

Keyword Based Learning in Writing Poetry Skills with Influence of Students' Motivation and Teaching Skills of Teachers

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Abstract

The purpose of this study is to analyze the effectiveness and influence of keyword-based learning skills of writing poetry with the mediation of students' learning motivation and the moderation of teachers' teaching skills. The experimental design used was the posttest only design control group. The sample of this research is 75 students from 4 elementary schools in Mejubo Kudus district. Data collection techniques used performance tests writing poetry and questionnaires. Data analysis technique is classical assumption test include normality test and heteroscedasticity test and hypothesis test include average difference test, path analysis and moderating variable test. The results of the study showed that (1) effective keyword-based learning improves poetry writing skills, (2) keyword-based learning has a positive effect on poetry writing skill through student learning motivation and moderated teacher's teaching skill with skill findings of variation as the most optimal skill. The conclusion of the research are the effectiveness of keyword-based learning in improving students' writing poetry skills and positive effect of the learning strategy in directly or indirectly mode on poetry writing skill with the mediation of student's learning motivation and teacher's teaching moderation.

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INTRODUCTION

Language is one of the means of communication. Through this function, everyone can interact with others to exchange information or knowledge. One of the language skills that can develop ideas or ideas that will give birth to beautiful works and can be enjoyed is the writing skills. Based on the Attachment to the Regulation of the Minister of Education and Culture No. 24 of 2016, one of the basic competencies of the fourth-grade Indonesian language SD/MI is to write personalized poetry with pronunciation, intonation, and proper expression as a form of self-expression. Students are expected to write a personal work of poetry.

According to Doyin (2015) about the goal of literacy learning in schools, there still seems to be a gap between what is expected and what has been achieved. This is in line with the findings published by the National Literacy Trust (2016), which informed that the poetry literacy for adolescents and children tends to be low. The result of pretest research in SD 2 Tenggeles, Kudus also gives information that the writing poetry skill of fourth-grade students of elementary school is quite low. Teachers have not been able to help students to express ideas in the form of poetry. Therefore, it is required a learning strategy that can guide students through the process of writing poetry. In this study used the keyword technique.

The use of keyword techniques is an innovation in learning. According to Bachri & Setiani (2017), innovative learning techniques used by teachers are very influential on learning outcomes. Munirah (2017) Research shows that keywords are effective for improving writing skills. Keywords as a technique in learning writing poetry aim to provide stimulus to students in appreciating their imagination in the form of poetry.

The use of keyword techniques is done by Nugraheni (2011), Yuliyanto (2009), Mufhidah (2009), Siregar (2013), & Simamora (2015) which show less significant and tend to fluctuate its influence on the variable poetry writing skills.

The existence of a research gap about the lack of significance of the proficiency level provides an opportunity for research to propose other factors that bridge the influence of keyword-based learning on poetry writing skills, i.e learning motivation of students as intervening variables. According to Susanti & Wahyudin (2017), students who have a good motivation to learn will have the spirit in learning so that the learning results will become optimal.

The results of previous studies which show inconsistent or fluctuating conditions provide the opportunity for researchers to propose other factors that can moderate the influence of keyword-based learning and student learning motivation of poetry writing skills, namely the ability to teach teachers as a moderating variable. Professional teachers will be able to demonstrate the full range of teaching skills and integrated into the learning process they manage (Feronita & Harnanik, 2015). Some teaching skills are asking skill, explaining skill, guiding discussions, and managing classes.

METHODS

This research is a quantitative research with experimental design. The experimental design used was the posttest-only design control group (Azwar, 2013). The population of the research are students of 4th grade of elementary school in Mejobo sub-district, Kudus. The sampling technique used is cluster random sampling, which is sampling technique used when the scope of the population is too broad (Wahyudin, 2015). The sample was 75 students from 4 elementary schools in Mejobo sub-district.

