THE INFLUENCE OF MEDIA AND LEARNING TECHNIQUES ON POETRY WRITING SKILLS IN SMPN IN BIMA DISTRICT

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Article Info

ABSTRACT

Writing poetry requires not only good language skills, but also creative and imaginative skills. In today's digital era, the media and learning techniques used can influence the way students learn and understand poetry and help them develop better poetry writing skills. The research objectives were to find out 1) The effect of instructional media on the poetry writing skills of SMPN students in Bima district; 2) The influence of learning techniques on poetry writing skills of SMPN students in Bima district; 3) The effect of interactive media and learning techniques on the poetry writing skills of SMPN students in Bima district. The research method is an experiment with 2-way ANOVA analysis. The samples used were SMPN 1 Bolo and SMPN 1 Madapangga with a total of 120 students. Data collection using a written test. The results of the study show 1) There is a significant influence of learning media on students' poetry writing skills at Public Middle Schools in Bima Regency, West Nusa Tenggara Province. This is evidenced by the acquisition of Sig. $= 0.000 < 0.05$ and Fh $= 17.076$; 2) There is a significant influence of learning techniques on students' poetry writing skills at Public Middle Schools in Bima District, West Nusa Tenggara Province. This is evidenced by the acquisition of Sig. $= 0.000 < 0.05$ and Fh $= 64.104$; 3) There is a significant interaction effect of learning media and types of learning techniques on students' poetry writing skills at Public Middle Schools in Bima Regency, West Nusa Tenggara Province. This is evidenced by the acquisition of Sig. $= 0.001 < 0.05$ and Fh $= 11.273$.

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1. INTRODUCTION

The fact that happened to students at SMPN Kabupaten Bima was that students' ability to write poetry was still low. Students think writing poetry is difficult and boring. Students are unskilled and do not have ideas to pour then imagine into poetry. Researchers can identify the main causes of students' low ability to write poetry, both internal factors such as language skills or external factors such as the media and learning techniques used. In addition, it can assist researchers in determining appropriate methods and techniques to improve students' poetry writing skills. This can correct the deficiencies found in the preliminary study and strengthen the contribution of research in developing more effective learning strategies to improve students' poetry writing abilities.

The low ability of students to write poetry is caused by several factors namely, lack of practice, lack of student interest in writing poetry, and the most influential is the way of teaching teachers as educators. Teachers are still less creative in giving lessons to students. The teacher should use teaching variations that utilize fun media or methods and provide new inspiration or enthusiasm for students. Learning to write poetry, the teacher's role as a facilitator is very important. Most teachers only use books in the form of collections of poetry or examples of poetry. Teachers rarely use more interesting media in learning to write poetry. Based on these problems, writing poetry requires learning media that not only helps students understand it, but also will provide motivation to write poetry. The learning media offered by the author that can improve students' poetry writing abilities are media pictures to make students more active.

The importance of writing ability is being able to express ideas in mind and feeling through language (Mu'awwanah, 2017). Practicing continuously in writing is intense practice in creating language used as a medium for literary works (Adriani, Subyantoro, & Mardikantoro, 2018; Karyati, Bintoro, Fahrurozi, & Adiansha, 2018; Lestari, 2019). This language creation activity (writing) cannot be done once, but must be done intensely and continuously, especially for beginners. One of the writing skills is writing poetry.

Poetry learning in schools aims to instill a sense of sensitivity to the results of literary arts (Solihah, 2018; Sri Rahayu, 2019), so that students get a sense of compassion that is obtained from poetry appreciation. In addition, learning poetry at school is very important and useful for students because it can help students to become sympathetic and thinker human beings.

One aspect of learning poetry is writing poetry. Writing poetry means expressing a life in the medium of language which must meet certain requirements in accordance with the aesthetic norms of poetry (Agusrita, Arief, Bagaskara, & Yunita, 2020; Goentoro, 2020). To achieve this aesthetic requires skill and skill to use the elements to produce a harmonious blend. These skills and abilities can be obtained by diligently practicing to write a poem intensively.

