The Effect of Method and Writing Interest on the Students Poetry Writing Ability at Indonesia Language and Literature Education Study Program of Fkip Uhamka

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Abstract: *The aim of this research is to determine the effect of teaching learning method and students writing interest on their poetry writing ability at Indonesia Language and Literature Education Study Program of UHAMKA. The research method used is experiment with factorial design 2x2 two ways ANOVA and the research subject was divided into 2 groups which was done randomly, they are the experiment class and the control class. The population of the research areall students of the Indonesia language and literature education study program, however the population can be reached on this research is students of the fifth semester which consists of 4 parallel classes. The technique used to get the sample is multi stage sampling by following these steps: firstly, deciding students of semester V in 2015-2016 academic year as the purposive sampling. Then, deciding one class as experimental class (Collaborative Method) and the other class as the control class (Individual Method).Based on the findings, the research yields that (1) there was a significant difference in students' writing ability on poetry, students who studied using collaborative method is higher than those who studied individual method.(2) The students' ability on Poetry writing who have higher writing interest and studied with collaborative method are higher than those who studied using individual method. (3) In average the students' ability on writing poetry who has low interestand studied with collaborative method is lower than those who studied with individual method. (4) There was an influence of interaction between collaborative method and individual method with high and low intereston the students' ability in poetry writing.*

Keywords: collaborative, individual method, poetry writing, interest

1. Introduction

Poetry writing activity is not an easy one to be done by everybody because to write a good poetry he needs a specific diction to represent the writer in transferring his idea. Besides, in writing a poetry everybody needs a wide imagination on the things that he is going to express. There are people can write a poetry easily but there are some need concentration to produce a good poetry. Based on the writer observation on the students of Indonesia language and literature education study programof FKIP UHAMKA, their ability in writing is still low while they have learnt or joint the Literature Writing subject in their class. These could happen because of some factors such as their lecturer had lack of experience in poetry writing, he did not use the suitable method in teaching poetry writing and even more he gave theory simply to the students instead of giving chances to have practice in poetry writing to his students. Generally the students result in writing practice were not handed out by the lecturer so they did not know whether their poetry was good or not. These conditions make the students' intereston poetry writing becomes low.

Hedge[1]states teaching writing especially to graduate students tends to run away from the purpose of writing itself that is good communication in writing. Many teaching practices in writing characterize in arranging limited sentences in which the lecturers' way in teaching in class is only on pushing the students to master the sentence structure by using guided writing.

In order to make the students are able to write well, thus the literature writing lecturers should concern to the factors which will cause the students ability in poetry writing low especially on the Indonesia language and literature education study programof FKIP UHAMKA.

The inability or the weaknesses of the students writing ability on poetry is also seen on the low of their interestin joining poetry writing competition which is held in every Language Month (BulanBahasa) at UHAMKA itself, Jakarta Province or National. Beside that the students are also less interested in poetry writing to be published in mass media.

Based on the data got from Indonesia Language and Literature Education Study Programof FKIP UHAMKA, the students score in poetry writing is not satisfied yet. It probably could happen because the method used in teaching the lesson in class is not good or not suitable. By choosing a good teaching learning method, it is hoped the students will be interested to write poetry and finally they will be productive writers.

In term of that, Ahariet al[2]in their research state their opinion that the use of suitable method in teaching learning will cause a good result as well. Each method has its own characteristic. Ahari research concludes that contextual teaching and learning (CTL) method is more effective in improving students' kinesthetic ability, while collaborative learningmethod is more effective to improve students' auditory ability furthermore competitive learning is more effective to improve visual ability of the students.Seeing the results above, the writer was interested in conducting further a research on the effect of teaching learning methods (Collaborative, Individual) and students writing intereston their ability in poetry writing of FKIP UHAMKA Jakarta.

In writing a poetry Rieken[3] gives his opinion that writing is an activity which involving the process of thinking or idea and transferring it onto papers. Writing is someone's continuous activities in which he expresses his idea through written communication to the readers so the readers can understand what he means.In transferring his ideas, a writer has his certain purpose, like what Pea and Kurland[4] mentioned that the purposes of writing something are (1) to think and reflect, (2) writing can help to communicate something to others (3) writing can make someone be a better reader, (4) writing can give something more to the writer than he states his ideas orally. Based on the purposes above, thus a writer has his own choice in delivering his ideas in various form of writing. One of them is through writing a poetry.

Basically every writing has its characteristics. Things that differentiate a poetry compare to other is on its language. The language used in writing a poetry is more intend and has wide meanings. It is really different when writing other literature products which using a simple and direct language. It is similar to what Abrams[5]points out whom said poetry has specific language which is called poetry diction. Poetry diction is characterized by words, phrases, and sentence structure which contain figurative language. Contrary to Leech[6] who stated that poetry language shows different characteristics of language violation to the common language. The violation consists of lexical violation, semantic, phonology, morphology, syntax, dialect, historic and graphology violation.

