



Increasing Students' Writing Skill on Poetry through Quantum Learning Strategy: A Classroom Action Research

Darmanah

MAN 1 Kota Serang, Banten Province
darmanah10@gmail.com

Submitted: Dec 5th, 2020

Accepted: Dec 14th, 2020

Published: Dec 15th, 2020

Abstract

The purpose of this study is to measure the improvement of the students' writing skills on poetry by implementing quantum learning strategy at tenth-grade of MAN 1 Kota Serang. The research question is stated as follows: (1) can quantum learning strategy improve students' writing skill on poetry at tenth-grade of MAN I Kota Serang? (2) how it can be implemented to improve students' writing skills on poetry at tenth-grade of MAN I Kota Serang. The researcher used classroom action research as its method. The pre-activity result shows that the average scores of students writing is 57.44. This result, then, tried to be improved by using quantum learning strategy. Since quantum learning is implemented, the mean of students' scores in cycle 1 improves 13.38% into 66.32. Since the score is still lower than ideal score, which is 75, the research is continued to cycle 2. The result in cycle 2 shows the improvement of students' score into 77.74, or improves 14.68% from cycle 1. This result proves that quantum learning strategy can improve students' writing skill on poetry.

Keywords: poetry, quantum learning, writing

Introduction

Writing skill is one of the language skills. It belongs to the productive skill as speaking does. Iskandarwassid and Sunendar (2008) explained that writing proficiency is a skill that must be taught to students. Writing is an individual's capacity to communicate his thoughts which are recorded in hard copy form. Compared to the other language skills, writing skill is the most difficult in any case. This is because the ability to compose requires the dominance of different semantic components and components outside the language itself which ultimately become the substance of the author. Both language and the components of substance must be intertwined to create an understandable

composition. The talent for writing words is part of the material contained in Indonesian language lessons.

Referring to the basic competence, it is stated that indeed students are required to have the option to communicate contemplation and emotions through composing exercises. In this connection, it is well understood that the goal to be achieved for students to communicate their thoughts and feelings through writing poetry. As a result, the material provides about composing verses, but other than that students are required to have the option to apply hypotheses to convey (make) literary works.

The use of appropriate strategies in the classroom environment significantly affects



learning outcomes. Regular teaching strategies are still a pillar for certain instructors. Therefore, it is important to find the appropriate writing learning strategies to stimulate students' excellence and understanding in how to compose words. Based on the pre-observations, the researcher found that the ability to compose the poetry for tenth-grade students of MAN I Kota Serang was less than ideal. This occurs on the grounds that there is no appropriate strategy used by the teacher when explaining learning material for poetry. Regarding this situation, quantum learning strategy offers something else for studying writing skills. It is hoped that quantum learning strategy can be a solution for students to improve their writing skills.

Quantum learning seeks to investigate as well as to enhance each component in the learning writing. This is in line to the previous works as conducted by Huda, Mardikantoro, and Haryadi (2018); Rahmayanti (2017); and Sihite and Sinulingga (2013) which prove that quantum learning can improve the students' writing achievement; they also considered that it is an effective and suitable method in learning writing. Therefore, this recent study tries to discuss the use of quantum learning strategy to improve students' writing skill, particularly on poetry as a piece of literary works, as it has not been discussed on the previous studies. The formulation of problem, furthermore, can be stated as

follows (1) can quantum learning strategy improve students' writing skills on poetry at tenth-grade of MAN I Kota Serang? (2) how is the application of quantum learning strategy to improve students' writing skills on poetry at tenth-grade of MAN I Kota Serang?

Theoretical Review

Writing Skill

DePoter and Hernacki (2010) state that writing is the movement of the whole mind, so it is part of the cerebrum and in general that is not used independently between the right side of the equator (enthusiasm) and the left side of the equator (rationale) but the same. The left (rational) mind requires organization, diagrams, sentence structure, change, rework, research, emphasis, while the cerebrum (feeling) deals with enthusiasm, suddenness, feelings, images, creative thought, energy, new components, happiness. In view of some of the assumptions that have recently been expressed regarding the practice of arranging, it tends to be concluded that composing is the act of the organ of the body called the mind. Composing is also an act that seeks to increase the display power of the mind in order to create something that clearly influences the individual who reads.

