

Comparative Analysis Between Constructivism Methods and Modelling Methods on Skills Write Student Poetry

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ABSTRACT

The purpose of this study was to determine and analyze comparatively the use of constructivism methods with modelling methods on students' poetry writing skills. This research is quantitative research using experimental method through treatment by level 2 x 2 design. The sample of this research was taken through the cluster random sampling technique. Data collection techniques used, among others: interviews, observation, documentation, and tests. The data analysis technique used in this study is the technique of analysis of variance and two paths (ANOVA) at a significance level of $\alpha=0.05$ and then analyzed using the Tukey test. The results showed that: there was a significant difference based on the results of the study there was a significant difference between the use of constructivism learning methods and modelling methods on students' poetry writing skills with the average score in the experimental group reaching 81.57 while in the control class it reached 78.14. Based on the results of the study, it can be concluded that students who were given the constructivism method were more creative than students who were taught through the use of modelling methods.

Keywords: *writing poetry, constructivism, modelling method*

1. INTRODUCTION

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. Poetry is personal freedom of expression (Clair, 2018). Poetry writing skills possessed by a person are a form of active and productive skills based on their socio-cultural background. Therefore, a poet cannot be separated from his culture. The relationship between text and context in poetry is closely related to culture to be exposed based on the author's experience (Fearn, 2017) (Ulya, Thahar, Asri, & Agustina, 2018).

There are many phenomena related to writing skills faced by students in class, including difficulties in writing poetry. This is in line with the results of research conducted by (Liao & Roy, 2017:1); (Hanauer, 2012:1) (Cahnmann-Taylor, Zhang, Bleyle, & Hwang, 2015);

(Ceylan, 2019:1); and (Hasegawa, 2013:1); Lahiani, 2020). The results of the study indicate that among the four language skills, writing is considered the most challenging skill for most language learners. In learning writing skills, most students find it difficult to create their works, especially writing poetry.

Based on the results of the interviews, it was found six important pieces of information related to students' poetry writing learning. First, students have difficulty in generating ideas and developing them into a poem. Second, having difficulty in expressing ideas, feelings, and imaginations that will be poured into a poem. Third, students have difficulty in adjusting the theme to the content of the poem. Fourth, students have difficulty in choosing diction, imagery, and language style. Fifth, students have difficulty in finding the right choice of words (diction) for the object at hand, so they feel less confident in writing poetry. Sixth, in learning

poetry writing skills, lecturers still use conventional methods so that students are less active during the learning process.

Research conducted by (Amineh & Asl, 2015; G. Mwanda & Midigo, 2019; Yoruk, 2016)) shows that students will learn well when it comes to things they know. In addition, the learning process will be productive if students are involved in the learning process. In the opinion of Steele, Gould, & Kessler (2019:1)), the constructivism method is an interpretation that has been conditioned by generations, both inside and outside the academy, and topically. The theory and implications of constructivism are organized into three themes: flexible teaching staff, a prepared environment, and a mutually respectful social atmosphere (Wei, Wei, & Zhang, 2019:17).

The main principle in learning using the constructivism method is very dependent on effective ideas (L. Cohen, Faro, & Tate, 2019:105); Lestari & Hardiyanti, 2020). According to Nelson (2021:153), knowledge and experience can produce a better educational process. This is emphasized by Disch (2019:1) who states that to obtain good educational outcomes it is necessary to discuss together during the learning process. Barkin & Sjoberg (2019:42) argue that by providing constructivism methods, students are allowed to find and determine their ideas so that they make them aware of applying their learning methods using effective principles. . Mwanda, Odundo, Midigo, & Mwanda (2016) state that achievement is influenced by learning methods that build learning knowledge received during the learning process.

The success of language learners in understanding information is influenced by the stimulus they see. (Zein, Sukyadi, Hamied, & Lengkanawati, 2020) This has an impact on the process of accepting language learners on the model or stimulus provided by the teacher. Modelling is an approach to gain insight into real objects (Krones, 2017:22). A model is defined as a mapping of reality made for a specific purpose (Bamberg, Coenenberg, & Krapp, 2012; Thalheim & Nissen, 2015). The main purpose of modelling is to describe and analyze objects while reducing their complexity of objects (Hauber & Luchko, 2019:3). In general, the model is used in acquiring knowledge, which serves to describe, explain, and demonstrate an object including its elements and relationships (Holzmüller & Bandow, 2010:7).

