbangsa University, Karawang, writing activities have not been fully implemented. One of the causes of the lack of writing skills in students is the lack of innovation in the selection of teaching materials, methods, and learning media. Therefore, creativity is needed from lecturers in applying methods and media that are appropriate for students. Initial observations also found various obstacles faced by both lecturers and students in writing poetry. Most students have difficulties, especially in writing poetry. The evidence is the low scores of students in this ability. As many as 28 students, or around 84.84%, scored below the class threshold, which was 75. The overall average score for writing complex poetry was 51.06, with only 15.15% of students achieving classical completion. These results are also supported by the attached documents. The results of interviews with lecturers and students in semester 2 revealed that students in semester II of Singaperbangsa University, Karawang were considered less successful in writing complex poetry. Some weaknesses identified include incomplete structures, lack of cohesion and coherence, inconsistency of the sequence of events with the media, limitations in word choice, use of ineffective sentences, and many errors in spelling and punctuation. Not only that, obstacles in writing poetry are also caused by the lack of assistance for students in developing paragraphs from a topic. The learning process that still uses a conventional approach also plays a role in this problem. Generally, learning only focuses on delivering material through lectures, so that direct practice for students is lacking. In addition, lecturers in teaching do not have a method that specifically guides students to develop ideas or concepts. Lecturers also have not fully mastered the concepts and learning models in accordance with the Curriculum, which has an impact on the lack of motivation of students to write poetry, so that their poetry writing skills are also low. The lack of motivation of students in learning complex poetry writing skills is reflected in several things, such as:

(1) low student enthusiasm in participating in learning, especially in completing complex poetry writing assignments when lecturers instruct them; (2) low student attention to learning, with many students often daydreaming, chatting with classmates, or being distracted by things outside the room; (3) low student activity in learning, marked by a lack of initiative in asking lecturers if there are difficulties, minimal use of learning media, and lack of participation in group discussions; and (4) lack of student curiosity in learning, with a tendency to only accept information conveyed by lecturers without providing a response, as well as dependence on learning sources from textbooks. Not only that, obstacles in writing poetry texts are also caused by a lack of assistance for students in developing paragraphs from a topic. The learning process that still

uses a conventional approach also plays a role in this problem. Generally, learning only focuses on delivering material through lectures, so that direct practice for students is lacking. In addition, there is no method that specifically guides students to develop ideas or concepts. Lecturers have also not fully mastered the concepts and learning models in accordance with the Curriculum, which has an impact on the lack of student motivation to write, so that their poetry writing skills are low. This study also focuses on improving students' writing skills by applying appropriate learning methods. Lecturers play an important role in facilitating the learning process. In essence, the teaching approach must inspire and arouse students' enthusiasm for learning. In dealing with students' difficulties in writing poetry, this researcher chose the cooperative picture and picture method for learning Indonesian, especially in composing poetry texts. The picture and picture learning method, according to Suprijono (2009:125-126), uses pictures as a tool to explain the material and convey the message contained in the poetry material. The learning process with the cooperative picture and picture method includes several steps, starting from conveying the competencies to be achieved by the lecturer, then the lecturer introduces the material. Furthermore, the lecturer displays pictures related to the material, asks questions about the order of the pictures, and from the discussion, the lecturer teaches concepts or materials according to the competencies to be achieved. The last step is for the lecturer to provide a summary or conclusion. The use of the cooperative picture and picture learning method is expected to increase students' motivation and ability in writing poetry texts in semester 2 of Singaperbangsa University, Karawang. According to Uno (2007:3), motivation is a basic drive that drives someone to act. The word "motivation" comes from "motif" which refers to a person's internal strength that drives individuals to act. The motive cannot be observed directly, but is reflected in the individual's behavior as a drive to act. Miru (2009:3) explains that motivation plays an important role in generating, underlying, and directing learning behavior. Motivation can be a determinant of success in achieving goals, where the higher a person's motivation, the greater the success. Motivation can come from within the individual (intrinsic motivation) or from external factors (extrinsic motivation). According to Sardiman (2014: 86), there are two types of motivation to learn to write poetry, namely intrinsic motivation and extrinsic motivation. Extrinsic motivation is a drive from outside the individual, while intrinsic motivation is a drive that arises from within the individual himself. According to Tarigan (2008: 22), writing is the process of expressing ideas in the form of graphic symbols that can be understood by others. Nurjamal and Sumirat (2010: 68) state that writing poetry is a creative process to convey ideas in the form of poetry with various purposes such as expressing feelings, imagination and providing information, influencing, or entertaining. According to Hartig (in Tarigan, 2008: 25-26), there are seven purposes of writing poetry, including assignment

purposes, persuasive purposes, altruistic purposes, informational purposes, self-expression purposes.

