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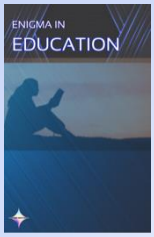

The Use of Clustering Model to Improve Poetry Writing Skills of SMP Negeri 4 Watampone, Bone Regency, Indonesia

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A B S T R A C T

This research aims to describe the improvement of writing skills of students in class VIII B SMP Negeri 4 Watampone, Bone Regency through the use of clustering model. This research was conducted by pre-observation in class VIII B. The writing skills of students of class VIII B SMP Negeri 4 Watampone are still low or lacking. The targets to be given action are students of class VIII B SMP Negeri 4 Watampone in 2022/2023 academic year. This research is classroom action research. The research procedure was carried out in 2 (two) cycles and each cycle had 3 meetings. Each cycle consists of four stages, namely: planning, action implementation, observation, and reflection. The techniques of data collection in this classroom action research are observation, documents, student assignments and tests. The data analysis was conducted using qualitative and quantitative techniques. The criteria for success of classroom action is the test of writing poetry using the clustering model. The use of clustering models in learning to write poetry can improve the quality of the process and students' learning outcomes. It shows that there is an improvement in the completeness of the ability to write poetry from pre-cycle as many as 12 or 36.4%, cycle 1 as many as 21 or 63.6% and cycle 2 as many as 33 or 100%. Based on the improvement in student learning completeness in each cycle, the use of the clustering model needs to be applied to the learning of writing poetry of students in class VIII B SMP Negeri 4 Watampone, Bone Regency.

1. Introduction

Indonesian language skills have four aspects, namely listening, speaking, reading, and writing. It is the writing aspect that is the most difficult and needs to get greater attention than the other three skills. Writing is the most complicated language skill because it involves various other skills, including the ability to compose thoughts and feelings by using words in the form of precise sentences in accordance with grammatical rules and then arranging them in a paragraph. However, this research focuses on poetry writing skills. The standards of competence for Indonesian language subjects are orientated towards the nature of language and literature learning. Learning language is learning to communicate while learning literature is learning to appreciate humans and their human values. In order for students to be able to communicate, Indonesian language learning is directed to equip students with communication skills both orally and in writing. Students are trained to use language more to communicate, not required to master more knowledge about language. There are several problems with literature learning. One of them is the problem of the pattern of teaching literature and its evaluation. Furthermore, Jamaluddin said that the pattern of literature learning is not fully orientated towards fostering and developing students' appreciation of literary works. Students are mostly given material related to literary theory and history, such as the names of writers and their works and literary genres. In addition, the evaluation in teaching literature is also more about the theory and history of

literature which is cognitive in nature compared to appreciation questions which are affective in nature.[1,2]

Teaching literature can help education as a whole if it includes four benefits, namely, (1) helping language skills, (2) increasing cultural knowledge, (3) developing creativity and taste, (4) and supporting character building. One way to develop literary appreciation in children is by teaching poetry. The teaching of poetry in schools aims for students to gain more awareness of themselves, others, and the environment, as well as gain pleasure, and children gain basic knowledge and understanding of poetry. Getting attention in teaching poetry in schools is the selection of teaching materials and their presentation. Based on the results of interviews with teachers of Indonesian language subjects, the researchers found that the score of poetry writing skills is still low, which is below the Minimum Completeness Criteria (KKM) 75. The low skill in writing poetry in class VIII is one of the main factors. Namely, the teacher does not use a learning model. Poetry learning at SMP Negeri 4 Watampone still uses the lecture method. The lecture method demands continuous concentration and limits student participation so that students feel bored. One of the problems is the traditional approach used by teachers in learning to write. The learning that has been done so far is only in the form of delivering material by lecturing and taking notes so that students do not get direct practice.[3-5] This makes students tend to be passive and feel bored in the learning process. Based on this fact, this research intends to provide a solution in order to overcome the learning of poetry writing skills by applying the clustering model. Through the clustering model, it is expected that students of class VIII B SMP Negeri 4 Watampone Kabupaten Bone can understand how to write poetry.

2. Methods

The study is classroom action research. Classroom action research is research with actions taken in the classroom. Classroom action research is an activity carried out on a number of targeted subjects, namely students, aiming to improve the learning situation in the classroom in order to improve the quality of learning. Classroom action research is in the form of collaboration, namely establishing partnerships and working together with teachers, research members, and students who aim to obtain information about learning in each cycle. Thus, learning problems in the classroom can be resolved together so that the quality of learning can be improved. The classroom action research model used in this research is Kemmis and MC Taggart. The Kemmis and Taggart model is a cycle. It can be seen in the research flow.

