

The Efficacy of the AMKALA Method (Take Word Song) in Helping Pandemic Children Learn to Write Poetry

Moch. Sulchan ¹

¹, Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia

¹sulkhanmoch@gmail.com;

Abstract

The AMKALA technique of learning is a combined effort combining the approach of word shopping and the method of imagination suggestion. There has been no prior study on the AMKALA method's efficacy in teaching poetry at the high school level. As a result, it is required to undertake research to determine if the AMKALA approach is beneficial for teaching high school students to create poetry. Due to the fact that learning is not conducted face-to-face during this epidemic, it is possible to have challenges conducting an efficient learning program. The researcher is interested in determining the efficacy of the word shopping approach when combined with the imagination suggestion method from songs for teaching children to create poetry during the epidemic. The purpose of this research is to examine the efficacy of the AMKALA technique (take the word song) in teaching students at SMK AL BADAR to create poetry during the epidemic. This study was done at SMK AL BADAR. The study design was experimental with a pretest-posttest control group. This study examines two variables: (1) the independent variable, which takes the form of the "AMKALA" approach, and (2) the dependent variable, which takes the shape of poetry writing abilities. The population of this research included all pupils at SMK AL BADAR, and the sample size was one class divided into a control and an experimental division. The sample was drawn by lot, and from the results of the draw, all 32 kids of SMK AL BADAR were chosen. The data gathering approach used in this study is a test, specifically a poetry writing exam. Mann-Whitney test data analysis method. The results of the Mann-Whitney test on the posttest of the control and experimental classes revealed that; first, there is no statistically significant difference between the mastery of poetry writing skills of SMK AL BADAR students who are taught using the "AMKALA" method and those who are not taught using the "AMKALA" method. This is obvious from the Mann-Whitney test findings on the posttest scores for the control and experimental classes. The computation yielded a significance value of 0.938, which indicates that the value is not significant. Second, teaching kids at SMK AL BADAR to create poetry using the "AMKALA" approach is ineffective.

Keywords: *effectiveness, AMKALA method, poetry writing instruction*

Introduction

Learning Indonesian entails mastering four skills: hearing, speaking, reading, and writing. The four competencies are inextricably linked and cannot be separated. Writing is one of four talents that are inextricably linked to the whole school learning experience. There is also literature involved with learning Indonesian. According to Jabrohim (2009), literary appreciation may be utilized to educate children about moral values. This is because literary works are constantly imbued with moral themes. According to Sunendar (2008) These moral

themes are purposefully conveyed by the author in order to leave readers with a sense of purpose after reading literary works. Literature addresses issues of life such as morality, education, and mentality (Pradopo, 2007). Additionally, Suaka (2004) proposes that in order to cultivate and develop students' sensitivity to social, ethical, moral, and cultural values, literary works incorporate interpretations of the author's life in order for readers to reinterpret the author's vision of life in light of life.

Poetry is a kind of literary work that has its own inherent beauty in the words used and the manner in which they are arranged. Poetry is often inspired by personal experience or the author's imagination. This experience might be derived from the author's own or from that of others. According to Waluyo (1991), poetry is a literary work that imaginatively communicates ideas and emotions and is constructed by focusing the physical and inner structure of language. The advantages of composing poetry include the ability to boost a poet's creativity and the ability to draw inspiration from oneself. Poetry has a useful goal, namely to benefit ourselves and others, such as inspiring us in life, and to perfect our talents in creating literary works.

While learning to compose poetry is a fundamental skill that all class students must master, namely at KD 4.17, there are still many children in school who are unable to do so. Students are unable to create poetry for a variety of reasons, including a lack of enthusiasm in writing. Students are disinterested in Indonesian language classes, particularly composing poetry, since the teacher's delivery technique is less appealing, and the learning process is tedious. Students who want to be good at writing poetry must master the language and abilities associated with poetry writing theory, since poetry writing talents are developed via extensive and consistent practice. As a result, learning to create poetry is critical. Students must be imbued with poetry writing abilities in order to compose poetry successfully. The capacity to compose poetry is contingent upon a number of critical aspects throughout the learning process. Along with the use of proper models, techniques, and tactics, the teacher's involvement is critical in the learning process of pupils.