The research variables are poetry writing skills (KMP), keyword-based learning (PBKK), student learning motivation (MBS) and teacher teaching skills (KMG). Data collection techniques are poetry writing performance test, learning response questionnaire, motivation questionnaire study, and student perception questionnaire about teacher's teaching skill. Data analysis technique is classical assumption test include normality test and heteroscedasticity test and hypothesis test which include a test of

average difference, path analysis, and moderator variable test.

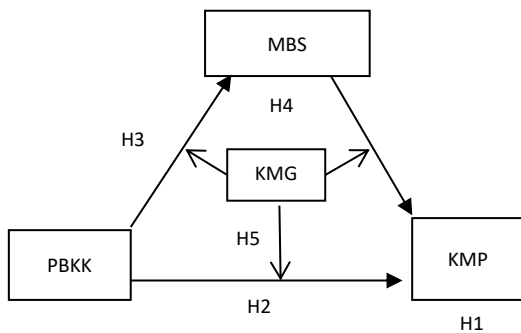


Figure 1. Hypothetical Research Model

The first hypothesis is keyword-based learning effective to improve poetry writing skill, the second hypothesis is keyword-based learning has a positive effect on poetry writing skill, the third hypothesis is keyword-based learning has a positive effect on motivation, the fourth hypothesis is motivation can mediate the influence of keyword-based learning on poetry writing skill, and the fifth hypothesis is teachers' teaching skills can moderate the influence of keyword-based learning on poetry writing skill.

RESULTS AND DISCUSSION

Normality test results in this study include the normality test in the control class and the normality test in the experimental class. Analysis of normality test data processing using SPSS Statistic 23 with Kolmogorov-Smirnov technique. Based on SPSS output, it is known that the significance value of the four variables is 0.200. Normality assumption is fulfilled because the Kolmogorov-Smirnov value is greater than 0.05, so it can be understood that the data tested normally distributed means the assessment aspect and the questionnaire given to each element in the sample applies proportionally.

The results of heteroscedasticity test in this study include heteroscedasticity test in the control class and heteroscedasticity test in the experimental class. Analysis of heteroscedasticity test data processing using SPSS Statistic 23 with scatterplot graphics viewing technique between

the predicted value of the dependent variable (ZPRED) with residual SRESID.

Based on the scatterplots chart above, it appears that the dots spread randomly and spread both above and below the number 0 on the Y-axis. It is known that there is no heteroskedasticity on the regression model so that the regression model is suitable to analyze the relationship between research variables.

The mean difference test of the experimental class and the control class is conducted to determine the effectiveness of keyword-based learning on poetry writing skills.