The modelling method is learning of certain skills that are given through a model that can be imitated and

imitated by students. For the selection of model methods, it is necessary to think about choosing a model that is adapted to the shape that will be made to overcome obstacles in the manufacturing process (Szoniecky, 2018:41). The modelling method used in this research is through the image model. The image model serves to generate ideas or students' imaginations in the form of the appearance of their work, especially in the form of a poem.

From some of the explanations above, it can be understood that the main problem in learning to write poetry on campus is caused by the selection of an inappropriate learning method. This study applies two learning methods used in poetry learning, namely the constructivism method and the modelling method. In addition, other factors are also seen in this study, namely the creative thinking ability of students, both high creative thinking skills and low creative thinking abilities.

2. LITERATURE REVIEW

2.1 The Nature of Poetry Writing Skills

Poetry comes from the Greek, namely *poiesis* which means 'to create'. In addition, from the point of view of English, poetry is called *poetry* which means one type of literature that has the characteristics of a binding form of writing and is different from the way of expressing other types of literary works. According to Farmer (2018:1), poetry is an investigation of complex contemporary reality through the means (meaning) of form. This shows that poetry is an emotion that is presented through a concept that has a very strong concept. Every poem is written by a poet with many feelings, and values (Saini & Kaur, 2020:1228).

According to (Livermore, Wedderburn, & Gibson, 2020), poetry is made of words produced through life experiences that have been presented in a concise and powerful expressive way. Davis (2021:9) states that poetry is an art-based method that is not influenced by anyone's ideas because poetry is an opponent that must be conquered. Poetry is a strong and interesting emotion contained in the poet's mind to be conveyed to the literary media (Apol, 2017:73). The same thing is conveyed by Matalon (2020:2) who argues that poetry is an oral or written creation composed to express personal feelings and emotions or to describe other subjects, in countless ways.

A person's skills in writing poetry greatly affect his reading habits, especially reading poetry. Ero (2016:811-182) states that poetry writing skills are influenced by the level of poetry reading habits of a person. In line with this opinion, Kuşdemir & Bulut (2018:1) state that poetry writing skills start from the habit of reading poetry texts. Reading can add a lot of vocabulary and diction needed in writing a poem. In addition to mastery of vocabulary, a person's ability to write poetry is also influenced by his ability to think creatively. According to He (2017:5), the thinking process can be divided into two, namely: (1) divergent thinking (ie: reverse thinking and multi-dimensional thinking); and (2) convergent thinking (ie: focused thinking and positive thinking). In general, someone who has high creative thinking ability has characteristics, such as: (1) looking at a problem from various sides; (2) spread in various directions to determine the number of answers; (3) comprehensive; (4) intuitive-imaginative; and (5) independent.

According to Bakri, Rahmat, & Lustyantie (2019:209), writing skills can be influenced by the ability to think creatively and use language style as a supporting factor in poetry writing skills. Writing skills are strongly influenced by one's creative thinking ability because writing poetry involves thinking. The process is a way of thinking and aims to expand thinking styles. In addition, one's ability to use metaphorical language is very supportive of poetry writing skills.

2.2 The Nature of the Constructivism Learning Method

In the opinion of Steele, Gould, & Kessler (2019:1), the constructivism method is an interpretation that has been conditioned by generations, both inside and outside the academy, and topically. The constructivist method allows knowledge that is built by humans to be gradually expanded through a limited context. In other words, learning is more meaningful when students work alone, discover and build their new knowledge and skills. Mwanda, Odundo, Midigo, & Mwanda (2016) state that achievement is influenced by the learning methods received during the learning process. Constructivism is a theory that gives freedom to humans who want to learn or seek their needs with the ability to find their needs with the help of other people's facilities. According to Thobroni (2015:91),

constructivism is a process experienced by humans to gain experience based on the times.