The learning method is a technique used by instructors to carry out their plans, namely fulfilling learning goals established in the form of actual or practical tasks (Pujiono, 2013). The term "shopping method" refers to a writing technique that involves seeing an item and then describing it in numerous ways before developing the words gathered into a written composition. The term "shopping technique" is synonymous with the term "fishing method." According to Prasetyo (2005), the keyword inducement approach is a unique technique utilized to encourage students' creative abilities and serves as a springboard for further exploration of students' word choices. Then there is the imagination suggestion approach, which Trimantara (2005) defines as a writing style that uses ideas made via songs to develop students' imaginations. In this scenario, the music served as a catalyst for students to conceive or construct pictures or situations based on the song's topic.

Since the beginning of 2020, Indonesia has been experiencing a pandemic. A pandemic is a disease that spreads around the globe as a result of a virus. The virus is a corona virus, or COVID19 as it is more frequently called. To combat the virus and prevent further spread of COVID19, the government enacted rules, one of which is the need to study from home. The rule is stated in Circular Letter No. 15 of 2020, Guidelines for Organizing Home-Based Learning During an Emergency Period to Prevent the Spread of Corona Virus Death (COVID19). Due to the presence of these laws, internet media may be utilized efficiently to continue learning. WhatsApp Group is a frequently utilized tool in online education. The

WAG program enables instructors and students to collaborate on the execution of learning even when they are apart. Due to the fact that learning is not conducted face-to-face during this epidemic, it is possible to have challenges conducting an efficient learning program. The researcher is interested in determining the efficacy of the word shopping approach when combined with the imagination suggestion method from songs for teaching children to create poetry during the epidemic.

Method

This is an experimental study. According to Purnama (2016), experimenting entails attempting, seeking, and verifying. Then, experimental research is employed, according to Santoso (2012), if the researcher wishes to ascertain the causal relationship between the independent and dependent variables. Whereas in this study design, a group is given therapy (treatment), and the outcomes are then observed (treatment is the independent variable and the result is the dependent variable). The individual was exposed to various different forms of therapy in this experiment, and the findings were recorded. The therapy in issue is the use of the amkala technique to aid in the process of learning to create poetry. Thus, in this experimental investigation, students were given therapy (treatment) for learning to create poetry using the amkala technique, and the outcomes were observed. The experimental design used in this study is quasi-experimental.

The population for this research was comprised of all students enrolled at SMK AL-BADAR during the academic year 2020/2021. The sample for this research consisted of 32 students. The research location for this study is X SMK AL BADAR. The study will take place during the even semester of the 2020/2021 academic year, from November 12th to November 28th, 2021. The researcher collected data in this study using testing and documentation. The exam is a matter of producing poetry. The data analysis approach used in this study is the administration of a poetry writing exam. Giving the exam must be done in phases. This study's data analysis approach is a test. The methodology utilized in this research compares the average value that has been treated to the average value that has not been treated.

There are various phases involved in doing experimental research. Specifically, as follows: The first stage in doing experimental research is to define and outline the issue, which includes testing the therapy and also the desired or studied effect (Madya, 2006). Following that are the participants who will get treatment (experimental group) and those who will not receive treatment (control group) (control group). Select a design for the study that will be conducted. 4. create a data collection instrument. conduct research and gather data by splitting the group class into two groups, the control group and the experimental group. The second group was then given two tests (pretest and posttest). The control and experimental groups were assigned to compose poetry in the pretest. The control group composed poetry in the normal manner, whereas the experimental group was taught to compose poetry in the "amkala" style. Both groups were given the assignment of creating poetry using the "amkala" approach in the posttest. conduct an analysis of the data obtained. Conclusions drawn as a consequence of study.

The population for this research was comprised of all students enrolled at SMK AL-BADAR during the academic year 2020/2021. The study's sample was then comprised of 32 pupils. Determining the class based on the difficulties they face, as revealed in pre-study interviews with instructors, which is a poor degree of writing proficiency. Students are less interested in

learning to create poetry; they are embarrassed and lack creative ideas. The term "variable" is derived from the English word variable, which means "change", "variable element", or "varying symptom" (Sugiyono, 2017). According to Santoso (2015), a variable is a construct whose attributes have been given a numerical value or ideas with two or more values on a continuum. A variable's value may be stated in either numbers or words (Wiyatmi, 2012). According to the variables, they may be classified into two types: independent variables and dependent variables. An independent variable is a variable that influences or causes other variables. Variables are factors that are impacted or caused by other variables; certain variables might be specific and specific. Thus, two types of factors form the focus of this study: the amkala method's application and students' writing abilities. The amkala technique is employed as an independent variable, while writing ability is used as a dependent variable.

