



# Poetry Writing Skills and Literary Appreciation Behavior

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**Abstract.** Literature, as a reflection of the socio-cultural conditions of society, must be passed down from generation to generation through the creative process of writing. The development of students' writing skills and feedback on student writing from the teachers will have an impact on the quality of literary instruction in schools. Literature has great potential to help people change their character, increase their love for the homeland, inspire and be optimistic in facing a critical life, as well as shape people's responsibility and increase their thinking skills. The current study aimed to measure the correlation between non-educational students' literary appreciation behavior and acrostic poetry writing skills during the Online Tutorial (Tuton) sessions provided by the Indonesia Open University. The data set was designed in a quantitative study with a population of 238 students, of which 33 samples were obtained through random sampling technique. The results showed a positive correlation between the participants' literary appreciation behavior (X) and acrostic poetry writing skills (Y), with a coefficient of 0.555 at a significance level of 0.001 (less than probability 0.05). The coefficient of determination  $r^2$  indicated that X (literary appreciation behavior) contributed 30.8% to Y (acrostic poetry writing skills), whereas the regression equation of  $57.919 + 0.246X$  indicated that an increase in one score in literary appreciation behavior (X) resulted in a 0.246X increase in acrostic poetry writing skills (Y) with a constant of 57.919. The correlation between X and Y was explained at  $\text{sig} < 0.05$ . Therefore, the alternative hypothesis ( $H_a$ ) was accepted.

**Keywords:** acrostic-poem · literary appreciation behavior · writing skills · online tutorial · open university

## 1 Introduction

Literature can deepen one's understanding of human characteristics, motivations, and emotions. It implies that the idea that people read literature solely for educational purposes rather than fun is misleading. However, fictional descriptions of human circumstances and mental states must adhere to a specific literary structure [1]. The importance of literature in human life and the intimate connection between literature and the nature of human life, where facts and events experienced by humans are used to create the setting

and character of a narrative [2]. Literature as a global phenomenon has been extensively recognized and appreciated. It relates to a multifaceted perspective and hence encourages the general population to put things into such perspective. The ability to reap the benefits of literature and appreciate its artistic value is contingent upon one's capacity to develop critical thinking, to experience personal enjoyment, to engage in reflective and independent thought, and to maintain an open mind regarding literature as a holistic work [3].

One of the aims of literary work reading is to find the deeper meaning of the work and study how the author expresses that meaning through language manipulation [4]. Cultivating a literacy culture helps create the character of society, increases the sense of nationalism, gives a platform from which horizons of inspiration are taken and fosters the moral force that drives socio-cultural transformation, leading people's efforts from misery to freedom. As a result, literary appreciation is in a pragmatic stance that directs readers to obtain hope and a fighting mentality in the face of adversity. The mentality can be achieved through creating acrostic poetry [5]. The narrative, style, and values embedded in a literary work have an impact on the readers and offer an interpretation of reality. This function may become even more significant today, since traditional institutions have changed considerably [6].

Literature and the process of its creation contribute to the development of the readers' characters. Literature fosters a culture of functional reading and writing, provides insight into the human condition, and strengthens the development of creativity (mind), taste (emotions) and intentions [7]. Successful literary readers must develop interpretive judgments that extend beyond the realm of stories to address the larger world [8]. Students can improve learning achievement through literary writing [9]. Acrostic poetry gives a framework for expressing ideas and thoughts that serve as a symbolic means of gaining a set of attitudes regarding the subject matter [10]. Poetry derives from poesis (making), which is composed of two components: body and spirit. The body of poetry can be understood syntactically, whereas the spirit can be interpreted semantically [11]. Moreover, poetry as a mode of linguistic expression that emphasizes aural characteristics. The poet's imaginative, emotional, and intellectual experiences from his/her personal and social existence are expressed in sound that can elicit certain experiences in the reader or audience [12].