Writing skill is one of the four language skills. Suriamiharja (1996: 2) states that writing skills can be said as an individual capacity where a person can describe a realistic picture that is understood by the



language essay writer, himself or another person who has a similar understanding of the image of a language. Iskandarwassid and Sunendar (2008) explain that writing skills are more difficult to learn, even by related local language activities. Writing skills require the domination of various semantic components and components outside the language itself which will eventually become the substance of the author. Both language and the components of substance must be interwoven to produce a sound, rational composition. Wiyanto (2006: 6) includes that writing is a form of talent asking for more than different abilities. Writing skills require a variety of potential support to achieve capacity, self-discipline, and practice sincerely and endlessly at different opportunities.

Writing Stages

Akhadiyah, et. al., (1999) discuss that writing process is intended if the activity is carried out into several parts, which include the pre-writing stage, the writing stage, and the repair stage. The pre-writing stage is the stage that is carried out to plan or prepare to write, it also includes several stages of activities. The activities referred to include the determination or fixation of topics, limiting topics, determining the purpose of writing, determining the material or writing material, and, finally, preparing the outline. This writing stage will examine each part of the points in the draft structure. In shaping thoughts into total articles, language is

needed. This means that the essay writer must have the option of mastering the words that help his thinking. Jabrohim, et. al., (2009) state that there are four phases in development which are recorded as hard copies, especially the preparation stage, hatching stage, light stage, and inspection stage. The planning stage is where the creator collects the necessary data and information.

Poetry

Sayuti (2010) argued that the cutoff point he made did not really cover various kinds of existing verses, considering that the limits made were those conditional limits. The approach to understand the verse by returning to the verse itself in letting itself know through a work whose subject is identified with the verse and the artist. Through poetry which takes a shot at both the poet's subject and the artist, the poetry itself can be seen more deeply on the grounds that these works are an impression of the author's energy on poetry.

Apart from references to the concept of poetry itself, there are several other concepts which are of course related to poetry. Hasnun (2006: 203) explains that poetry, at a fundamental level, is an outflow from the soul of the artist or writer. This means that what is contained in the verse is the experience of the spirit of the creator. One more addition regarding the thought of what poetry to quote what has been stated by Pradopo (2009: 7). According to him, poetry expresses thoughts that evoke feelings, which



stimulate the imagination of the five senses in a rhythmic setting. All of that is something important, recorded and expressed, poured out in a way that is not boring and worth more. Poetry is an important record and interpretation of human experience, arranged in the most memorable form.

Diction

A poet wants to express what he feels and what he thinks exactly as he experiences his thoughts. In addition, there is an intention to express it with the use of sentences, appropriate punctuation so that the reader can grasp what is meant. So, it is necessary to choose the right words. Selection of words in poetry is called diction (Pradopo, 2009: 54). Sayuti (2010: 143) states that the role of fiction in poetry can be said to be a core point. This is because words are everything in poetry. In the poetry, words at the same time support and connect the reader with the poet's intuitive world. Waluyo (2005: 1) covers the importance of the work of lingual authorities. He revealed that poetry is a dense work of art, abbreviated, and given a unified musicality and class (imaginative) word choice. The words to be used are strictly selected so that they have the power of speech.

Rhetorical Meaning

Pradopo (2009: 94) states that rhetorical meanings are a trigger for the emergence of poetic tension because the reader must think about the intentions and effects of the poet. There are various kinds of

rhetorical meaning. It is assumed that the method of speaking is basically a trick of the brain that uses a clear language structure so that later the reader or audience can feel restricted from thinking. Figurative languages, moreover, are tools that are used to emphasize ideas, concretize images, and generate new perspectives through comparisons, while rhetorical tools are tools used to think so that later poetry lovers can better appreciate the ideas expressed, or the feelings they want.

Quantum Learning

The quantum discoveries that were drilled and continuously created by DePorter and Henarcki (2010: 8). They characterize quantum learning as communication that transforms vitality into light. Based on what has been described about quantum learning, it can be concluded that quantum learning is an engineering method used to explore, collaborate, and optimize learning interactions both from parts of the learning environment and learning resources and aims.