The main principle in learning using the constructivism method is very dependent on effective ideas (L. Cohen, Faro, & Tate, 2019:105). According to Nelson (2021:153), knowledge and experience can produce a better educational process. This is emphasized by Disch (2019:1) who states that to obtain good educational outcomes it is necessary to discuss together during the learning process. Barkin & Sjoberg (2019:42) argue that the constructivism method is very supportive to develop a framework or concept that already exists in the learner. Learners are allowed to find and determine their ideas and apply their learning methods using effective principles.

Constructivism methods can have an impact on the development of creative thinking processes. Constructivism method is a method that can develop the thinking process of learners systematically. Constructivism can build learner knowledge bit by bit so that it can be expanded through a limited context. In other words, learning is more meaningful when students work alone, discover and build their knowledge and skills. Constructivism relies on observation to determine how a learner thinks and learns so that educators know when to devote more time to solving problems, and when to target interventions (Kritt, 2018:9)

2.3 The Nature of Modeling Methods

According to Krones (2017:22), modelling is the main scientific approach to gain insight into real objects. A model is defined as a one-to-one mapping of reality created for a specific purpose (Bamberg et al., 2012; Thalheim & Nissen, 2015). The main purpose of modelling is to describe and analyze objects while reducing their complexity of objects (Hauber & Luchko, 2019:3). In general, the model is used to gain knowledge in describing, explaining, and demonstrating an object including its elements and relationships (Holzmuller & Bandow, 2010:7).

The modelling method is learning certain skills that are given through a model that can be imitated and imitated by students. For the selection of model methods, it is necessary to think about choosing a model that is adapted to the shape that will be made to overcome obstacles in the manufacturing process (Szoniucky, 2018:41). The modelling method used in this research is through the image model. The image

model serves to generate ideas or students' imaginations in the form of the appearance of their work, especially in the form of a poem.

Modelling was chosen because it can replace verbal words, concretize abstract ones, overcome human observations, and make students able to capture ideas or information conveyed (Munadi, 2008:89). According to Kustandi & Sutjipto (2011:173), modelling is a common language, can be understood, and enjoyed by everyone. Furthermore, Indriana (2011:65) states that modelling is also concrete, overcomes the limitations of observation, clarifies a problem presentation, is easy to obtain and can be used easily. Therefore, using the model can help students in learning activities, including learning to write poetry.

3. RESEARCH METHOD

3.1 Design

There are three variables studied in this study, namely the independent variable, the dependent variable, and the attribute variable. In accordance with the opinion (Cohen, 2007:112) explains that An experiment involves making a change, the value of one variable is called the independent variable and observing the effect of that change or another variable is called the dependent variable. The variables of this research are learning methods and creative thinking as independent variables, and the ability to write poetry as the dependent variable. The learning method (A) consists of a constructivism learning method for creative thinking skills (A1), and a modelling creative thinking skills learning method (A2), while the variable creative thinking skills (B) consists of highly creative thinking skills (A2). B1) and low creative thinking ability (B2). The experimental design is treatment by level 2×2 .

3.2 Participants

The sample of this study was taken from two classes of four classes. With details, namely one class as the experimental class and one class as the control class. The sampling technique in this study used a cluster random sampling technique.

3.3. Data Collection Method

The quality of data collection is related to the accuracy of the methods used to collect data. The data collection techniques of this research include (1)

interviews; (2) observation; (3) documentation; and (4) test. The research data was obtained through a set of tests for each of the variables studied. This test is structured in the form of statement items that are built based on indicators for each variable that has been obtained in the theoretical study.

3.4 Data Analysis

The data analysis technique used in this study is the technique of analysis of variance and two paths (ANOVA) at a significance level of $\alpha = 0.05$ and then analyzed using the Tukey test. The results of the analysis are presented in the form of numbers which are then explained and interpreted in a description. In quantitative research, data analysis is an activity after data from all respondents or other data sources have been collected. Data analysis activities include. Grouping data based on variables from the type of respondent: tabulate data based on variables from all respondents; presenting data for each variable studied; perform calculations to answer the problem formulation; dan perform calculations to test the hypothesis that has been proposed.

