



The Effect of Nature Learning Method on the Improvement of Poetry Text Writing Skills in Class X Students

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ABSTRACT

This study aims to describe the effect of the Nature Learning method in improving the poetry writing skills of 10th grade students at SMAN Modal Bangsa Arun, as well as to determine student participation in poetry learning using this method. This research uses a quantitative method with a pretest-posttest control group design. The research sample consists of two groups: the experimental group, which uses the Nature Learning method, and the control group, which uses conventional learning methods. The data analysis technique involves collecting poetry writing skills data through pretest and posttest writing tests, while data on student participation in the experimental group is collected through a questionnaire. Poetry writing skills data are analyzed using a t-test to see if there are significant differences between the two groups, and student participation data is calculated using a formula to obtain results on student participation after the Nature Learning method is applied. The results show that there was a significant improvement in poetry writing skills in the experimental group compared to the control group. This was obtained from the hypothesis test results using a t-test, with a significance value (2-tailed) of 0.000, which is smaller than the common significance level of 0.05. This indicates that the Nature Learning method has a significant effect on improving poetry writing skills in 10th grade students at SMA Negeri Modal Bangsa Arun. Students who learned through the Nature Learning method showed higher creativity and better sensitivity to the use of language and imagery in poetry.

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INTRODUCTION

The rapidly advancing and digital age has given rise to many learning methods as one of the tools for teachers to create engaging and relevant lessons that align with current developments. The teacher, as the educator, and the students, as the subjects of learning, are the main components in teaching and

learning activities. Other supporting components include materials, media, facilities, and teaching methods. In efforts to improve the quality of teaching and learning activities, each of these components must function optimally (Agustina & Roesminingsih, 2015). It is unfortunate if teachers still rely on the lecture method, which can be monotonous and boring for students. Despite the reality that many, or even most, teachers are reluctant to diversify their teaching methods with more current, varied, and evolving approaches, learning methods are closely tied to both students and teachers. A learning method is an accumulation of teaching and learning concepts (Gia & Surizka, 2023). These two elements combine to form a system of learning that involves students, goals, materials, facilities, procedures, tools, and media. This is why a strong argument can be made that a good and varied teaching method will produce good learning outcomes as well. This is especially true in writing instruction related to literature, where teachers are often expected to create a creative learning environment to help students become proficient in writing.

Writing skills are a form of communication used to express thoughts, ideas, feelings, and intentions, ultimately conveying messages to others in written form (Mahmur et al., 2021). One of the productive literary language skills is the ability to write poetry, where students are encouraged to develop both their imagination and skills. Writing poetry is a form of indirect (written) communication that emphasizes self-expression, emotions, ideas, and concepts (Romelah, 2016). In writing poetry, students are expected to express ideas, thoughts, and feelings. Moreover, learning to write poetry is very important and beneficial for students because it stimulates the brain, enabling them to think creatively and develop empathy toward their environment. The intensity with which students practice is also crucial to their success in writing poetry. If students practice regularly, the quality of their written work will improve. Therefore, deeper efforts are needed to capture students' attention and instill the idea that learning to write poetry is an enjoyable activity (Bakri & Yusni, 2021).

However, the process in practice often differs significantly. Weaknesses in the learning process are clearly evident from the large number of students who become bored and uninterested in studying poetry, as this material is considered boring (Bahtiar et al., 2022). This occurs because teachers have not varied the methods used in the teaching process. They still rely on lecture and discovery learning methods. According to (Rahayu, 2017) discovery learning is a learning process based on real-world experiences, which is why this method does not depend on theories found in textbooks.

Based on initial observations at SMAN Modal Bangsa Arun, several reasons were identified that underlie the need for this research. First, it shows that there are issues in the poetry lessons, particularly in terms of students' skills in writing poetry. Many students become less active in the poetry learning process due to their lack of interest in the subject matter. This may happen because teachers still use the lecture method in the teaching process. While there is no fatal flaw in using this method, it is less suitable for teaching poetry, as this subject requires students to be imaginative and creative. Therefore, a better method is needed to enhance students' creativity and imagination in writing poetry. One example is by implementing a teaching method that is more connected to nature in poetry lessons, which can stimulate students' motivation and imagination in learning. One such nature-based method that is suitable for poetry lessons is the Nature Learning method (Aldila et al., 2021). This method takes students outside of their confined spaces, allowing them to think more globally and use nature as a trigger for their imagination, thus improving their poetry writing skills. Therefore, the implementation of this method is expected to optimally enhance the learning conditions and outcomes of students in line with the learning objectives. Second, the lack of students' skills in writing poetry is caused by a decline in student participation in learning (Wati et al., 2023). This can be seen from the relatively less conducive classroom atmosphere during the poetry learning process. Usually, students who are bored tend to disrupt order during the learning process, which in turn distracts other students' focus.