The conducted research on acrostic poetry instruction and determined, motivated pupils and created a pleasant learning atmosphere [13, 14]. Acrostic poetry talks about the meaning behind the arrangement of letters that start each line of the poem. Literary appreciation is the process of evaluating, appreciating, and comprehending literary works, both poetry and prose. The literary appreciation can be defined as an action that involves enjoying, appreciating, and understanding the author's delivered message [15, 16]. There is a significant positive correlation between the ability to appreciate literature and dramatic performance abilities [17]. An interest in literary works could benefit one's writing abilities [18]. The ability to master linguistic style is strongly related to the ability to produce poetry. In conclusion, acrostic influences how students approach poetry writing and, consequently, affects their learning outcomes [19].

Based on the explanations above, the present study aimed to examine the correlation between students' literary appreciation behavior and acrostic writing skills during the online tutorial sessions at the Indonesia Open University.

## 2 Literature review

### 2.1 Literature

Literature has a central function whose disposition has been designed by natural selection. Literature re-creates emotionally charged images of human experience in the world and through those images human beings orient themselves to the world, organize their values and motives, and thereby regulate their behavior. Human fictional skills have also been identified as a central aspect of capitalist macro-dynamics that provides economic decisions with the necessary grip on times of high uncertainty [20]. Literature in Indonesian ("sastra") comes from the Sanskrit root "sas", a derived verb meaning "to guide", "to teach", "to lead" or "instruct" and the suffix "tra" which means "tool" or "medium". The basic etymological meaning of literature (or sastra in Indonesian) refers to instructional tools, manuals or books [21].

Literary concepts evolve over time. A written work is a literary work not only for the beauty of its expression, but also for the aesthetic, ethical, and intellectual ideals it contains. Judging from its complexity, the variety of literary languages shows a sublime style at the highest level among other types of languages. Literary language is stylistically distinct from numerous forms of spoken language. Many vocabularies are used as literary devices to evoke a deep impression on the reader. Through education, one can put his/her literary knowledge to use and expand his vocabulary. According to Professor Johnathan Culler, literature is "the language that 'predates' language itself: makes it weird, drives you—'Look! I am a language! —so keep in mind that you are dealing with a strangely formed language". Poetry, in particular, regulates the sound field of language, making it a force to be reckoned with [22].

The summary above demonstrates a shift in the way literature has been viewed from antiquity to the present period. Literature is no longer defined by the virtue and beauty of its expression, but by its preoccupation with imaginative, artistic, ethical, and intellectual ideals, which are justified by its great complexity and creative portrayal. Aesthetics and literature are inextricably linked. Aesthetics was originally envisioned as a logical complement to the study of logic, with the goal of determining the unique way the human mind responds to a sensory perception [23]. Language as a notion shapes literature as an investigation into the essence of the human soul and the underpinnings of social, economic, and historical power [24]. Literature aspires to foster an academic community that appreciates a diverse collection of expressions as an autonomous aesthetic object from a variety of critical views and as an analysis of texts as exemplified by the teacher. Literary education also necessitates familiarity with literature from the historical and cultural realms. Additionally, students are expected to establish text-to-self connections, or personal connections between a literary text and their own experience, as well as to incorporate ethical values, point of views, and identities into their own literary experience [25].

The fundamental containers of literature are the substance or content and the form, which affect the readers' thoughts, feelings, experiences, ideas, passions, and beliefs. The term "expression" refers to the act of communicating or articulating between humans. Human expression takes on physical and non-physical forms. Language serves as a vehicle for humans to communicate truth and beauty. Literature is any bound written work or printed substance. Space and time dictate the aesthetic components of literature. Literary works that incorporate aesthetic milestones explore meaning and content in the direction of humanity and cultural contribution. Literary borders might be defined in two distinct ways. One can see the existence of literary texts from the point of view of the writer-reader relationship. Others examine the strata, which are defined by literary genre rules such as poetry, prose, and drama [26].