As has been explained previously, that quantum learning seeks to optimize every learning interaction. DePorter (2010: 334) states that it leads students to find ways of learning. Learning methods can be used in various situations. So, quantum learning is intended so that students can learn actively. In the process of learning to write poetry, teachers need ways to apply quantum learning to the classroom.



Method

Classroom action research is used as a method to collect the information and to answer the research problem. The research location is in MAN (Islamic Senior High School) 1 Kota Serang, especially at tenth-grade. Data collection technique used test, observation, and questionnaire.

Test is used to measure students' achievement on writing poetry. This is examined at the end of the learning process. Observation itself is used to explore the use of quantum learning strategy in learning writing. Observation is managed on while learning process. The last, questionnaire is given to collect data that refer to the students' initial conditions.

Result

In describing the data that underlies the students' abilities recorded from the tests, it is found that the students' ability to compose verses is still lower than the ideal results. Majority of students have not reached the proper fulfillment rules, reached only arrived at 57.44. The results are influenced by the learning procedures that have been carried out. In the preliminary data, it is found that most of the students had great interest in knowing how to compose words, but the comfort of the class had not yet become a balance in the procedures for learning to compose verses to improve students' abilities. Most of the students in the pre-activities had

problems using phrase components to support the style and depth of meaning of words.

Figure 1. The Poetry Used in Pre-activity

True love

First I see you
Look into your beautiful eyes
Without feeling bored
Without you knowing it
I've fallen in love

Remember a time
When we are together
Laughing, crying in your sleep

It could be me
I don't understand everything
About the journey of true love

Destroy me
Because of losing you
For the time being
I am waiting

From the above passage of words, it tends to be seen that in the main line, namely "I see you." "See" is better replaced by "realize" in order to create a stylish impression. From the whole word, the subject shows that using the components of the phrase, it seems less than ideal because in general everything will be graphic in order to make the imaginary sensations in the sonnet less articulated. This is why the researcher decides on activities to address the problems found in the data that underlie students' word-composing abilities. The researcher uses power-guided media and sound frameworks to aid in the quantum learning process application in writing poetry using methods quantum learning. The quantum learning technique is used as the reason for



the verse composing learning procedure in two cycles. This technique is used as a basis for thinking in learning procedures to compose words because this strategy streamlines all the associations involved in the learning exercise.

In implementing cycle 1, the researcher completes the learning guided by the use plan of the lesson that has been made. The researcher explains the material using power points. The researcher briefly explains what poetry are, the elements that build it up, and how to write poetry. The students look enthusiastic about the explanation. This also reflected from the result of observation. The end of the learning in cycle 1 closed with a festival. Excitement is one of the components used in quantum learning, through the festival towards the end of the lesson; students are expected to be persuaded to try again to compose words that they prefer than before. However, it was first applied to students. They felt quite strange to the strategy.

In implementing cycle 2, the researcher explains the conditions before starting lessons. The researcher opens the lesson with greetings and explains why learning is carried out in an open space. Students comment on writing poetry material. The researcher explains and gives an apperception about the material that has been studied in cycle I, and relates it to student experiences.

Table 1. The Result of Students' Tests

Num	Aspect	Pre-activity	Cycle 1	Cycle 2	Development
1	Diction	2.53	3	4.16	1.63
2	Language Style	2.68	3.11	3.58	0.9
3	Imagery	3.11	3.16	3.79	0.68
4	Rhyme	2.84	3.21	3.79	0.95
5	Title and Content Matches	2.89	3.47	3.84	0.95
6	The Whole Meaning	3	3.47	4.00	1
7	Message	3	3.79	4.05	1.05
8	Total	20.05	23.16	27.21	7.16
Average		2.86	3.31	3.88	

The result shows that the use of quantum learning strategies can have an impact and make learning procedures interesting for students and fun to follow. In cycle 1, it was seen that students began to feel cheerful in learning because the learning process was generally completed less attention to when cycle 1 was finished. The situation in cycle 1 was not ideal because there were still many students busy with others when they started writing poetry. This statement is recorded on the questionnaire sheet, that the part of students' perceptions who feel cheerful in the learning procedure is classified as high. This result is supported by the announcement of the students after completing the post-activity. Taken from 19 students, 15.79% stated firmly that there was a feeling of comfort and pleasure in finding out how to write poetry, and 73.68% students showed the contrast.