Based on these reasons, it can be concluded that the problems mentioned above occur due to the use of less varied teaching methods and the decreased participation of students during the learning process. One effective way to address these issues is by replacing the current teaching method with a more creative and appropriate one to enhance students' poetry writing skills. One such suitable teaching method for poetry writing lessons is the Nature Learning method. The Nature Learning method is a teaching and learning activity conducted outside the classroom, using the surrounding environment as a medium and source of learning (Husamah, 2013). This method uses an indirect pattern, or Nondirect, which means encouraging students to be active in the learning process. The application of this method invites students to write a poem by observing an object or event outside the classroom, particularly in the school environment that is close to nature. The activity of writing poetry outside the classroom is expected to increase students' motivation to write poetry, as they are freed from the confines of the classroom, allowing them to engage their imagination.

Based on the explanation above, this research was conducted to determine whether or not there is an effect of using the Nature Learning method on poetry writing skills. In addition, the researcher also aims to examine students' participation in the poetry learning process when the Nature Learning method is applied.

RESEARCH METHOD

The type of research conducted in this study is a quantitative experimental approach using a Quasi-Experimental Design with a Nonequivalent (Pretest and Posttest) Control Group Design. According to (Sugiono, 2018), the Nonequivalent (Pretest and Posttest) Control Group Design is the most popular approach in quasi-experimental research. In this research design, there are two subject groups: one group becomes the experimental class as it receives treatment using the Nature Learning teaching model, and the other group becomes the control class, continuing to use the lecture-based teaching method. This is because the experimental and control groups are not randomly selected. Both classes are given a pretest and a posttest, with only the experimental group receiving the treatment. The pretest is used as an initial step to analyze students' skills in writing poetry before being exposed to the Nature Learning teaching method. The posttest is used to evaluate the results of the poetry writing of both the experimental and control groups, and serves as a comparison. Below is a table of the quasi-experiment with the Nonequivalent Pretest-Posttest Control Group design.

Table 1.

Research Design Nonequivalent Pretest-Posttest Control Group Design

Group	Pretest	Treatment	Posttest
Experiment	Y1	X	Y2
Control	Y1	-	Y2

This research will be conducted at SMAN Modal Bangsa Arun, located in the PT Arun Complex, Jl. Bontang, Batuphat Barat, Kec. Muara Satu, Kota Lhokseumawe, Aceh. The research will take place in August during the Odd Semester of the 2023/2024 Academic Year. The population to be studied in this research is all students of Class X at SMAN Modal Bangsa Arun. The sampling technique is the stage of determining the number and members of the sample. The sampling technique used in this research is purposive sampling, which is a technique for selecting research samples based on certain considerations to achieve more representative data (Sugiono, 2018).

The data collection techniques and instruments used in this research include pretests and posttests. The results of these tests will be evaluated using a poetry writing skills assessment rubric. The aspects of the poetry writing skills assessment include: 1) theme, 2) feeling, 3) tone, 4) message, 5) diction, 6) imagery, 7) concrete words, and 8) rhyme/ rhythm (Widarmanto & Gunawan Tri Atmojo, 2018). The results of the tests, expressed in numerical form, will be processed quantitatively. Through these results, the level of students' skills in writing modern poetry will be interpreted based on the use of different teaching methods.

Based on the aspects of the poetry writing skills assessment, the researcher uses the following formula to obtain the final score from the students' poetry writing results. The formula for scoring poetry writing is as follows:

$$\text{Score} = \frac{\text{Total score achieved}}{\text{Optimal score}} \times 100$$

Table 2.