4. RESULTS AND DISCUSSION

The next stage of research data analysis is to get descriptive statistical results. Descriptive statistical data analyzed, among others: the calculation of the average, variance, and standard deviation of the application of constructivism and modelling methods. Next, the analysis step is to determine the independent sample t-test and ANOVA. The assumption underlying the basic analysis of variance (ANOVA) is that the variances of the populations are the same. As a tester, if the significance value is more than 0.05 then the data is said that the variance of two or more data groups is the same. The SPSS output shows the number of respondents (N) 28, with the treatment of constructivism learning methods with high creative thinking abilities from 28 respondents and the smallest (minimum) student score of 70, and the largest (maximum) value of 90. The range value is the minimum difference value. and the maximum is 20. and the sum value is the sum of the values of 28 respondents, which is 2214.00. Then the average value of the respondents or the mean is 79.07 with a standard deviation of 4.91. Then the SPSS Output table above shows the number of respondents (N) 28, with the treatment of modelling learning methods with

high creative thinking abilities from 28 respondents and the smallest student score (minimum) 65, and the largest value (maximum) 85. The range value is the minimum difference value. and the maximum is 20. and the sum value is the sum of the values of 28 respondents, which is 2054.00. Then the average value of the respondents or the mean is 73.36 with a standard deviation of 5.96.

The SPSS output table display above shows the number of respondents (N) 28, with the treatment of constructivism learning methods with low creative thinking abilities from 28 respondents and the smallest (minimum) student score of 73, and the largest (maximum) value of 90. The range value is the minimum difference value. and the maximum is 17. and the sum value is the sum of the values of 28 respondents, which is 2236.00. Then the average value of the respondents or the mean is 79.86 with a standard deviation of 3.99. Furthermore, the SPSS output above shows the number of respondents (N) 28, with the treatment of modelling learning methods with low creative thinking abilities from 28 respondents and the smallest student score (minimum) 65, and the largest value (maximum) 85. The range value is the minimum difference value and the maximum is 20. and the sum value is the sum of the values of 28 respondents, which is 2032.00. Then the average value of the respondents or the mean is 72.57 with a standard deviation of 5.76.

From the results of the SPSS output, the minimum score for students who received treatment with the constructivism method with high creative thinking skills was 70 and a maximum of 90, then students who received treatment using modelling learning methods with high creative thinking skills had a minimum score of 65 and a maximum of 85. Then students who received treatment using the constructivism method with low creative thinking skills were 73 and a maximum of 90, then students who received treatment using modelling learning methods with low creative thinking abilities had a minimum score of 65 and a maximum of 85. It can be concluded that students who were given treatment using the constructivism learning method have a higher value when compared to students who are given treatment using the modelling method.

The SPSS output shows the number of respondents (N) 14, with the treatment of constructivism learning methods with high creative thinking abilities from 14 respondents and the smallest student score (minimum) 78, and the largest value (maximum) 90. The range value is the minimum difference value. and

the maximum is 12 and the sum value is the sum of the values of 14 respondents, which is 1142.00. Then the average value of the respondents or the mean is 81.57 with a standard deviation of 3.50. Furthermore, the SPSS output above shows the number of respondents (N) 14, with the treatment of modelling learning methods with high creative thinking abilities from 14 respondents and the smallest (minimum) student score of 73, and the largest (maximum) value of 85. The range value is the minimum difference value and the maximum is 12. and the sum value is the sum of the values of 14 respondents, which is 1094.00. Then the average value of the respondents or the mean is 78.14 with a standard deviation of 3.79.

The SPSS output table display above shows the number of respondents (N) 14, with the treatment of constructivism learning methods with low creative thinking abilities from 14 respondents and the smallest student score (minimum) 70, and the largest value (maximum) 85. The range value is the minimum difference value. and the maximum is 15. and the sum value is the sum of the values of 14 respondents, which is 1072.00. Then the average value of the respondents or the mean is 76.57 with a standard deviation of 4.92. Then the SPSS Output table above shows the number of respondents (N) 14, with the treatment of modelling learning methods with low creative thinking ability of 14 respondents and the smallest student score (minimum) 65, and the largest value (maximum) 75. The range value is the minimum difference value. and the maximum is 10. and the sum value is the sum of the values of 14 respondents, which is 960.00. Then the average value of the respondents or the mean is 68.57 with a standard deviation of 3.17.