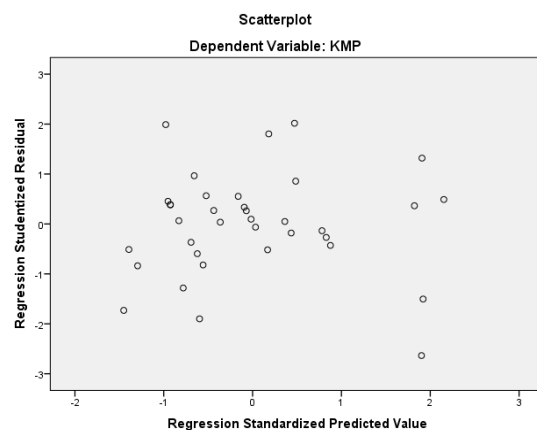


Figure 2a. Shape Scatterplots Controls

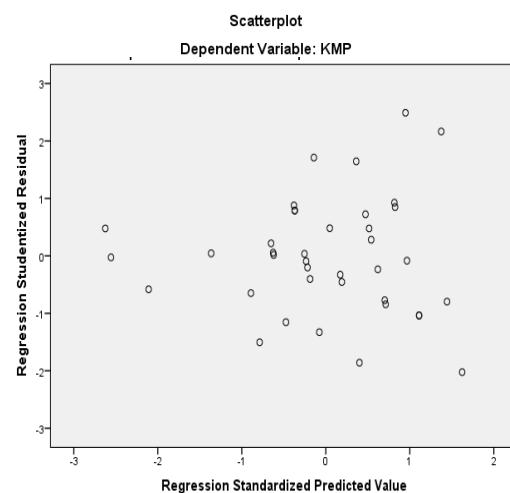


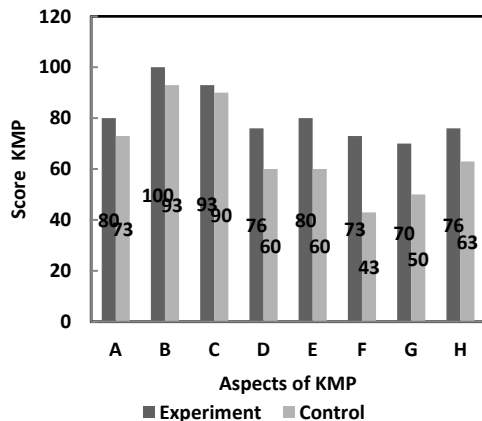
Figure 2b. Form Scatterplots Experiments

Table 1. Average Differential Test Results

	Mean	t- value	t-table	Sig.
Experiment	81.7	5.736	1.99	0.00
Control	66.9			

Based on the calculation using independent samples t-test, obtained the result that t_{value} is higher than t_{table} ($5.736 > 1.99$). The average score of writing poetry in the experimental class is 81.7 and the average score of writing poetry in the control class is 66.9.

The most significant difference in average is the diction aspect. The average difference in experiment and control class is 30 units. This suggests that keyword-based learning can significantly improve the diction or word choice that students use to write poetry.

**Figure 3.** Average Score Differences of KMP Aspects

(A: Image Description, B: Title, C: Theme, D: Content, E: Mandate, F: Diction, G: Rima, H: Typography)

In keyword-based learning, there are activities such as describing a picture and write keywords, which help students to express ideas with a variety of varied word options. The word choice in question is the result of the description of the event image presented at the beginning of the lesson.

This result is in accordance with the research undertaken by Cahyani (2017) which suggests that there is an average difference in the value of writing poetry using experimental multimedia-based learning model of 82.34 and without using experimental learning model of 70.78 which states that there is an average

difference in the value of writing poetry using experimental-based learning model multimedia of 82.34 and without using experimental learning model of 70.78. According to Laeli & Wagiran (2013), image media can also improve the skills of writing poetry to high school students with an increase of 13.17 units.

Path analysis is used to determine the direct and indirect effect of keyword-based learning on poetry writing skills.

Table 2. Results of Regression Path Analysis I

Independent Variables	R Square	Beta	t	Sig.
PBKK	0.895	0.332	4.11	0.00
MBS		0.672	8.32	0.00

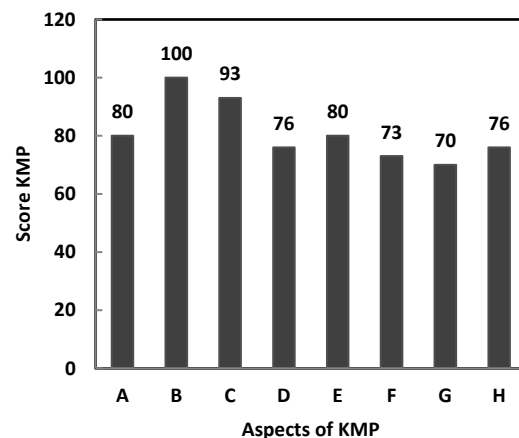
Dependent variable: KMP

Table 3. Regression Line Results II

Independent Variables	R Square	Beta	t	Sig.
MBS	0.553	0.743	6.76	0.00

Dependent variable: MBS

Based on Table 2, note that the value of t_{value} 4.11 with 0.332 path coefficient significance at the level of 0.000. The result of this significance is lower than the 0.05 significance limit. This means that there is a direct positive effect of keyword-based learning on poetry writing skills of 33.2%.