Category Assessment of Poetry Text Writing skills

No	Score	Information
1.	0 - 55	Very poor
2.	56-69	Poor
3.	70-75	Satisfactory
4.	76-84	Good
5.	85-100	Very Good

Source : (Rahayu, 2017)

Analysis of students' poetry writing skills is conducted by performing hypothesis prerequisite testing in the form of a normality test. The normality test is used to determine whether the data obtained comes from a population with a normal distribution or not. The normality test used in this study is the Shapiro-Wilk test, with the condition that if the Asymp. Sig value > 0.05, the data is normally distributed, and if the Asymp. Sig value < 0.05, the data is not normally distributed. If the data is normally distributed, it can proceed with the homogeneity test. The homogeneity test is used to determine whether the data is homogeneous or not, meaning whether the sample data comes from a population with the same variance. If the data is homogeneous, the researcher can proceed to the next stage of testing. If not, methodological corrections must be made. Data is considered homogeneous if the significance value or probability > 0.05, whereas if the significance value < 0.05, the data is not homogeneous or has different variances.

Hypothesis testing is conducted using the paired t-test (dependent t-test). The paired t-test aims to compare the means of two related groups. The paired

samples refer to two subjects that are the same but experience different treatments, i.e., there is a pre-treatment and post-treatment comparison (Montolalu and Langi, 2018:45). The requirements for this test are: (a) the data is normally distributed; (b) the two data groups are dependent or related; (c) the data type used is numerical or categorical. The decision for testing is based on a significance level of 5% or 0.05 with the hypothesis as follows:

1. If the sig. value < 0.05, then there is a significant difference in students' cognitive abilities between the pretest and posttest results.
2. If the sig. value > 0.05, then there is no significant difference in students' cognitive abilities between the pretest and posttest results.

RESULT AND DISCUSSION

Research results

This normality test is conducted to determine whether the research data is normally distributed or not. In this case, the researcher uses the Shapiro-Wilk test with SPSS, with a significance level set at 0.05. Below are the results of the normality test in the following table:

Table 3.

Normality Test Results of Students' Poetry Text Writing Skill Values

Tests of Normality				
Poetry Text Writing Skills Students	Class	Shapiro-Wilk		
		Statistic	df	Sig.
	Pre-Test Experiment	.951	34	.131
	Post-Test Experiment	.953	34	.151
	Pre-Test Control	.947	33	.112
Post-Test Control	.955	33	.181	

Based on the results of the normality test conducted on the control and experimental class data, the obtained significance values were greater than 0.05. Therefore, it can be concluded that the data in both the control and experimental classes are normally distributed.

The homogeneity test is conducted to determine whether the data obtained comes from a population with uniform variance. The Levene's test was used on SPSS version 27. The decision criterion is based on a significance level of < 0.05, which indicates that the data is homogeneous. If the significance level is > 0.05, it means the data is not homogeneous. The next section presents the findings of the homogeneity test conducted on the data:

Table 4.
Results of Homogeneity Test Values of Students' Poetry Text Writing Skills

Test of Homogeneity of Variance						
			Levene Statistic	df1	df2	Sig.
Poetry Text Writing Skills Students	Based on Mean		1.734	3	130	.163
	Based on Median		1.430	3	130	.237
	Based on Median and with adjusted df		1.430	3	125.399	.237
	Based on trimmed mean		1.613	3	130	.190

From the table of the test of homogeneity of variance above, the result of the homogeneity test (sig) based on mean is $0.163 > 0.05$. Therefore, it can be concluded that the two groups, the experimental and control classes, have the same variance, or in other words, the data is homogeneous.

Hypothesis testing is a statistical procedure used to decide whether the hypothesis proposed regarding a population characteristic can be accepted or rejected based on sample data analysis. In addition, hypothesis testing is used to draw conclusions about a population based on information obtained from a sample. In other words, hypothesis testing is conducted to determine whether the results obtained from the study are due to chance or whether there is indeed a significant effect after conducting the research. The hypothesis for this study is as follows:

H_a : There is an effect of the Nature Learning method on the improvement of students' skills in writing poetry in class X at SMA Negeri Modal Bangsa Arun.

H_0 : There is no effect of the Nature Learning method on the improvement of students' skills in writing poetry in class X at SMA Negeri Modal Bangsa Arun.