From the results of the SPSS output, the minimum score for students who received treatment using the constructivism method with high creative thinking skills was 78 and a maximum of 90, then students who received treatment using modelling learning methods with high creative thinking skills had a minimum score of 73 and a maximum of 85. Then students who received treatment using the constructivism method with low creative thinking skills were 70 and a maximum of 85, then students who received treatment using modelling learning methods with low creative thinking skills had a minimum score of 65 and a maximum of 75. It can be concluded that students who were given treatment using the constructivism learning method are higher in value when compared to students who are given treatment using the

modelling method. Based on the SPSS output, it is known that the significance value is 128 which is greater than 0.05. then according to the basis of decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data are normally distributed. Thus, the assumptions or requirements for normality in the regression model have been met.

Based on the SPSS output table above, it is known that the significance value is 200 greater than

0.05. So, according to the basis of decision making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data are normally distributed. Thus, the assumptions or requirements for normality in the regression model have been met. Based on the results above, a significance value of $159 > 0.05$ was obtained, so it can be concluded that the variable evaluation has the same or homogeneous variance.

HYPOTHESIS TESTING

Tests of Between-Subjects Effects
Dependent Variable: Poetry Writing Skills

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Method	1273,429 ^a	3	424,476	27,799	,000
Intercept	325282,571	1	325282,571	21303,141	,000
Learning method	457,143	1	457,143	29,939	,000
Creative Thinking Ability	743,143	1	743,143	48,669	,000
Learning method*	73,143	1	73,143	4,790	,033
Creative Thinking Ability					
Error	794,000	52	15,269		
Total	327350,000	56			
Corrected Total	2067,429	55			

a. R Squared = ,616 (Adjusted R Squared = ,594)

Based on the SPSS output table above, there is the average value of the constructivism learning method in poetry writing skills learning is 79,071, then with the modelling method for poetry writing skills learning the average value is 73.357. Then the Lower Bound 77,590 and Upper Bound 80,553 respondents use the constructivism learning method. and then Lower Bound 71,875 and Upper Bound 74,839 respondents who use the modelling learning method, from the results that have been described the SPSS output can be concluded that respondents in learning poetry writing skills using the constructivism method are higher when compared to the modelling method.

The implementation of constructivism learning methods in learning to write poetry can inspire and motivate students to be more active. The constructivism

learning method is very helpful for lecturers in the learning process because the material taught is related to a very memorable experience by the students themselves. The results of this study are also in line with the opinion (Inhelder & Piaget, 1964) which states that in learning to improve student achievement it is better to use an approach called individual constructivist. On the other hand, the application of a learner-centred learning approach has greater potential in Indonesia in improving student achievement; (Connell, Donovan, & Chambers, 2016); (Hsu, Wang, & Levesque-Bristol, 2019); (Wang et al., 2012); (Kharb, Samanta, Jindal, & Singh, 2013); (Laal, Naseri, Laal, & Khattami-Kermanshahi, 2013); (James, Liu, Janous, McKnight, & Bianchini, 2016); (Montrieux, Vanderlinde, Schellens, & De Marez, 2015); (Öhrstedt & Lindfors, 2018); (Nakamura et al., 2017).

5. CONCLUSION

Based on the results of data analysis, research findings, hypothesis testing, and discussion, it can be concluded that there is a significant difference based on the results of the study there is a significant difference between the use of constructivism learning methods and modelling methods on students' poetry writing skills. The average score in the experimental group reached 81.57 while in the control class it reached 78.14. This is in accordance with the research of Şenel & Bağçeci (2019:1) which states that creative thinking and writing activities have a positive effect on the development of

student's creative thinking skills. Students who have high creative thinking skills affect poetry writing skills (Demir, 2013:1). In line with this, Yildiz & Yildiz (2021:10) state that there is a significant influence between the creative thinking of preschoolers and scientific process skills scores. The active involvement of children in the scientific process helps them to become curious about scientific concepts, encourages them to investigate the cause and effect of their observations, and facilitates the development of creativity.

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