Writing is one of the language skills that is no less important than listening, reading, and speaking. Writing activities involve the use of letter symbols to convey certain messages or information. However, when writing poetry, the process becomes more complex because it involves the expression of ideas and feelings poured into the form of poetry, through a series of certain stages. As stated by Yunus Abidin (2012:182), writing poetry is not only a process of conveying a message, but also a form of indirect communication between the writer and the reader. The expressions and feelings conveyed in poetry are packaged in beautiful and meaningful language, allowing the reader to feel the depth of its meaning. This opinion is in line with Elbow's view (in M. Thobroni, 2008) which emphasizes that by writing down our thoughts, we can link the relationships between various ideas and change abstract things into more concrete and clear. we can arrange maps of ideas and thoughts logically and systematically. Writing poetry involves a series of activities that describe the results of one's thoughts and convey information through interesting words and language to the reader, so that they can understand the message conveyed (Suandi *et al.*, 2018:195). Expressing feelings through poetry is an effective tool in conveying emotions, which allows readers to learn intuitively. The activity of writing poetry has a significant role in education, because poetry can be a means of providing clear information to readers (Enre, 1988:6). Saying a person's ability to write poetry well can improve the quality of information provided to readers. Students who have difficulty writing poetry often feel confused about starting and getting ideas or ideas. This is because writing poetry is a complex skill that requires practice and dedication in the process. Poetry writers must be proficient in using graphology, language structure, and have the ability to use the right language, because writing poetry can be seen as a process or an end result. As expressed by Puji Santoso (2004:6.11), writing poetry is an effort to produce beautiful and interesting writing. Saleh Abas (2006:127) stated that writing poetry is a continuous thinking process, starting from experimentation to revision. This shows that writing poetry is not instant, but requires a mature thinking process to pour ideas into the form of poetry. In general, Tarigan (2008) stated that writing poetry is a process of describing feelings through graphic symbols in language.

That can be understood by the reader. Thus, communication in poetry allows the reader to understand the meaning to be conveyed through the graphic depiction. This statement is reinforced by Harris's opinion (in Ahmad Susanto, 2013: 243) which states that there are five important components in writing, namely content, organization, language, writing style, and writing mechanisms. With these components, a writer can develop his/her characteristics in his/her writing.

This statement presents a rich view of the process of writing poetry. Writing poetry is indeed a creative process that involves expressing ideas, emotions, and experiences through carefully chosen words. Every word and sentence in a poem has an important role in conveying deep meaning and producing an aesthetic experience for the reader. With the right arrangement, poetry can be a powerful means of conveying ideas, arousing emotions, and stimulating the imagination of the reader. Creative goals, and problem-solving goals. The writing process includes five stages, namely pre-writing, drafting, revising, editing, and publishing (Murray in Nurhayani, 2013: 392). There are two types of texts in the response genre, namely exposition text and complex explanation text. Complex explanation text functions to explain or analyze a process or event, with a thinking structure that includes a title, general statement, series of explanations, and interpretation. Mahsun (2014: 33) explains that complex explanation text is characterized by repetition or repetition of certain constructions to bind the entire structure of the text. From the description of the nature of writing poetry, it can be concluded that writing poetry texts involves a series of expressive activities that express ideas using written language, following the thinking structure mentioned earlier. The skill of writing poetry texts is part of the learning material taught to students at Singaperbangsa Karawang University in the even semester. The basic competence is to produce coherent complex poetry texts according to the characteristics of the poetry to be created, both orally and in writing, as stated in the Indonesian language syllabus. This confirms that writing complex poetry texts is an important part of learning Indonesian in universities.

RESEARCH METHODS

This study was conducted at the Faculty of Indonesian Language and Literature Education, Singaperbangsa University, Karawang in semester 2. The class that was the subject of the study had difficulty in learning to write poetry, therefore it was chosen as the research location. The reason for choosing the class was because the class was willing to accept all types of research related to education, with the aim of improving the ability to write poetry in the learning process and improving the professionalism of lecturers. The study lasted for three months, starting from January to March 2024, and involved 28 semester 2 students, with an equal number of female and male students. Mr. Fatkul Rujito, M.Pd., a class A Indonesian language lecturer, acted as a research partner. The focus of the study was learning to write poetry texts in the class. Data collection methods consisted of observations of lecturers and students, in-depth interviews, tests, and document analysis such as learning tools and student work results, as well as photographs from observations of the implementation of learning. Data validity was checked through data triangulation, method triangulation, and informant review, with data analysis techniques in the form of

comparative descriptive, which compared the results between cycles study.

RESEARCH RESULTS AND DISCUSSION

Based on the results of observations in the initial stage, it was concluded that the level of student

motivation in writing poetry texts was still not optimal. The average score of motivation for writing poetry, as observed, was 8. The details can be seen in Table 1 below.