## 2.2 Acrostic Poetry

An acrostic poem consists of a rhyme or word sequence in which all the beginning or final letters of each line are self-titled words. In acrostic poetry, each line is a self-desecration and is utilized to remember information [27]. Writing acrostic poetry is one approach that teachers can do to help students remember the lesson more effectively by using the beginning, middle, or final letters in specific words or phrases [28]. The creating acrostic poetry gives a framework for expressing ideas and thoughts that reflect a symbolic manner of establishing a set of attitudes towards a subject matter [10]. Acrostic poetry is a form of poetry in which letters, usually the first letters that begin each line of poetry, form significant words, phrases or sentences when read vertically. Acrostic poetry hides messages, which are outlined by the beginning or finish of these sentences. The approach of producing acrostic poetry involves particular topics, certain keywords, vertically written titles, and expanding concepts in each line [29].

Each line of an acrostic poem begins with the letter from the poem's title, and all stanzas describe the poem's subject. In contrast to other forms of poetry, acrostic poetry is distinguished by the fact that the first letter of each line spells the word vertically. The rhyme scheme and line count in acrostic poetry might vary depending on the descriptive quality of the word being typed. Students might employ paraphrasing to aid in their comprehension of acrostic poetry. Students should be given the opportunity to transform poetry into prose or composition in order to comprehend its meaning through paraphrase [30]. Acrostic approaches in a poem can be employed to enhance the effectiveness of poetry learning not only in writing processes but also in video, photo, or digital-based learning processes [31]. Teachers can employ acrostic approaches to educate their pupils how to write poetry based on personal experience or emotional expression [32]. Acrostic poetry writing encourages creativity that is guided by one's thoughts and feelings based on experience, imagination, observation, and the capacity to interpret one's thoughts. The composition of acrostic poetry is concerned with the use of everyday and distinctive language, as well as the continuity between everyday language use and poetry's characteristics [33].

### 2.3 Poetry

Poetry can be an incredibly effective medium for facilitating discourse in a society where spreading fear can silence any critical opinion spoken by any scholar [34]. Poetry is not only viewed as a work of art that employs language as a channel for communicating beauty to the audience [35], but also as a means of expressing thoughts in accordance with the poet's emotional expression. Poetry is composed of interconnected pieces that create the meaning or message intended to be given to the public [36]. Poetry aims to demonstrate moral truth, persuade readers, and disseminate truth to readers or the public [37].

### 2.4 Literary Appreciation

Literature is the result of human work in which the imagination is paddled [38]. Due to the aesthetic aspect of literature, it can provide pleasure or entertainment [39]. Literature serves as a "dulce at utile," or something enjoyable and useful. Appreciation is the act of recognizing the superiority of a work or an acceptable knowledge or estimate and of assessing the quality, benefit, or value of a work. Appreciation as emotional insight is a glow of compassion and sincerity infused with understanding [26]. Literary appreciation promotes and develops one's comprehension and sensitivity to a literary work. A person can cultivate literary appreciation when confronted with a circumstance in which s/he becomes intimately familiar with a literary work and when the literary work becomes ingrained in his/her everyday life and fulfills his/her spiritual need [40].

## 3 Method

Research design, in essence, reflects the overall thought process and study components that will guide future actions related to the study. The research design establishes the framework for evaluating the research process, ensuring that both researchers and others adhere to the principles of research accountability [41]. The purpose of this study was to determine the effect of variable X on variable Y, such as shown in Fig. 1.

Description:

X = Literary Appreciation Behavior

Y = Acrostic Poetry Writing Skills

————> The Effect of X on Y

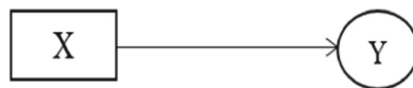


Fig. 1. Model Design

The population of this study comprised 238 students majoring in Indonesian Language and Literature Education, who were attending online tutorial sessions at the Indonesia Open University. Random sampling method was used to select the research

respondents, consisting of 33 students or 15% of the whole population [42]. Data collection refers to the process of revealing and collecting various information, including areas of concern and changeable conditions, which are suited to the scope of the research. Data collection consists of quantitative and qualitative data collection [43]. In this study, the data were collected using a questionnaire and a poetry writing test in which the participants were asked to create an acrostic poem consisting of the letters that make up their names. The questionnaire was used to monitor the students' literary appreciation behavior, while the acrostic poetry test aimed to see students' creative writing abilities. Data analysis was carried out via linear regression to investigate the correlation between the independent variable and the dependent variable utilizing the following formula:

$$\hat{y} = a + bX$$

where:

$\hat{Y}$  = dependent variable (poetry writing skills)

a = the values of Y when the value of X = 0 (the constant)

b = regression coefficient

x = independent variable (literary appreciation behavior).