In learning to write poetry the teacher's role as a facilitator is very important, the teacher should be able to teach knowledge about literature, especially poetry in detail to students as one of their bases in poetry writing activities. Learning to write poetry will also be carried out well if there is good cooperation between the teacher and students (Juwanda & Erlina, 2019; Marisya, 2021). In addition, the way the teacher teaches is also influential. The way of teaching teachers in teaching poetry still uses traditional methods such as lectures and assignments. Most teachers teach poetry only from literary books in the form of poetry collections or examples of poetry. Teachers also rarely use media and techniques in learning literature, including learning poetry.

Learning media and techniques are one of the important things in learning activities (Yeni Anggraeni, Erhamwilda, & Afrianti, 2022). Learning media serves to assist teachers in conveying subject matter to students. Media is a learning resource that is able to channel messages or information needed by students. Submission of information can be through spoken and written language supported by the use of appropriate media or tools. In the process of learning poetry, it is necessary to convey the right information so that students are able to absorb the knowledge contained in it accurately. Information transmitted through the media is generally represented in the form of pictures, recordings, films, tables, maps, graphs, charts, and so on.

Apart from the media, techniques also play an important role in the success of achieving a learning objective that is carried out (Sudarwo & Adiansha, 2021). Techniques make it easy for students to understand and accept what is conveyed by the teacher so that later students are expected to be able to actualize it in life both individually and socially.

Learning media and techniques are also very necessary in learning to write poetry. So far, in learning to write poetry, teachers have not optimized the use of media and learning techniques. This also happened at SMPN in Bima district. Based on observations and interviews conducted with Indonesian language subject teachers, it was found that the media and/or learning was less than optimal in learning to write poetry so that students became passive. In addition, the students' interest in writing poetry and the poetry writing ability of SMPN students in Bima, NTB district were still low, even though students' ability to understand the material was quite good. So far, in learning to write poetry, the teacher gives the task of writing poetry by concocting and processing experiences well, then carrying out selective selection and placement of words. After choosing words, these words are combined with other words with variations in connotative and denotative meanings so that they will produce good poetry.

Such a learning method can have a negative impact in the form of laziness and a lack of interest in students taking part in poetry writing lessons (Rahayu, Rohmadi, & Andayani, 2018; Tarlina, 2020). In other words, learning is considered less varied so that it has an impact on students' interest in writing to be low

and will indirectly result in their writing ability being low. This was proven when they were given the task of writing poetry, the results were not optimal, and many still got low marks.

The less than optimal results are also caused by several obstacles that arise from the students themselves. These obstacles include students having difficulty determining and finding ideas, students having difficulty determining the first word in their poetry, difficulty developing ideas that have been obtained in the form of poetry due to lack of vocabulary mastery, and students who are not used to expressing their thoughts or imagination in poetic form. (Nurhayati, Wulan, & Ramadhan, 2021). These constraints resulted in students' poetry writing scores being low, so that changes were needed in the learning process. One of these changes is the use of event image media and mind mapping techniques in writing poetry. Media images of events and mind mapping techniques are expected to be able to help students overcome problems in writing poetry.

Image media is media in the form of an image of an event or incident that has occurred or experienced. Media images of events and mind mapping techniques are appropriate for use in learning to write poetry because image media will help students in imagining and then pouring their ideas and ideas into poetry through mind mapping, and this is allegedly able to have a positive influence on students' poetry writing skills which is then developed in the form of writing in the form of poetry. Basically poetry is composed of a series of beautiful words according to the imagination and creativity of the author.

The basic competence to be achieved is to write free poetry using the appropriate choice of words, so it is very appropriate to use image media because the image media of this event are in the form of images that have been experienced by someone. In the media images it is clear what events have occurred. The use of media images is expected to be able to stimulate students' creativity in obtaining ideas and stimulate students' memories of events they have experienced and then poured them in the form of mind mapping which will later be developed into written form so that the poems produced by students have clear content according to a predetermined theme (Kartini, 2021; Nuraeni, 2019).

Armed with the explanation above, there is a need for continuous research. The information obtained strengthens parental attention and interest in learning to affect student achievement. But it needs to do some testing to prove it. That parents' attention and students' interest in learning have a major influence on increasing or decreasing learning achievement in appreciation of Indonesian literature.