**Figure 4.** Average Score of Poetry Writing

(A: Image Description, B: Title, C: Theme, D: Content, E: Mandate, F: Diction, G: Rima, H: Typography)

The most influencing activities in keyword-based learning are the seventh indicator

or activity of composing poetry. One of the statements of the indicator is the act of making the poetry easy to do. Keyword-based learning is considered to facilitate students in writing poetry.

This is according to Piaget's developmental theory which explains that primary school-aged children need real situations in the learning process. Therefore, keyword-based learning seeks to present the real situation through the presentation of pictures of events in newspapers or magazines. Agree with that, the results of research conducted by Ekasari & Nuryatin (2014) shows that the use of image media can improve poetry writing skills by 23.84%.

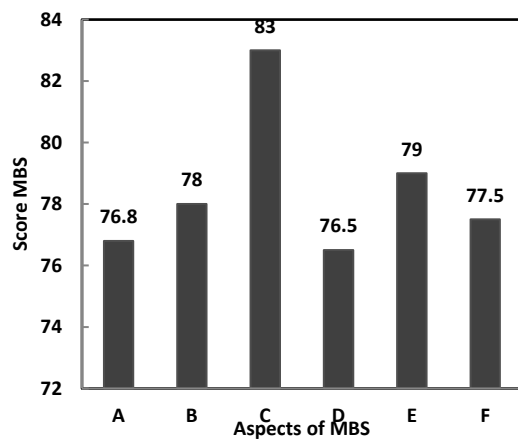


Figure 5. Average Score MBS Questionnaire

(A: Successful Desire, B: Encouragement Learning, C: Future Expectations, D: Awards, E: Interesting Activities, F: Conducive Environments)

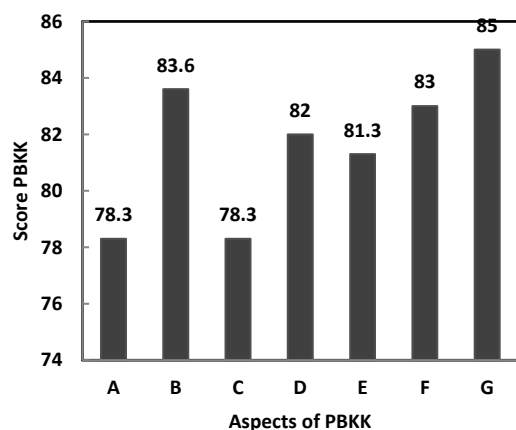


Figure 6. Average Score PBKK Questionnaires

(A: Scanning Images, B: Defining Themes, C: Determining the Mandate, D: Listening Objects, E: Changing Keywords, F: Creating Titles, G: Preparing Poems)

The results of research is also in accordance with behavioristic learning theory. In behavioristic theory, giving a stimulus in the form of keywords will stimulate students to be able to put their ideas into lines of poetry. In line with the behavioristic theory, research results conducted by Febriasari & Purwanti (2014) found that keyword granting can improve writing skills by 20%.

Based on Table 3, it is known that the t_{value} of 6.76 with the path coefficient of 0.743 is significant at the level of 0.000. The result of this significance is lower than the 0.05 significance limit. This means that there is a direct positive effect of keyword-based learning on student learning motivation of 74.3%.

Based on Figure 6, the indicator on keyword-based learning is quite influential on students' learning motivation is the indicator D, the activity of record objects to be used as keywords and indicators E, the activity of changing the keyword into another word choice.

This is in accordance with the behavioristic theory that the existence of stimulus and sustained response will increase learning motivation. The relationship of stimulus and response proved to influence student's learning motivation with an average of 78,4. The stimulus provided in keyword-based learning are the various keywords used to stimulate students to express their ideas in the form of a line of poetry. The influence of keywords in stimulating students can be seen from the student response questionnaire in figure 6, from indicator D stating that keywords make it easy to write poetry lines. The ease of students to write these lines of poetry that can affect students' motivation in learning to write poetry.