Moreover, despite the fact that straightforwardly, the students seemed eager to celebrate together. Reflecting on the



rounding of the student poll, 47.37% of students stated that they need to improve their writing ability of their poetry. Given the multiple markers of achievement of a learning procedure over the course of the two cycles that have evolved, it may well be argued that using quantum learning techniques in figuring out how to write words could enhance the nature of learning outcomes and procedures. With this in mind, it can very well be argued that the quantum learning strategy in streamlining all current learning collaborations is to persuade students and direct students to realize that they can succeed and provide useful things in the future.

The result proves that quantum learning strategy can improve students' writing skill on poetry. As previously studied by Huda, Mardikantoro, and Haryadi (2018); Rahmayanti (2017); and Sihite and Sinulingga (2013) which prove that quantum learning can improve students' writing skills, and it can be effective and suitable method in learning writing. This also confirms to work of Hani and Gailea (2018) that concludes literary works has significant role in improving students' learning achievement and motivation.

Conclusion

Viewing the results that have been discussed, several objectives were obtained. These objectives, in particular are (1) by utilizing quantum learning strategies, the

essence of verse writing learning procedures at tenth-grade of MAN I Kota Serang can be increased; and (2) by utilizing quantum learning strategy, the nature of the results of learning to write words in this case of poetry at tenth-grade of MAN I Kota Serang can be increased. Quantitatively, by implementing quantum learning strategy, the mean of students' scores in cycle 1 improves 13.38% into 66.32. Since the score is still lower than ideal score, which is 75, the research is continued to cycle 2. The result in cycle 2 shows the improvement of students' score into 77.74, or improves 14.68% from cycle 1. This result proves that quantum learning strategy can improve students' writing skill on poetry.

References

- Akhadiyah, S., et. al. (1999). *Pembinaan Menulis Bahasa Indonesia*. Jakarta: Erlangga.
- DePoter, B., and Hernacki, M. (2010). *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan*. (Translated by Alwiyah Abdurrahman). Bandung: Kaifa.
- DePoter, B., et. al. (2010). *Quantum Teaching: Mempraktikan Quantum Learning di Ruang-ruang Kelas*. (Translated by Ary Nilandari). Bandung: Kaifa.
- Hani, H., & Gailea, N. (2018). Improving Student Motivation and Reading Skill by Using Literature Circles. *Journal of English Language Teaching and Cultural Studies*, 1(1).
- Huda, W., Mardikantoro, H. B., & Haryadi, H. (2018). Quantum Learning Model



Influence using Series of Drawings Towards The Fifth Grade Students' Narrative Writing Skill. *Journal of Primary Education*, 7(3), 332-341.

Iskandarwassid and Sunendar, D. 2008. *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja.

Jabrohim., Sayuti, S.A, and Anwar, C. (2009). *Cara Menulis Kreatif*. Yogyakarta: Pustaka Pelajar.

Nurgiyantoro, B. (2010). *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: Gadjah Mada University Press.

Pradopo, R. D. (2009). *Pengkajian Puisi: Analisis Strata Norma dan Analisa Struktural dan Semiotik*. Yogyakarta: Gadjah Mada University Press.

Rahmanto, B. (1992). *Metode Pengajaran Sastra*. Yogyakarta: Kanisius.

Rahmayanti, R. (2017). *Applying Quantum Teaching to Enhance Freshmen's Writing Skill (A Study at Department of English Language Education in UIN Ar Raniry)* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

Sastrio, T. B. (2008). *Keterampilan Dasar Berbahasa: Antara Harapan dan Realita. Bahasa dan Sastra dalam berbagai prespektif*. Yogyakarta: Tiara Wacana.

Sayuti, S. A. (2010). *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.

Sihite, M., & Sinulingga, J. (2013). Improving Students' Writing Achievement in Descriptive Text through Quantum Learning. *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, 1(2).

Waluyo, H. J. (2005). *Apresiasi Puisi untuk Pelajar dan Mahasiswa*. Jakarta: PT Gramedia Pustaka Utama.