Table 1: Level of Motivation in Learning to Write Poetry Texts in Pre-action

No.	Category	Absolute Frequency	Relative Frequency (%)
1.	very high	2	6.06
2.	tall	6	18.18
3.	Enough	8	24.24
4.	low	17	51.52
Amount		33	100

Based on the results of observations and interviews in the initial survey, two main problems were identified that needed to be addressed, namely the low motivation of students in writing poetry and the lack of poetry writing skills. To overcome these problems, the researcher held discussions with lecturers to plan the next steps. One of the efforts taken was to implement the picture and picture cooperative method. The selection of this method was based on students' difficulties in developing ideas and detailing topics into complete essays. The picture and picture cooperative method is expected to increase student involvement, both in asking questions and expressing opinions. The use of image media is expected to stimulate students' memory, expression, and imagination in writing poetry. However, the implementation of cycle I actions has not been fully successful due to several problems related to lecturers,

students, and the media used. In cycle I, lecturers are still dominant in teaching positions, so that students at the back are less involved. Students are also less active in learning, and the number of images used is too many so that it is not clear. After the evaluation of cycle I showed less than satisfactory results, the next step was carried out by implementing cycle II. In cycle II, lecturers went around to control student activities and explain things that were not yet understood. The goal is to approach students who are reluctant to ask questions. As a result, students began to work on assignments more calmly. The enthusiasm of the students also increased, as seen from their more active participation in learning. The students seemed more focused on the material presented and gave positive responses during presentations by other groups. They also showed a high interest in understanding natural and social events in more depth.

Table 2: Student Motivation in Pre-action, Cycle I, and Cycle II

No.	Motivational Aspects	Success Percentage		
		Pre-action	Cycle I	Cycle II
1.	Enthusiastic	44.70	62.88	66.67
2.	Attention	44.70	70.45	72.73
3.	Activity	53.03	70.45	74.24
4.	Curiosity	56, 81	74.24	83.33

In addition to encouraging students' enthusiasm, their average grades also increased. In the early stages, only 5 students succeeded, while the remaining 28 had not succeeded. After the first learning cycle, the number of students who succeeded increased to 19, while those who had not succeeded decreased to 14. The average class grade also increased from 49.09 in the early stages to 72.07 in the first cycle. The classical graduation rate also increased from 15.15% to 87.87%. In the second cycle, the learning process went better, with better poetry writing skills than before. In the

beginning, 19 students succeeded, while 14 had not succeeded. After the second cycle, the number of students who succeeded increased to 29, while those who had not succeeded decreased to 4. The average class grade increased from 72.07 to 82.07, and the classical graduation rate increased from 57.58% to 87.87%. This shows that the application of the picture and picture type cooperative learning method consistently improves students' poetry writing skills, as expected. The details are in Table 3 below.

Table 3: Comparison of Percentage of Completion in Cycle I with Cycle II

No.	Cycle	Number of Students		Classical Completion rate (%)
		Completed	Not Completed	
1.	Cycle I	19	14	57.58%
2.	Cycle II	29	4	87.87%

Based on the data listed in table 3, it can be seen that the percentage of passing in cycle II increased compared to cycle I. In cycle I, only

19 students succeeded, while 14 other students failed. After implementing the picture and picture type cooperative learning method in cycle II, the number of successful students increased to 29, while the number of unsuccessful students decreased to 4. The percentage of classical graduation also increased from 57.58% in cycle I to 87.87% in cycle II.

The success of image media in increasing learning motivation and writing skills of essay texts in students can be seen from the following indicators.

Increasing Motivation in Learning to Write Complex Explanatory Texts

In the early stages of learning that still use conventional approaches centered on lecturers, it is seen that students tend to be passive in the teaching and learning process. Although given the opportunity to ask questions, students are reluctant to ask questions, indicating a lack of involvement in learning. Lecturers are also less effective in attracting student interest, so that student concentration on learning materials is disturbed. In addition, limited learning resources cause boredom and lack of optimal use of time by students. On the contrary, after the implementation of the picture and picture type cooperative learning method, there is an increase in student motivation. As expressed by Slavin (2009: 4), in cooperative classes, students can support each other, discuss, and debate to improve their understanding and overcome gaps understanding. This cooperative method encourages cooperation among students, resulting in more active involvement than before. Lecturers no longer dominate learning, and students show greater enthusiasm, attention, activeness, and curiosity. Student motivation plays an important role in achieving learning goals, especially in writing poetry texts. Efforts to increase student motivation in writing poetry, such as adjusting lecturer performance and learning methods to student characteristics, are very necessary. When student motivation is well formed, the ability to write poetry texts will also increase. The