In line with this, results research done by Widowati, Susanto & Yulianto (2013) informed that interesting learning, in this case, cooperative-based experimental experiments can improve students' learning motivation, seen from the gain test obtained increased learning motivation experimental class (0.14) higher than control class (0.04).

Based on path analysis of Table 2 and Table 3, it is understood that student learning

motivation can mediate the influence of keyword-based learning on poetry writing skills.

The results showed that the value of direct influence of 0.332 and indirect influence of 0.492 which means that the value of indirect influence is greater than the value of direct influence, this result indicates that indirectly keyword-based learning through student learning motivation has a significant influence on skills writing poetry. This is also in accordance with the calculation of Sobel test using the online test analysis which shows the value of the indirect influences of motivation (I) for 4.82. Since the value of I obtained by $4.82 > 2.02$, then the student's learning motivation is able to mediate the influence of keyword-based learning on poetry writing skills.

In line with the results, the study conducted by Thomas, Mulyono & Setiaji (2012) also provides information that the motivation to learn can mediate the influence of financial education on student financial literacy. The coefficient of learning motivation is 0.118. This information tells us that motivation can affect literacy writing poetry, namely the existence of an interesting learning activities and an award in learning. According to Bowen and Spaniol (2017), motivation and award in learning have effects on cognition.

Table 4. Moderator Variable Test Results

Independent Variables	Beta	t	Sig.
PBKK*KMG	0.011	12.61	0.000

Dependent variable: KMP

The role of teacher's teaching skills was analyzed using moderated regression analysis. Based on the analysis in Table 4, it was found that the coefficient value of PBKK * KMG was 0.011 at the significance level of 0.000. Significant level is less than 5%, i.e $0.00 < 0.05$. This means teachers' teaching skills can strengthen the influence of keyword-based learning on poetry writing skills.

Based on Figure 7, it can be seen that the average questionnaire of teachers' teaching skill is 73.25. Teachers' teaching skills indicators that are quite influential moderate PBKK to KMP, ie

skills to provide strengthening with a score of 74 and skills perform variations with a score of 77.5.

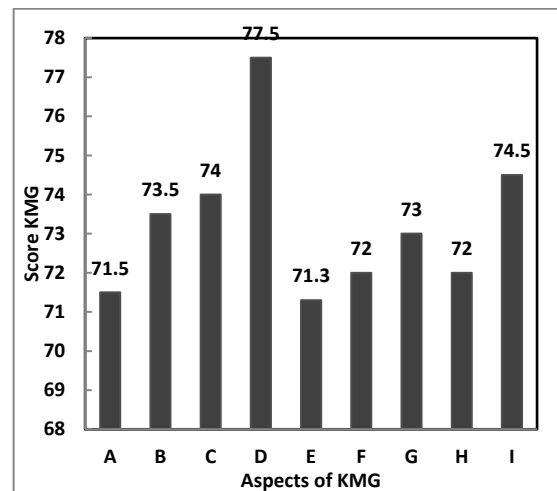


Figure 7. Average Score Questionnaire Teaching Skills Teacher Moderates PBKK to KMP

(A: Opening Lessons, B: Asking, C: Reinforcement, D: Holding Variations, E: Explaining, F: Guiding Discussions, G: Managing Classes, H: Guiding Individuals, I: Closing Lessons)

The teacher teaching skills described above are known to reinforce the effect of keyword-based learning on poetry writing skills. This is in line with previous research conducted by Widiarti & Haryati in 2017. The findings in this study indicate that students' perceptions of teaching methods influence the students' learning outcomes with $t_{\text{value}} 5.893$ at significance 0.00 and percentage of 27.9%.

CONCLUSION

The conclusion of the research are the effectiveness of keyword-based learning and have a positive effect on poetry writing skill by mediation of student's learning motivation and teacher's moderation.

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