In order to make the students are able to write well, the lecturer should use various good methods in teaching them. Anthony[7] points out learning method is the implementation of approach and method in the class. In other words, learning method is something which can be implemented. Method in language learning refers to the implementation of lesson plan in front of the class. Learning method means various ways or activities in presenting learning materials for achieving learning goals. In this study the teaching learning method used is collaborative method and individual method. According to Nunan[8]teaching writing by using collaborative method is a learning process to get knowledge or skill, writing in this case is done by restudying and thinking back through talking with others, discussing and need an active participation from the writers to improve their writing. This statement is in line with De Porter dan Hernacki[9] who emphasize the process of writing should be done in these stages; first, *pre-writing stage*, secondly*drafting*or*actual writing stage*, where in this step the students start to write their ideas, thirdly *revising stage where the students should be pushed to revise the content of their writing*; fourth, *editing stage*; and the last is *publishing*.

To be different with collaborative method, individual method has purpose and consideration that children basically do their work in order to achieve their success. Chandler[10] further explains that the goal structure of a learning is individualism, since there is no interaction among the members of the students in the class. Every student only concerns to his own success. However in a writing learning activity, students need to have interest, included in poetry writing activity. In poetry writing activity in the class,

students must have high interest. Daniel[11] mentioned that interestis influenced by the feeling of happiness. The patterns of happiness and unhappiness which are formed on every phase of child development are relatively stable on each phase. However, on every following phase, the pattern will have changes in quantity and quality. In different context, Bingham[12] expressed that interest is a tendency to take part actively in an experience and try to keep the experience well. In other words, interest is called as how active someone in doing his experience. Thus, interest can be known through someone's activity, if he is active in doing it, it means he has interest on it, vice versa.

Relating to the activity, Bernard[13] called someone's active or not happens because there are some supports among the people and things, situations or activities in the form of happiness of the person has. Based on the opinions above, it can be concluded that interest has characteristics such as: (1) interest is happiness, (2) interest can be known from how active someone or not, and (3) interest appears because of support from the happiness itself. Based on the points above, so the writer can formulate the problems of the research as follows: (1) Is there any difference in students' poetry writing ability who studied using collaborative method and students who studied individual method?(2) Is there any difference on students' poetry writing ability between the students who have higher writing interest and studied with collaborative method than those who studied using individual method? (3) Is there any difference on students' poetry writing ability between the students who have lower writing interest and studied with collaborative method than those who studied using individual method? (4) Is there any interaction between teaching learning method and writing interest towards on students poetry writing ability?

2. Research Methodology

The purpose of the research is to seek the effect of collaborative learning method and individual method by looking up the students' interest on writing toward their ability in writing a poetry. This research was done at Indonesia Language and Literature Education Study Program of FKIP UHAMKA, at the odd semester of 2015-2016 academic year.

The method used in this research is experiment with factorial design 2 x 2 two ways ANOVA. The population of the research was divided into 2 group which was taken randomly. These groups were divided based on the research classes; the experimental class and the control class. The students in the experiment class were taughtby using collaborative method while the control class students were taught by using individual method.

The design of the research used is *quasi experimental design* by using experiment method of factorial design 2x2.

Table 1: The Experiment Research Design Factorial 2X2

Treatment / Intervening Variables	Learning Methods (A)	
	Collaborative	Individual
High Writing Interest (B1)	A_1B_1	A_2B_1
Low Writing Interest(B2)	A_1B_2	A_2B_2

The population of the research is all students at Indonesia Language and Literature Education Study Program of FKIP UHAMKAwhile the achieved population is students at the fifth semester which consists of 4 parallel classes. The technique used in getting the sample is multi stage sampling method by following these steps; *first* purposive sampling decided students of the fifth semester in 2015-2016 academic year as the sample. Then pointed out one experiment class to be taught with collaborative method and the other one as the control class which was to be taught by using individual method.Secondly, using cluster random sampling; the writer grouped the students into high and low interest in writing a poetry.

By taking the sample above, the writer got one class of 40 students to be treated with the collaborative method and the other class (40 students) to be treated with the individual method. Each group was taken 27% from all students who have high interest (11 students) and 27% from students who have low interest in poetry writing. Thus, each cell of this study contains 11students to be observed.

The instruments used in this research are poetry writing test and questioner of students interest in poetry writing. In order to know whether the test is valid and reliable,the writer has done a kind of test trial to the students. Both of the instruments used Person Product Moment formula in knowing their validity. Furthermore to decide whether each item has good validity or not, the correlation coefficients of the items were compared to the r value on the 5% level significance (α =0.05).