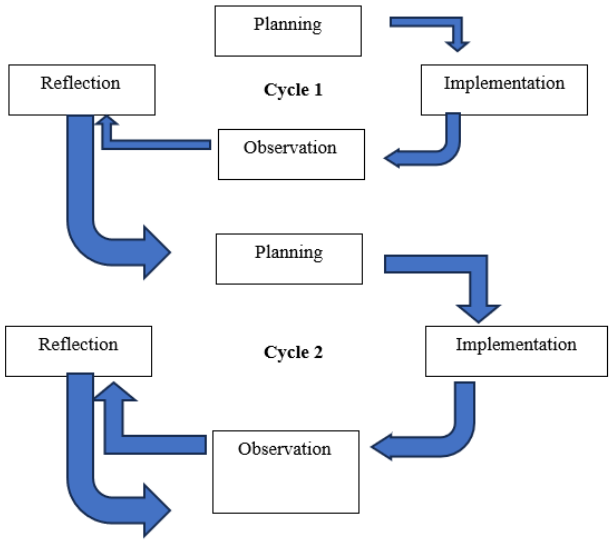

Figure 1. Research flow.

The research that will be conducted by the researchers take place at SMP Negeri 4 Watampone, Bone Regency. The subject of the research was class VIII B. This research is focused on the subject matter, namely the skill or ability to write poetry. Data collection methods in this research include a) observation. Observation is a technique or way of collecting data by observing ongoing activities; b) documentary study is a method used to obtain data and information in the form of books, archives, documents, written figures, and images in the form of reports and information that can support research. Research instruments tools were used to measure observed natural and social phenomena. This research used tools to collect data, namely, observation sheets and tests. The requirements for a good instrument are that it must be valid and reliable.

The data analysis method in this research is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation. This research uses qualitative and quantitative data analysis techniques. Qualitative data analysis shows that there are three kinds of activities carried out, namely reducing data, implementing data models, and drawing conclusions. The interval category of respondents or students' answers is determined by the interval scale in the following way: 0 - 20 = Very low; 21 - 40 = Low; 41 - 60 = Fair; 61 – 80 = High; 81 - 100 = Very High. The percentage of achievement of learning poetry writing skills using clustering from 4 (four) indicators is determined based on the minimum completeness criteria (KKM) set by the Indonesian language teacher for students in class VIII B SMP Negeri 4 Watampone, Bone Regency, which is 75. The assessment of learning outcomes in writing poetry is shown in the following table.

Table 1. Aspects of learning outcome assessment.

Assessment aspect				
Student's name	KT	KD	PP	P
Score	5	5	5	5

Description: KT: Theme; KD: Precision of Diction; PP: Figurative Language Utilisation; P: Imagery.

The way to analyze data in a quantitative descriptive manner is to calculate the percentage using the following formula.

$$P = \frac{R}{N} \times 100\%$$

Description: P = Percentage result; R = Gain score; N = Maximum score

3. Results and Discussion

The results of classroom action research are in the form of test and non-test. The results of this research were obtained from the initial conditions, namely pre-cycle activities and actions in cycle I and cycle II. The test results in the pre-cycle were the results obtained before the researchers used the clustering model. In cycles I and II, actions are learning activities for poetry writing skills using the clustering model. The test data results are described in the form of quantitative data, and non-test results are described in the form of observation results, which will be described through qualitative data descriptions.

Pre-cycle condition

Process in the initial condition

Based on the observations that have been carried out by researchers in the learning activities of writing poetry of students in class VIII B SMP Negeri 4 Watampone, Bone Regency, several problems can be identified as follows: 1) students are less focused during the learning process; 2) students pay less attention when the teacher explains the poetry material; 3)students lack interest and tend to get bored easily during the learning process of writing poetry; 4) some students are pacing in class and students do not participate in the learning process in class.

The first test description

The initial test was conducted on Tuesday, 9 May 2023. In the learning process in the classroom, researchers have not used the clustering model in learning to write poetry. This was done to see the initial condition of students in writing poetry. In the test conducted in the pre-cycle, the researcher asked all students of class VIII B to create a poem with the theme "Teacher". The following are the results of the poetry writing ability test in the pre-cycle/initial condition.

Table 2. Distribution of pre-cycle poetry writing skill results.