Starting from the problems above, there is a need for continuous research. The information obtained by using media images of events and mind mapping techniques can influence students' skills in writing poetry. That the media and learning techniques can contribute a big influence in increasing and decreasing students' skills in writing poetry. The research aims are 1) The influence of instructional media on the poetry writing skills of SMPN students in Bima district; 2) The influence of learning techniques on poetry writing skills of SMPN students in Bima district; 3) The effect of interactive media and learning techniques on the poetry writing skills of SMPN students in Bima district.

2.   RESEARCH METHOD

This research was conducted at a public junior high school (SMP) in Bima District, West Nusa Tenggara Province (NTB). The research method is an experiment with a 2x2 by level experimental design with 2-way ANOVA analysis. The research design namely:

Table 1. Research Design

Learning Technique (B)	Treatment: Learning Media Use (A)		TOTAL
	Picture Media (A1)	Konvensional (A2)	
Mind Mapping (B1)	$A_1 B_1$	$A_2 B_1$	$\sum B_1$
Konvensional (B2)	$A_1 B_2$	$A_2 B_2$	$\sum B_2$
Total	$\sum A_1$	$\sum A_2$	$\sum$ TOTAL

Where $A_1 B_1$ is image media with mind mapping learning techniques, $A_2 B_1$ is Conventional media with mind mapping learning techniques, $A_1 B_2$ is Image media with conventional learning techniques, and $A_2 B_2$ is Conventional media with conventional learning techniques.

The population in this study were all students of Public Junior High Schools (SMP) in Bima Regency, totaling 71 schools spread across 18 sub-districts in Bima Regency, West Nusa Tenggara. Sampling sampling with this type of probability is called cluster random sampling. From this sampling technique, we obtained a control group and an experimental group from each school, namely class VIII-A SMPN 4 Bolo as the exper-

imental class and class VIII-B SMPN 4 Bolo as the control class, class VIII-D SMPN 1 Madapangga as the control class and class VIII-D SMPN 1 Madapangga as the control class. VIII-B as an experimental class.

Table 2. Research Sample Distribution

No	School	Class	Sum
1	SMPN 1 Madapangga	VIII D	30
2	SMPN 1 Madapangga	VIII B	30
3	SMPN 4 Bolo	VIII A	30
4	SMPN 4 Bolo	VIII B	30
	Total		**120**

Data collection techniques are carried out using tests. This test technique is used to determine the initial ability (pretest) and final ability (posttest) regarding primary data, namely poetry writing skills in class VIII students of SMPN 1 Madapangga and Class VIII of SMPN 4 Bolo Bima. The tests carried out were in the form of written tests, namely poetry writing tests carried out by students from both the control group and the experimental group. This writing test is in the form of an essay test. Students are given a poetry writing test with a predetermined theme.

3. RESULT AND DISCUSSION
3.1. Result

This research is a study consisting of two independent factors, namely the learning media factor (A) and learning techniques (B). Each factor consists of sub factors called levels. For learning media (A) there are two, namely Image Media (A1) and Conventional (A2). The second factor is learning techniques (B) with two levels, namely: Mind Mapping (B1) and Conventional (B2).

3.1.1. Data on Students' Poetry Writing Skills Using Image Media (A1)

Data on students' poetry writing skills using Event Picture Media were obtained from the test scores of respondents who were a sample of 60 students.

Table 3. Description of Research Data Poetry Writing Skills for Students Using Picture Media

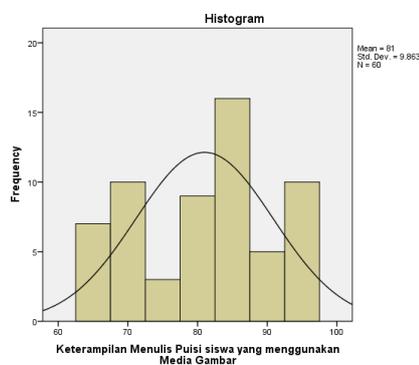| Statistics		
Poetry Writing Skills for Students Using Picture Media		
N	Valid	60
	Missing	60
Mean		81.00
Median		85.00
Mode		85
Std. Deviation		9.863
Minimum		65
Maximum		95

Figure 1. Variable Polygon Histogram Poetry Writing Skills for Students Using Image Media

Judging from the results of the calculations in table 3, it can be said that the poetry writing skills of students using media images at Public Middle Schools in Bima Regency, West Nusa Tenggara Province are quite good. This is indicated by the acquisition of an average value of 81.00. To clarify the data above, it is explained in the histogram in Figure 1.