The significance level used is (0.05). The t-test decision rules in this study are as follows:

- H_0 is accepted and H_a is rejected if the sig. (2-tailed) value > 0.05
- H_0 is rejected and H_a is accepted if the sig. (2-tailed) value < 0.05

Table 5.
Results of the t-test on students' poetry text writing skills

Independent Samples Test			
t-test for Equality of Means			
	Sig. (2-tailed)	Mean	Std. Error

			Difference	Difference
Poetry Text Writing Skills Students	Equal variances assumed	.000	7.812	1.361
	Equal variances not assumed	.000	7.812	1.366

After the three tests above have met the requirements, the results of the t-test for students' poetry writing skills using the Nature Learning method in class X at SMA Negeri Modal Bangsa Arun showed a significance value (2-tailed) of 0.000, which is smaller than the established significance level of 0.05. Therefore, H₀ (the null hypothesis) is rejected and H_a (the alternative hypothesis) is accepted. This indicates that there is a significant effect of the Nature Learning method on the improvement of students' poetry writing skills in class X at SMA Negeri Modal Bangsa Arun.

Discussion

The application of the Nature Learning method has five stages as a guide for educators that must be met to achieve the desired learning objectives. These steps are as follows: (1) Orientation: In this part, students are given an initial introduction to the learning material and how the learning process will proceed. (2) Observation: Students are given the opportunity to observe the surrounding nature as an initial observation for the next stages of learning. At this stage, students can significantly develop their imagination. (3) Discussion: This process involves a two-way response between students and teachers to discuss matters related to the learning material. (4) Analysis: This step involves discussing the results that students have obtained during the learning process. (5) Conclusion: Students can summarize the results of the learning that has been conducted.

The Nature Learning method can enhance students' imagination and skills in learning. In its application, this method utilizes the surrounding environment, which can trigger students' interest and imagination. In the poetry writing lesson that the researcher conducted, it was observed that students became more adept at composing poems, more focused, active, imaginative, and creative. The results of the students' poetry writing lessons showed that the average score of the experimental class using the Nature method was higher than the control class, which used the lecture method. This means that the experimental class, after receiving the treatment of learning with the Nature method, became more skilled at writing poetry. This improvement

was supported by the surrounding natural environment, which helped to stimulate students' interest and focus on writing poetry. Additionally, nature played a significant role in developing students' imagination. This is evident from the average posttest score data between the experimental and control classes. Meanwhile, the control class, which continued to use the lecture method in their learning process, showed that only some students met the criteria for writing poetry according to the elements of poetry that were explained by the researcher. This method appears to contribute less effectively to stimulating students' imagination and skills in writing, as it essentially follows a conventional learning system without any stimuli to engage students' imagination in writing poetry. As a result, students become reluctant to explore their imagination and express creative ideas when writing poetry. Therefore, the lecture method is less effective in improving students' skills in poetry writing. After the researcher collected the students' poetry writing results from the control class, it was concluded that many students still faced difficulties in writing poetry that met the aspects of the building elements of a poem. This is due to the lack of active participation from students during the learning process. As a result, the average score of the control class was lower compared to the average score of the experimental class.

CONCLUSION

Based on the research results, it can be concluded that the average score of students' poetry writing skills in the control class was 64.09, categorized as 'poor' for the pre-test, and 82.39, categorized as 'good' for the post-test. Meanwhile, the average score of students' poetry writing skills in the experimental class was 64.50, categorized as 'poor' for the pre-test, and 90.21, categorized as 'very good' for the post-test. Additionally, the evaluation of the poetry writing skills of grade X students at SMA Negeri Modal Bangsa Arun who participated in the Nature Learning method in the 2024/2025 academic year showed a high level of participation. As many as 94.1% of the students were classified as active in the poetry learning using the Nature Learning method, with 24 students in the 'very high' category and 8 students in the 'high' category. Only 2 students had low participation, classified as 'poor'. The significance value of $0.000 < 0.05$ in the hypothesis test supports the conclusion that H_a is accepted and H_0 is rejected. Based on these calculations, it can be concluded that there is an effect of using the Nature Learning method on students' poetry writing skills in grade X at SMA Negeri Modal Bangsa Arun.

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