No.	Category	Score range	Frequency	Percentage
1.	Very high	81- 100	3	9,01
2.	High	61- 80	14	42,4
3.	Fair	41- 60	10	30,3
4.	Low	21- 40	6	18,2
5	Very low	0-20	0	0
	Total		33	100

Based on table 2, it can be seen the average score of students' poetry writing skills in class VIII B SMP Negeri 4 Watampone. The data from the pre-cycle test results of poetry writing skills in Table 2 shows that students' poetry writing skills before the class action research was carried out had not reached the KKM. This can be seen in the following table.

Table 3. Pre-cycle poetry writing test result.

Score	Category	Frequency	Percentage
0 – 74	Not completed	21	63,6
75 - 100	Completed	12	36,4
Total		33	100

Table 3 above shows that out of 33 students, 21 students, or 63.6%, were incomplete, and 12 students, or 36.4%, were complete. Based on the KKM score set by the teacher, which is 75, it can be concluded that the poetry writing skills of students in class VIII B SMP Negeri 4 Watampone are still relatively low.

Cycle 1

Planning stage

Classroom action research planning aims to prepare everything that will be implemented in research activities as an effort to improve writing skills by using the clustering model in class VIII B students of SMP Negeri 4 Watampone. The research planning was as follows: 1) the researcher identifies the problems that arise in learning to write using the clustering model; 2) makes a learning implementation plan for writing poetry using the clustering model; 3) determines and prepares learning materials in the form of poetry examples; 4) determines the steps of learning to write poetry using the clustering model; 5) prepares learning media and equipment that will be used in writing poetry; and 6) prepares research instruments in the form of assessment sheets and documentation.

Implementation stage

At the implementation stage, cycle I was carried out in accordance with the predetermined schedule, namely for 3 meetings, which is explained as follows:

First meeting. The researcher asks the students about the definition of poetry. After that, the researcher explains the material about poetry and the elements that make up poetry. The researcher distributed sample poems, and students observed the poetry texts. Students identify the elements of poetry and ask each student to do the task. The researcher explains the steps of writing poetry using the clustering model. The researcher gave the students an assignment to write a poem. During the task, the researcher observes and controls the students' activities. After the students have done the assignment, the researcher and the students discuss the elements that make up a poem. The researcher and students reflect back on the learning that has been completed, and the researcher gives an explanation of the learning activities at the next meeting.

Second meeting. The researcher teaches an example of applying the clustering model in poetry writing. The researcher tells the students about the theme that would be written in the poetry writing. Students write down words related to the beach. The words that have been written are made into arrays. After forming an array or sentence, the next step is to link or arrange the arrays or sentences so that a complete idea is formed as a poem. Students are directed to observe the written poem. There are still some students who are still confused about writing poetry. The researcher approachs the student and asks about the obstacles in writing poetry. Researchers and students reflect back on the learning that has been done. The researcher gives an explanation about the next learning activity and closes the learning activity.

Third meeting. In the third meeting, cycle I evaluation was conducted. The evaluation was carried out to determine the level of students' understanding of writing poetry with the clustering model. The results of the evaluation were then analyzed and reflected upon. If the results of the evaluation of cycle I have not reached the predetermined KKM, then the action will continue in cycle II.

Observation and evaluation stage

Observation results

Student activity in cycle I was obtained based on observations of student behaviour during the learning process. The student behaviour in cycle I can be seen in Table 4 below:

Table 4. Students' behaviour activities in cycle I.

No.	Component observed	Cycle I Meetings			Average	%
		1	2	3		
1.	Students who are present during the lesson	33	32	33	32,7	99,1
2.	Students who actively ask questions during learning	3	5	8	5,3	16,1
3.	Students who actively respond to learning materials	4	3	6	4,3	13
4.	Students who actively answer the teacher's questions	5	7	9	7	21,2
5.	Students who actively work on assignments	27	29	32	29,3	88,8

Evaluation results

Learning in cycle I was attended by 33 students in learning writing skills using the clustering model. Learning activities in cycle I have not run optimally. This has implications for the results of students' skills in writing poetry, which are still relatively low. The results of the poetry writing test with the clustering model can be seen in the following table.

Table 5. Distribution of cycle I poetry writing skill results.

No.	Category	Score range	Frequency	Percentage
1.	Very high	81- 100	7	21,2
2.	High	61- 80	17	51,5
3.	Fair	41- 60	6	18,2
4.	Low	21- 40	3	9,1
5	Very low	0-20	0	0
	Total		33	100

The data from the cycle I test results of poetry writing skills in Table 5 shows that many poetry writing skills are still not complete based on the KKM set by the Indonesian language teacher. This can be seen in Table 6 below.