## 4 Results

### 4.1 Validity and Reliability Testing

Validity refers to the ability of a questionnaire to relate each statement to the theoretical construct to be measured, hence establishing the questionnaire as a valid measuring tool. Validity testing was conducted in this study to determine the extent to which a set of questions (or occasionally statements) could elicit accurate responses from the respondents [44]. Pearson's product-moment was used to determine the validity of the instrument. The rtable in the two-tailed test showed a significance value of 0.05. Item was considered valid if  $r_{cal} \geq r_{table}$ , and invalid if  $r_{cal} \leq r_{table}$ . The reliability test of the instrument was run on SPSS 17 program. Cronbach's alpha ( $\alpha$ ) was used to determine the reliability of the questionnaire items. Cronbach's alpha ( $\alpha$ ) typically ranges from 0 to 1, with higher values implying greater reliability or internal consistency; less than 0.6 indicates poor internal consistency; 0.6–0.7 indicates fair internal consistency; and 0.8 indicates excellent internal consistency [44]. The result of the instrument's reliability test is presented in Table 1.

Table 1 shows a Cronbach's alpha ( $\alpha$ ) value of 0.870, suggesting fair reliability. In conclusion, the instrument used to measure the participants' literary appreciation behavior was reliable.

**Table 1.** Reliability

Cronbach's Alpha	N of Items
.870	35

**Table 2.** Hypothesis Testing Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.919	8.478		6.832	.000
	Level of Appreciation	.246	.066	.555	3.714	.001

**Table 3.** Simple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.555 <sup>a</sup>	.308	.286	4.434	.308	13.792	1	31	.001

### 4.2 Hypothesis Testing

The present study proposed the following hypothesis: there is a positive and significant correlation between literary appreciation behavior (X) and acrostic poetry writing skills (Y) among the students of Non-Basic Education who attended online tutorial sessions at the Indonesia Open University. Besides the hypothesis mentioned above, H0 was prepared in case Ha was rejected [45]. Table 2 shows the hypothesis testing model used in this study.

Statistical Hypotheses:

H0 = there is no correlation between X and Y (at a sig > 0.05)

Ha = there is a correlation between X and Y (at a sig < 0.05)

dependent variable: level of appreciation

A simple correlation analysis was run to analyze the data. The analysis result showed a constant ( $\alpha$ ) of 57.919 and a regression coefficient ( $\beta$ ) of 0.245, which led to a regression equation  $\hat{Y} = 57.919 + 0.246X$ . These figures suggested a positive correlation between students' literary appreciation behavior (X) and acrostic poetry writing skills (Y). Table 2 also reveals that t-calculated (3.714) was bigger than t-table (1.695) at a significance value of 0.001 and  $df = n - k = 33 - 2 = 31$ . The significance value of 0.001, which is smaller than 0.05, indicated that Ha was accepted. These statistical findings thus indicated that students' literary appreciation behavior had a positive and significant effect on their acrostic poetry writing skills. In addition, the regression equation further suggests that a one score-increase in literary appreciation behavior (X) may result in a 0.246X rise in acrostic poetry writing score (at a constant of 57.919). The result of the simple regression analysis is summarized in Table 3.

Table 3 shows a correlation coefficient of 0.555. A t-test at a significance of 0.000 was run to measure the correlation significance and the result showed  $t_{cal}$  of 3.714. This finding indicated that the correlation between X and Y was statistically significant.

The positive and significant correlation between X and Y was confirmed by the coefficient of determination  $r^2 = 0.308$ . This suggests that literary appreciation behavior (X) accounted for 30.8% of acrostic poetry writing skills (Y), where  $\hat{Y} = 57.919 + 0.245X$ . At a significance value of 0.001 (less than 0.05),  $H_a$  was, therefore, accepted. These findings confirm that there is a statistically significant correlation between the literary appreciation behavior (X) and acrostic poetry writing skills (Y) of Non-Based Education students who attended online tutorial sessions at the Indonesia Open University.