From the histogram and image frequency polygon 1 it can be concluded that the poetry writing skills of students using media images have a normal distribution.

3.1.2. Data on Students' Poetry Writing Skills Using Conventional Media (A2)

Data on the poetry writing skills of students using conventional media were obtained from the test scores of 60 students who became the research sample.

Table 4. Description of Research Data Poetry Writing Skills for Students Using Conventional Media

Statistics		
Description of Research Data Poetry Writing Skills for Students Using Conventional Media		
N	Valid	60
	Missing	60
Mean		76.33
Median		75.00
Mode		75
Std. Deviation		8.123
Minimum		65
Maximum		95

Judging from the results of the calculations above, it can be said that the poetry writing skills of students using conventional media at Public Middle Schools in Bima Regency, West Nusa Tenggara Province are quite sufficient. This is indicated by the acquisition of an average value of 76.33. To clarify the data in Table 4, it is explained in the histogram in Figure 2.
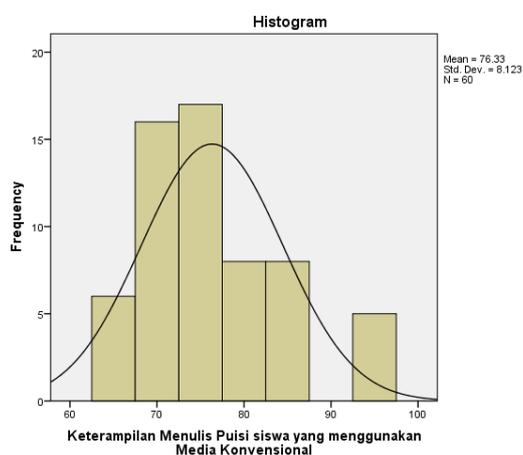

Figure 2. Variable Polygon Histogram Poetry Writing Skills for Students Using Conventional Media

From the histogram and frequency polygon in Figure 2, it can be concluded that the poetry writing skills of students using conventional media have a normal distribution.

3.1.3. Data on Students' Poetry Writing Skills Using Mind Mapping Learning Techniques (B1)

Data on students' poetry writing skills using the Mind Mapping learning technique were obtained from the test scores of 60 students who became the research sample.

Table 5. Description of Research Data on Students' Poetry Writing Skills Using Mind Mapping Learning Techniques

Statistics		
Poetry Writing Skills of students who use the Mind Mapping Learning Technique		
N	Valid	60
	Missing	60
Mean		83.92
Median		85.00
Mode		95
Std. Deviation		8.442
Minimum		70
Maximum		95

When viewed from the results of the calculations in table 5, it can be said that the poetry writing skills of students using the Mind Mapping learning technique at Public Middle Schools in Bima Regency, West Nusa Tenggara Province are classified as good. This is indicated by the acquisition of an average value of 83.92. described in the histogram in figure 3.
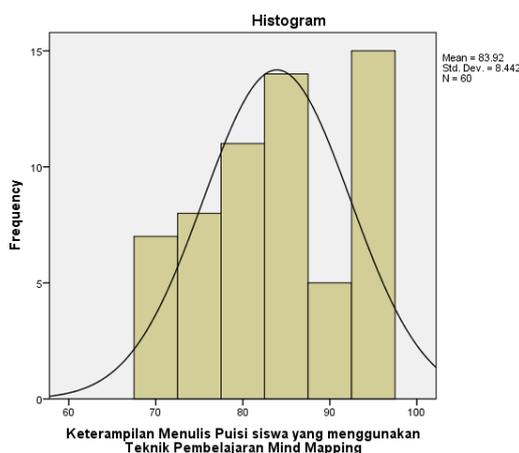

Figure 3. Histogram Polygon Variable Poetry Writing Skills of Students Using Mind Mapping Learning Techniques

From the histogram and frequency polygon in Figure 3, it can be concluded that the students' poetry writing skills using the Mind Mapping learning technique have a normal distribution.