Table 6. Results of the cycle I poetry writing skill.

Score	Category	Frequency	Percentage
0 – 74	Not completed	12	33,4
75 - 100	Completed	21	63,6
Total		33	100

Table 6 shows that out of 33 students, there were 12 students, or 33.4%, who were not complete, and 21 students, or 63.6%, who were complete. Based on this result, it can be concluded that the poetry writing skills of students in class VIII B SMP Negeri 4 Watampone are still relatively low, so it is necessary to do cycle II.

Reflection stage

Learning writing poetry with the clustering model in cycle I has not improved or has not reached 85% classical completeness. There are still some problems faced in the learning process, so the learning outcomes of writing poetry are not optimal. From the data on the results of writing poetry using the clustering model in cycle I, only 21 students were complete or 63.6%. This is because students are not used to and do not know how to write poetry well. In addition, it is also caused by several things, namely: 1) students were not yet conditioned because there were still some students who left; 2) there were some students who did not pay attention during the application of the clustering model; 3) some students were playing or telling stories with their classmates. To overcome these shortcomings, improvements were made in cycle II, starting from the design of the lesson plan to the implementation of learning.

Cycle II

Planning stage

Research planning in cycle II was carried out to overcome the shortcomings in cycle 1. This was done as an effort to improve writing skills by using the clustering model in class VIII B students of SMP Negeri 4 Watampone. The research planning was as follows: 1) the researcher identifies the problems that arise in learning to write in cycle I by using the clustering model, 2) makes a plan for implementing learning to write poetry with the clustering model by paying attention to the connection of ideas; 3) determines and prepares poetry examples; 4) determines the steps of learning to write poetry using the clustering model; 5) prepares learning media and equipment that will be used in writing poetry; and 6) prepares research instruments in the form of assessment sheets and documentation.

Implementation stage

At the implementation stage, cycle II was carried out in accordance with the predetermined schedule,

namely for 3 meetings and is explained as follows: First meeting. The researcher asks students about difficulties in writing poetry using the clustering model. After that, the researcher explains again the steps in writing poetry with the clustering model. The researcher distributes sample poems, and students observe the poetry texts. Students identify the form of word groups in poetry. While the students are working on the task, the researcher observes and controls the students' activities. After the students had done the task, the researcher and the students discussed the grouping of words by paying attention to the connection of ideas. The researcher and students reflect back on the learning that had been completed and the researcher gave an explanation of the learning activities at the next meeting.

Second meeting. The researcher teaches an example of the application of the clustering model by conveying or explaining its steps. The researcher tells the students about the theme that would be written in the poetry writing. Students write words related to "Market". The words that have been written are made into arrays. After forming an array or sentence, the next step is to link or arrange the arrays or sentences so that a complete idea is formed as a poem. Students are directed to observe the written poem. Students enthusiastically observe the poems that have been written. The next activity is for students to perform poetry recitation. Other students listen and give feedback on the poems heard. Based on feedback and suggestions from friends will be taken into consideration in improving the poem. After students revise their poems, they will be given reinforcement to better understand the steps in writing poetry through the clustering model.

In the third meeting, the evaluation of the implementation of the first and second meetings was carried out. The evaluation was carried out to determine the level of students' understanding in writing poetry with the clustering model. The results of the evaluation were then analyzed and reflected upon. If the results of the evaluation of cycle II at the first and second meetings have not reached the predetermined KKM, then the action is continued in cycle III.

Observation and evaluation stage

Observation result

Students' activities in cycle II were obtained based on observations of student behavior during the learning process. The student behavior in cycle II can be seen in Table 7 below:

Table 7. Students' behavior activities in cycle II.

No.	Components observed	Cycle II Meetings			Average	%
		1	2	3		
1.	Students who are present during the lesson	33	33	33	33	100
2.	Students who actively ask questions during learning	4	7	3	4,6	13,9
3.	Students who actively respond to learning materials	12	17	15	14,6	44,2
4.	Students who actively answer the teacher's questions	10	14	6	10	30,3
5.	Students who actively work on assignments	33	33	33	33	100

Evaluation result

Learning in cycle II was attended by 33 students. Learning activities in cycle II run optimally. It can be seen from the results of students' skills in writing poetry that they have reached the value in accordance with the minimum completeness criteria (KKM). The results of the poetry writing test with the clustering model can be seen in the following table.