The technique used to analyze the research data is Varian Analysis Technique (ANAVA) on the significance level (α=0.05 and α=0.01). When the result of the analysis shows there is interaction, then the research analysis can be continued by using Tuckey test. However, before continuing the analysis statistically, it is necessary to do normality test by using Liliefors and homogeneitytest. The writer used Bartlett formula to have the test of normality on the df α =0.05.

3. The Research Findings and Discussion

A. Data Description

1) The Students Poetry Writing Score (Y_1) who studied using Collaborative Method
   The students ability on poetry writing who were taught using collaborative method and ignorance the students interest in writing have the score range of 38- 85, with the lowest score is 38and the highest score is 85. The students ability in writing poetry in this group has the average score 65.80, modus score=68.62, median=67.41, and standard deviation=14.07.
2) The Students Poetry Writing Score (Y_2)who studied using Individual Method
   The students ability on poetry writing who were taught using individual method in general has the score range of 35-72, with the lowest score is 35and the highest score is 72. The students ability in writing poetry in this group has the average score 54.75, modus score=57.10, median=55.32, and standard deviation=8.98
3) The students ability on poetry writing score who were taught using collaborative method with the high interest in writing (Y_{11})
   The students ability on poetry writing who were taught using collaborative method with the high interest in writing totally has the range score of 69-89, with the lowest score =69 and the highest score89. The students ability on poetry writing in this group has average score 79.28, modus score= 84.45, median 81.14, and standard deviation=6.18.
4) The students ability on poetry writing score who were taught using collaborative method with the low interest in writing (Y_{12})
   The students ability on poetry writingwho were taught using collaborative method with the low interest in writing totally has the range score of 38-48, with the lowest score =38and the highest score=48. The students ability on poetry writing in this group has average score 45.55, modus score=46.50, median 47.15, and standard deviation=5.80. The students score in poetry writing in this group can be categorized low. The students score in poetry writing who have studied using collaborative method were divided into 5 interval classes.
5) The students ability on poetry writing score who were taught using individual method with the high interest in writing (Y_{21})
   The students ability on poetry writingwho were taught using individual method with the high interest in writing totally has the range score of 55-75, with the lowest score =55and the highest score=75. The students ability on poetry writing in this group has average score 63.21, modus score=59.50, median 62.40, and standard deviation=5.87. The students score in poetry writing in this group can be categorized low. The students score in poetry writing who have studied using collaborative method were divided into 5 interval classes.
6) The students ability on poetry writing score who were taught using individual method with the low interest in writing (Y_{22})
   The students ability on poetry writingwho were taught using individual method with the low interest in writing totally has the range score of 46-60, with the lowest score =46and the highest score=60. The students ability on poetry writing in this group has average score 54.18, modus score=57, median 55.64, and standard deviation=4.45. The students score in poetry writing who have studied using individual method were divided into 5 interval classes.

B. Pre-Requisite of Test Analysis

The testing of the required analysis for hypothesis testing in this research comprises: (1) Requirement meeting that the data sample is derived from the population with normal distribution, which was done through normality test of the data using *Lillieforst*est. (2) Requirement meeting of the

homogeneity of population variance of the whole groups uses *Bartlett* test.

1) Normality Test Distribution

In normality test, the writer used the significance level α = 0.05 with the degree freedom=11. Based on the result of normality test, it can be got L_o (Liliefors observed) is lower than L_t (the critical value of L table). From the result it can said that all of the group data came from the normal distribution population.

2) Homogeneity Test

Based on the result of *Bartlett test* on the variance level α = 0.05and the degree freedom= 3, it gives the indication that $\chi^2$is lower than $\chi^2_{table.}$ It can be concluded that the four group data which were used in this study came from the homogeny population.

C. Hypothesis Test

In order to perform the hypothesis testing, a Two Way Analysis of Variance with Interaction (ANOVA 2x2) has been conducted. The purpose of this analysis is to see the different influence of learning methods and interest towards the poetry writing ability of the students.

The recapitulation of Two Way Analysis of Variance can be seen in the following table.

Table : The Analysis of Variance

Variance Source	Df	SS	ASS= SS/df	F_o	F_{tabel}	
					0.05	0.01
Writing Interest (B)	1	322.76	322.76	14.60**		
Learning Method (K)	1	124.11	124.11	5.65*	4.07	7.22
Interaction (BxK)	1	685.02	685.02	32.03**		
Inside (D)	40	831.45	22.08			
Total Corrected (T)	43	1913.42	-	-	-	

Note:
** = significant α = 0.01
* = significant α = 0.01
df = degrees of freedom
SS = sum squares
ASS = means of sum squares
F_0 = Score F calculation; F_t = Score F table

Based on the variance analysis above, it can be explained as follows:
1) There was a significant difference in students' writing ability on poetry, students score who studied using collaborative method is higher than those who studied individual method because F_o = 5.65 > F_t = 4. 07 on the level of α = 0.05.
2) There was a significant difference in students' writing ability on poetry, the students' ability on Poetry writing who have higher writing interest than those who has lower interest,becauseF_o = 14.60 > F_t = 4. 07 on the level of α = 0.05.
3) There was an influence of interaction between collaborative method and individual method with high and low interest on the students' ability in poetry writingbecauseF_o = 32.03 > F_t = 4. 07 on the level of α = 0.05.