3.1.4. Data on Students' Poetry Writing Skills with Conventional Learning Techniques (B2)

Data on the poetry writing skills of students who have conventional learning techniques were obtained from the test scores of respondents who were a sample of 60 students, described in table 6. When viewed from the calculation results of table 6, it can be said that students' poetry writing skills with conventional learning techniques in Public Middle Schools in Bima Regency, West Nusa Tenggara Province, are quite adequate. This is indicated by the acquisition of an average value of 73.42.

Table 6. Description of Research Data on Students' Poetry Writing Skills with Conventional Learning Techniques

Statistics		
Poetry Writing Skills of students who use Conventional Learning Techniques		
N	Valid	60
	Missing	60
Mean		73.42
Median		70.00
Mode		70
Std. Deviation		7.277
Minimum		65
Maximum		85

To clarify the data in table 6, it is explained in the histogram in figure 4. From the histogram and the frequency polygon in figure 4 it can be concluded that the poetry writing skills of students who use conventional learning techniques have a normal distribution.
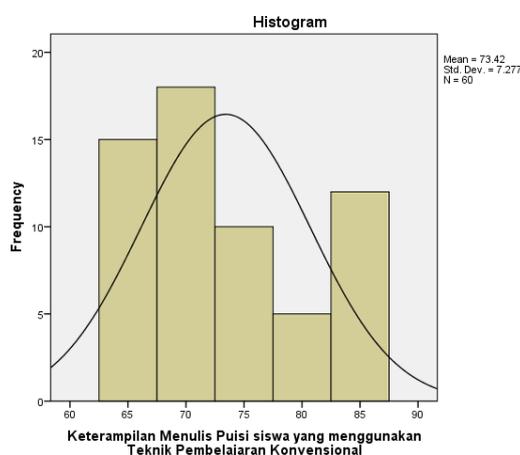

Figure 4. Polygon Histogram of Variable Poetry Writing Skills of Students Using Conventional Learning Techniques

3.1.5. Group Summary Data A_1B_1, A_1B_2, A_1B_1, and A_2B_1

It was found that for the skills of writing poetry, students who used media images and used the Mind Mapping learning technique consisted of 30 students who had an average score of 88.33 and a standard deviation of 5.622. For poetry writing skills, students who use media images and use conventional learning techniques consist of 30 students who have an average score of 73.67 and a standard deviation of 7.420. The data can be shown in table 7.

Table 7. Description of Research Data on Students' Poetry Writing Skills with Conventional Learning Techniques

Descriptive Statistics				
Dependent Variable: Keterampilan Menulis Puisi				
Learning Media	Learning Technique	Mean	Std. Deviation	N
Picture Media	Mind Mapping	88.33	5.622	30
	Konvensional	73.67	7.420	30
	Total	81.00	9.863	60
Konvensional	Mind Mapping	78.67	8.193	30
	Konvensional	72.67	6.789	30
	Total	75.67	8.050	60
Total	Mind Mapping	83.50	8.502	60
	Konvensional	73.17	7.069	60

For poetry writing skills, students who used conventional media and used the Mind Mapping learning

technique consisted of 30 students who had an average score of 78.67 and a standard deviation of 8.193. For poetry writing skills, students who used conventional media and used conventional learning techniques consisted of 30 students who had an average score of 72.67 and a standard deviation of 6.789. The data can be shown in Table 8.

Table 8. Description of Statistics according to Research Design

B	Stat	A		Total
		A_1	A_2	
B_1	N	30	30	60
	$\bar{X}$	88.33	78.67	83.50.00
	S	5.622	8.193	8.502
B_2	N	30	30	60
	$\bar{X}$	73.67	72.67	73.17
	S	7.420	6.789	7.069
Total	N	60	60	120
	$\bar{X}$	81.00	75.67	78.33
	S	9.863	8.050	9.356

3.2. Discussion

There is a significant influence of learning media on the poetry writing skills of state junior high school students in Bima District, West Nusa Tenggara Province

Based on the results of the study, it was stated that the use of instructional media had an insignificant effect on improving the poetry writing skills of students at State Junior High Schools in Bima Regency, West Nusa Tenggara Province. Or in other words, there is no difference in the ability of students' poetry writing skills to use picture media and those who use conventional media. This can be seen from the average score of students' poetry writing skills using media images of 81, while the average score of students' poetry writing skills using conventional media is 76.33.