Table 8. Distribution of cycle II poetry writing skill result.

No.	Category	Score range	Frequency	Percentage
1.	Very high	81- 100	24	72,7
2.	High	61- 80	9	27,3
3.	Fair	41- 60	0	0
4.	Low	21- 40	0	0
5	Very low	0-20	0	0
	Total		33	100

Table 9. Results of cycle II poetry writing skill.

Score	Category	Frequency	Percentage
0 – 74	Not Completed	0	0
75 – 100	Completed	33	100
Total		33	100

Table 9 above shows that out of 33 students, all of them have completed according to the KKM set by the Indonesian language subject teacher of class VIII B SMP Negeri 4 Watampone.

Reflection stage

Learning to write poetry with the clustering model in cycle II has increased or has reached 100% completeness. Based on the test results in the pre-cycle, it shows that the poetry writing skills are not optimal. The scores obtained by students for the very high category were 3 or 9.01%, high, 14 or 42.4%, fair 10 or 30.3%, and low 6 or 18.2%. While students who completed were 12 or 36.4% and did not complete as many as 21 or 63.6%. From the analysis of the results of writing poetry written by students, most students still use long sentences, have not used figurative language, and have not paid attention to diction in their writing. This is because, in the learning process, the requirements for writing poetry are directly explained, and students are immediately instructed to write poems with a predetermined theme. It can be seen that many students are still confused in writing ideas. They are confused to determine interesting words that can be developed into a poem. The initial stage of writing is pre-writing. One of the activities is writing ideas/topics based on one's own experience. This opinion confirms that in writing, one needs to determine an idea first. In addition, writing poetry also requires teacher creativity in choosing learning models.[6]

The explanation above confirms that teaching must use a learning method or model. The model can have a positive impact on the student's activeness, interest, and score improvement, especially in writing poetry. One of the models that can be used by teachers is a clustering model in writing poetry. This model can increase students' interest, activity, and discipline in following the learning process.[7]

Learning in cycle I, the researcher used the clustering model. Students' writing results in writing poetry improved. This can be seen from the increase in learning scores achieved by students, namely 7 or 21.2% in the very high category, 17 or 51.5% in the high category, 6 or 18.2 in the fair category, and 3 or 9.1 in the low category. While learning completeness based on KKM is 21, or 63.6%, are complete, and 12, or 33.4%, are not complete. In addition, the results of field notes show that students have been active and have been able to develop arrays based on ideas or ideas by linking relationships with words that have been determined. This is because before writing a poem, students determine groups of words based on a predetermined theme. From the group of words, students write an array that has a relationship or connection with the word. After the array is formed, students arrange it into stanzas. After the poem is composed, students appear to read their work, and other students listen carefully. After they finish listening, they are directed to give comments. The assessment results of the cycle I showed that the average score of students had increased. However, the

achievement has not reached the success criteria of the classroom action research conducted because the number of students who reached the KKM has not reached 85%. With observation and reflection made by researchers and teachers, cycle II poetry writing was implemented.[8]

The learning process in cycle II showed that students were more active in writing. Even after the researcher conveyed the theme of the poem to be developed, some students immediately suggested several poetry titles that had a connection with the theme. After that, they immediately looked for word forms to be developed into poetry arrays. After the poems were formed, they actively sequenced them in the right order so that they had the right flow and meaning. The implementation of cycle II can quantitatively increase the value of students' poetry writing skills, namely, very high, as many as 24 or 72.7%, and high, 9 or 27.3%. Meanwhile, the percentage of students who have reached the KKM also increased to 33 or 100%. Based on observation and reflection of the research, learning to write poetry with a clustering model has been optimal. This can be seen from the comparison of the increase in learning outcomes both from the average score, score completeness, score inadequacy, highest score, lowest score, and achievement of poetry writing skills criteria can be used as one of the data evidence that learning to write poetry with a clustering model can improve poetry writing skills in Indonesian language subjects for students of class VIII B SMP Negeri 4 Watampone, Bone Regency.[9,10]

4. Conclusion

Based on the data and discussion of the research, it can be concluded that the use of the clustering model in learning to write poetry can improve the quality of students' learning process. It shows that there is an increase in the completeness of the ability to write poetry from pre-cycle as many as 12 or 36.4%, cycle 1 as many as 21 or 63.6%, and cycle II as many as 33 or 100%. Based on the increase in student learning completeness in each cycle, the clustering model needs to be applied to the learning of writing poetry of students in class VIII B at SMP Negeri 4 Watampone, Bone Regency.

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