D. Discussion on The Research Result

In order to see the difference of the learning method effect (collaborative and individual) towards the students' poetry writing, the writer did the further test . The results of hypothesis test are explained as follows;

1) The difference of the students' ability on poetry writing those who studied using collaborative method and those who studied using individual method in general.

   The calculation of the test by using Tuckey test produced the score of Q=12.55 and Q_t=3.52 for the variance level α=0.05 with the degree freedom=4 (numbers of treatment group). If we compare, the Q >$Q_t$on the variance level α =0.05, it can be concluded that $H_0$is rejected. In other words there is a significant difference between the students' ability in poetry writing who studied using collaborative method with students ability who studied using individual method. This difference shows that the average score of students' writing ability who were taught using collaborative method is higher than the students score who were taught using individual method, so the H_0hypothesis is rejected.

2) The difference of the students' ability on poetry writing between who have high interest and studied using collaborative method and individual method in general.The calculation of the test by using Tuckey test produced the score of Q=18.3 and the Q_t=4.26for the variance level α=0.05 with the degree freedom=4 (numbers of treatment group). If we compare, the Q >$Q_t$on the variance level α =0.05, it can be concluded that $H_0$is rejected. Thus the result of the test concludes that there is a significant difference between the students' ability in poetry writing with high interest who studied using collaborative method with students ability who studied using individual method. This difference shows that the average score of students' writing ability who were taught using collaborative method is higher than the students score who were taught using individual method, so the H_0hypothesis is rejected.

3) The difference of the students' ability on poetry writing between who have low interest and studied using collaborative method and individual method in general.
   The calculation of the test by using Tuckey test produced the score of Q=3.67and the Q_t= 3.11for the variance level α=0.05 with the degree freedom=4 (numbers of treatment group). If we compare, the Q >$Q_t$on the variance level α =0.05, it can be concluded that $H_0$is rejected. Thus the result of the test concludes that there is a significant difference between the students' ability in poetry writing with low interest who studied using collaborative method with students ability who studied using individual method. This difference shows that the average score of students' writing ability who were taught using collaborative method is higher than the students score who were taught using individual method in the low interest students, so the H_0hypothesis is rejected.

4) There is an interaction influence between collaborative method and individual method toward the students' ability in poetry writing.
   The result of variance analysis indicated that there is an influence of interaction between collaborative method and individual method toward the students poetry writing ability.It can be seen from the score of F_o =32.03 > F_t =

4.07 on the variance level α=0.05. It means there is an interaction influence between the learning methods (collaborative and individual method) and students interest on writing poetry abilityin the treatment class students. Thus, the $H_0$is rejected.

4. Conclusion and Suggestion

4.1 Conclusion

Based on the result of hypothesis testing, it can be concluded that:

(1) There was a significant difference between the students' writing ability on poetry who studied using collaborative method and the students who studied individual method. The students' poetry writing ability who were taught by using collaborative method is higher than those who were taught by using individual method.

(2) There was a significant difference on poetry writing ability between the higher interest students who were taught by using collaborative method and students who were taught by using individual method. Thus, for the students who learn or study accompanying with the high writing interest, collaborative method will be more effective than individual method.

(3) There was a significant difference on poetry writing ability between the low interest students who were taught by using collaborative method and students who were taught by using individual method. The average score of the low interest students on poetry writing who were taught by using collaborative method is lower than the students who were taught by using individual method. Thus, for the students who have low interest in writing a poetry, collaborative method will not be as effective as individual method in increasing the students writing ability.

(4) There was an interaction influence between collaborative method and individual method with high and low interest on the students' ability in poetry writing. The students ability in writing a poetry between the low interest ones and the high ones is different, either they were taught by using collaborative or individual method.In can be summed up that grouping the students based on their level of interest on poetry writing is effective enough in finding out the effect of the two learning methods which were applied in this study.

4.2 Suggestion

1) Collaborative method can be used as an alternative one in choosing a learning method to teach poetry writing to the students.
2) The lecturer needs to give reinforcement in order to increase the students interest in writing, so the students finally can improve their writing as well.
3) This study can be developed by adding more other research variables which have relationship on it and also providing the study with wider population and wider sample.

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