increase in student motivation is reflected in various aspects of motivation, where there is an increase from cycle to cycle, such as enthusiasm, attention, activeness, and student curiosity. Improving Writing Skills in Poetry Texts The implementation of learning must prioritize optimal interaction between lecturers and students, between students and fellow students, and between students and various learning resources, including the surrounding environment (Miarso, 2008: 71-72). Assessment of student performance in learning is very important. As highlighted by Aldana in her research entitled "Text Writing Process Using Cooperative Learning" (2005: 52-53), cooperative learning creates an active environment that encourages student learning involvement and exploration through interaction, sharing ideas, and information. However, observations show that students' poetry text writing skills are still low. Some of the factors that cause this are boredom and boredom in learning due to conventional methods, lack of concentration, lack of interest in writing monotonous poetry texts, and lack of knowledge and skills in writing poetry texts. Other obstacles include limitations in developing ideas, lack of imagination, inadequate use of vocabulary, and errors in the use of spelling and punctuation. As a result, some students have not reached the set passing standard, which is a score of 75. This is reflected in the initial results, where 28 students scored below 75, and only 5 students reached or exceeded 75. The average score was 49.09 with a classical passing rate of 15.15%. By facing this problem, the researcher conducted classroom action research to improve students' poetry text writing skills by applying the cooperative method of the picture and picture type. The goal is for students to be able to improve their skills in writing complex poetry texts and achieve the set passing standards, namely a score above or equal to 75 with a classical passing rate of 75%. The results of these actions show an increase in cycle I, although the achievement is not yet optimal. Therefore, learning activities continued in cycle II. In cycle II, there was a significant increase. Through cooperative learning, students can increase their self-confidence in learning. As expressed by Brecke (2007: 58), "by working in groups, students help each other and thus build their own self-confidence".

Table 4: Poetry Text Writing Skills in Pre-action, Cycle I, and Cycle II

No.	Learning Outcome Achievement	Cycle		
		Pre-action	Cycle I	Cycle II
1.	Students get grades < 75	28 Student	14 Student	4 Student
2.	Students who get grades \geq 75	5 Student	19 Student	29 Student
3.	Average value	49.09	72.07	82.07
4.	Classical Completion	15.15%	57.58%	87.87%

Based on table 4, it can be explained that in the pre-action stage, only 5 students successfully completed the task, while 28 other students failed. After going through cycle I, the number of students who succeeded

increased to 19, while those who had not succeeded decreased to 14. The average class score in cycle I increased significantly, reaching 72.07 compared to the average class score in the pre-action stage, which was

49.09. The classical completion rate also increased drastically from 15.15% in the pre-action stage to 87.87% in cycle I. The learning process in cycle II proved to be more effective, with 29 students successfully completing the task, while only 4 students had not succeeded. The average class score in cycle II also increased from 72.07 to 82.07. The classical completion rate also increased from 57.58% in cycle I to 87.87% in cycle.

II. Thus, it can be concluded that the application of the picture and picture learning method has succeeded in improving poetry writing skills as expected. However, the improvement process in each cycle did not run without obstacles. In cycle I, there were obstacles in student activity in learning and motivation that was still lacking. In addition, lecturers had difficulty in managing the class so that learning was not optimal. Efforts to overcome these obstacles were carried out in cycle II by implementing the picture and picture method, which has been proven to increase student motivation, encourage activity, and create a conducive learning environment. Thus, it can be concluded that one of the effective efforts to improve motivation and poetry writing skills in students is to apply the picture and picture cooperative method. This is because the method encourages active participation of students and facilitates the development of ideas in writing. Therefore, the picture and picture cooperative method has proven effective in improving motivation and poetry writing skills in semester 2 students at Singaperbangsa University, Karawang.

CONCLUSION

The implementation of the cooperative strategy of the picture and picture type has a positive impact on students' enthusiasm for learning in developing their ability to write poetry texts. This is reflected in the increase in the results of observations of student motivation, including their levels of enthusiasm, concentration, active participation, and curiosity. In the early stages of observation, the level of student enthusiasm was recorded at 44.70%, which increased to 62.88% in the first cycle, and reached 66.67% in the second cycle. Meanwhile, the level of student concentration in the early stages was 44.70%, increased to 70.45% in the first cycle, and significantly increased to 72.73% in the next cycle. Students' active participation initially reached 53.03%, increased to 70.45% in the first cycle, and continued to increase in the second cycle. The level of student curiosity, which was initially 56.81%, increased to 74.24% in the first cycle, and significantly reached 83.33% in the second cycle. The application of the picture and picture learning method has also

succeeded in improving students' skills in writing poetry texts, which is reflected in the increase in grades.

Average and passing rate. In the initial stage, the average score of students was 49.49 with a passing rate of 15.15%. However, in the first cycle, the average score increased to 72.07 with a passing rate of 57.58%, and in the second cycle, the average score reached 82.07 with a passing rate of 87.87%. From these results, it can be concluded that the use of the picture and picture method effectively improves students' ability to write poetry texts.

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