Besides, the statistical analysis also showed a positive correlation between students' literary appreciation behavior and acrostic poetry writing skills at a significance level of 0.05%. This strongly indicates that poetry-listening activity, poetry declamation, poetry musicalization, short-story reading, novel-synopsis reading, romance and short story reading, play watching (direct literary activity), comprehension of literary theory, literary criticism, literary essay, history of literature, and literary interpretation (indirect literary activity) are fundamental to enhancing the acrostic-poem writing skills of the Non-Basic Education students at the Indonesia Open University.

Both direct and indirect literary appreciation activities focus on crucial qualities to attain a literary learning goal, notably time discipline, thoroughness, clarity, and tenacity. Active involvement in literary reading and literary performance, along with tenacity, self-discipline, good poetry and prose interpretation skills, literary essay writing skills, as well as an excellent understanding of literary theory, literary history, and literary criticism, facilitate the composition of an acrostic poem.

Themes provide guidelines on how to approach the development of ideas in writing an acrostic poem. The length of an acrostic poem emphasizes the number of letters in a person's name. An acrostic poem example composed by one of the research participants is presented below.

SISKA DWI ANGGRAENI

Sejak embun di pagi hari (Since the morning's dew)

Ingatku akan kehadiranmu (Your presence, I remember)

Semenjak kau robek hati ini (Since you tear my heart piece by piece)

Kilau cahayanya tak lagi tampak (The pure light no longer sparkles)

Adakah kau pahami? (Can you ever understand?)

Dua hati telah tersungkur mati (Two hearts have fallen dead)

Walau kau telah pergi (Even though you have left)

Ingatkah kau akan hari ini? (Do you remember today?)

Andai kau tak pernah memilih (If you never had to choose)

Nyawa takkan lepas dari raga (A soul constantly incarnates a body)

Gemuruh luka yang kau bawa (The wounds that you carry)

gejolak cinta yang tersisa (The flaming love that remains)

Rindu yang melanda (The struggle of missing you)

Antara suka dan duka (Between joy and sorrow)

Entahlah, semua telah kau bawa (I don't know, you took everything)

Nafas yang kau tawarkan (The breath of life that you promised)



Itu semua hanya semu semata. (It's just something to cover up lies.)

The above-mentioned acrostic poem by Siska Dwi Anggraeni is based on the theme of “disappointment.” Each line of the three verses spells out the author’s name in its entirety. The length of the acrostic poem is determined by the number of letters in the author’s name. The process of literary creation is inextricably linked to literary activity, whether directly or indirectly. Students’ engagement in viewing, listening to, and reading literary works, as well as their comprehension of literary theory, literary history, literary criticism, and literary interpretation, is a necessary academic attribute for producing an acrostic poem. On the other hand, when students get carried away or engage in time-wasting activities, they squander crucial study time and so fail to overcome the difficulties associated with creating an acrostic poem.

## 5 Conclusion

The statistical analyses conducted in this study showed that there is a positive and significant correlation between literary appreciation behavior and acrostic poetry writing skills, where the *t*-calculated (3.714) was higher than the *t*-table (1.695) at a significance value of 0.001 (far below 0.05). This suggests that a high degree of literary appreciation will contribute to an individual’s capacity to produce an acrostic poem. On the other hand, a lack of appreciation leads in a diminished capacity to produce an acrostic poetry. The research hypothesis “there is a positive and significant correlation between literary appreciation behavior and acrostic poetry writing skills” was accepted with a high correlation coefficient (0.555). In addition, coefficient of determination of  $r^2$  (0.308) through the regression equation ( $\hat{Y} = 57.919 + 0.245X$ ) indicated that 30.8% variation in the students’ acrostic poetry writing skills was influenced by their literary appreciation behavior, while the remainder was explained by other variables. The findings of this study show that Non-Basic Education students who participate in online tutorial sessions at open universities should spend more time engaged in direct and indirect literary activities.

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