Writing according to White and Amdt (in Agusrita et al., (2020); Goentoro, (2020)) is not a simple matter of writing language into written symbols; Writing is a process of thinking in the truth it has. This opinion can also be appreciated that writing is a process of compiling, recording, and organizing meaning at multiple levels, is interactive and directed to achieve certain goals by using a conventional sign system that can be read.

Ariyana et al., (2020) said that writing is a reasoning process. Writing communicates what and how the author thinks, so writing and thinking are two things that cannot be separated. Someone who does writing activities is someone who knows how to think, he makes connections and draws conclusions. It is clear here that if someone is going to write down ideas or thoughts, of course he will use these thoughts to compare or connect the things that will be written in order to reach a conclusion.

The skill of writing poetry does not come by itself but requires quite regular and programmed practice and mastery of a large vocabulary to express ideas through selected words so that the poem has meaning both in terms of its physical form and its inner form. With regular practice, then to achieve certain goals of the writing can be achieved.

There is a significant influence of learning techniques on the ability of students' poetry writing skills at State Junior High Schools in Bima Regency, West Nusa Tenggara Province

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The skill of writing poetry does not come by itself but requires quite regular and programmed guidance and mastery of a large vocabulary to express ideas through selected words so that the poem has meaning both in terms of its physical form and its inner form. With regular practice, then to achieve certain goals of the writing can be achieved.

There is a significant interaction effect of learning media and learning techniques on the poetry writing skills of state junior high school students in Bima district, West Nusa Tenggara province

From the results of the study it can be stated that learning media and learning techniques have a significant interaction effect on improving the poetry writing skills of state junior high school students in Bima Regency, West Nusa Tenggara Province.

The low scores of students in poetry writing skills are due to the lack of media and techniques used in the teaching and learning process, giving rise to a feeling of boredom from students which impacts on the student's learning outcomes. Most educators are more focused on conventional teaching and learning activities in this case the lecture method which is only teacher-centered, so that students are still limited in theoretical knowledge because they have not been involved by educators to be invited to express their ideas and thoughts in written form. One form of writing is writing poetry. Writing poetry is a creative productive activity resulting from a creative process. According to Dewanta et al., (2021) The creative process can only flow in a creative atmosphere that allows for the birth of works that are linguistically beautiful from a deep thought perspective.

Literacy culture, including students' writing, looks low. This can be seen when students take part in competitions related to poetry, poetry writing competitions are rarely held, but only poetry reading competitions, this also sometimes makes students less interested in writing poetry. Writing is related to creativity in expressing students' ideas, knowledge, experiences, and feelings. So it takes a coaching and direction so that students are able to write poetry.

In an effort to support students in writing poetry, it cannot be separated from the media and techniques used by teachers in the learning process, if the media and techniques chosen by the teacher are interesting and fun, of course it can develop students' interest in learning to go deeper into things that can make students skilled in poetry.

4.   CONCLUSION

Based on the results of the study it was found that:

1. There is a significant influence of learning media on students' poetry writing skills at Public Middle Schools in Bima District, West Nusa Tenggara Province. This is evidenced by the acquisition of Sig. $= 0.000 < 0.05$ and Fh $= 17.076$.
2. There is a significant influence of learning techniques on students' poetry writing skills at Public Middle Schools in Bima District, West Nusa Tenggara Province. This is evidenced by the acquisition of Sig. $= 0.000 < 0.05$ and Fh $= 64.104$.
3. There is a significant interaction effect of learning media and types of learning techniques on students' poetry writing skills at Public Middle Schools in Bima Regency, West Nusa Tenggara Province. This is evidenced by the acquisition of Sig. $= 0.001 < 0.05$ and Fh $= 11.273$.

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