Results & Discussion

Initial Conditions for Poetry Writing Ability in the Control and Experiment Classes

The beginning circumstances in the control and experimental courses were determined in this research by conducting a thorough pretest in each class. Students were asked to create a poem on a personal event for this pretest exercise. The majority of kids can generate a phrase and comprehend the parts of a poem throughout the early stages of poetry writing.

According to the results of the introductory poetry writing on a personal experience, it may be determined that the students' capacity to write poetry is still ordinary. According to the poet's findings, the highest score in the control class was 89, the lowest was 70, and the average (mean) value was 79.25. The average score is higher than the school's KKM requirement of 79. While the experimental class has a maximum score of 98, a minimum score of 66, and an average value (mean) of 80.33, the control class has a maximum score of 66. By comparing the values of the control and experimental classes, it is possible to infer that the two classes are in a condition of equality (homogeneity).

The capacity to compose poetry is impacted by a variety of factors, including the fact that some of the poems produced in the control and experimental classes are still narrative in nature. Additionally, students creating poetry have neglected to consider the parts of a poem, particularly the plot progression

Disparities in Poetry Writing Ability Between Classes Taught the "Amkala" Method and Classes Taught the "Amkala" Method

The pretest findings indicated that there was little variation in the level of poetry writing skill between the control and experimental courses. This demonstrates that the control and experimental classes begin at the same position. This suggests that further tests are unnecessary since the pretest findings are consistent with the KKM. After establishing equality between the two classes, each is treated equally.

Students in the experimental class were taught how to compose poetry using the "amkala" approach. Through WAG, students obtain materials from the instructor on how to write poetry utilizing the amkala approach. After obtaining information from the instructor, students may approach the teacher with any questions about the content. Then, following the "amkala" approach that the instructor had supplied, pupils were assigned to create

poetry. Students in the experimental class are adept at generating ideas and crafting compelling narratives.

Meanwhile, pupils in the control class were assigned to write poetry without employing the "amkala" approach. Students are provided with information on how to write poetry and then assigned the job of composing poetry on a preset subject. The specified topic is adapted to correspond to the experimental class's theme. Students in the control class struggled to generate narrative ideas for poetry throughout the writing process. Finally, the two courses were given a posttest to see if the students' writing scores remained the same, improved, or dropped from the pretest to the posttest. The Mann-Whitney test was used to determine the difference in ability to produce poetry between the experimental class taught using the "amkala" approach and the control class taught without the use of a short video.

Although the ability to create poetry rose greatly in the experimental group after students learned to compose poetry using the "amkala" approach, it also increased significantly in the control class pupils who were taught without using the "amkala" method. The average pretest score for the control class is 79.22, and the average posttest score for the control class is 89, indicating a 13.44 rise in the worth of poetry writing abilities.

The average pretest value for the experimental class is 79.05, while the average posttest result is 89. The experimental class has grown by 8.67 as a consequence of these findings. This suggests that the experimental class pupils' poetry writing abilities increased less than those in the control class. The Mann-Whitney test revealed a significance value of 0.938 between the control and experimental class posttests, indicating that the difference is not significant. Thus, the Mann-Whitney test revealed no significant difference in the poetry writing abilities of students in the control class who were taught without using the "amkala" approach and those in the experimental class who were taught using the "amkala" method. The computation indicates that the experimental class's capacity to write poetry is equivalent to that of the control class. Thus, it may be inferred that no major change has occurred

The Effectiveness of the "Amkala" Method in Teaching Students of SMK AL BADAR Online to Write Poetry

The "Amkala" approach is an inefficient technique employed in online learning to teach students at SMK AL BADAR how to create poetry. By listening to the music, students' imaginations will be stimulated, and they will get an idea or concept for composing poetry. Students will be swept away by the song's ambiance. The "amkala" approach is designed to help children develop and express their creativity via short-form poetry, which makes it simpler for pupils to grasp the substance of a tale or the meaning of a song they are listening to. Additionally, learning may be tailored to the amount of time allotted for it.

The "amkala" method's ineffectiveness is evident throughout the learning process. There is no active engagement between students and instructors while they are learning to create poetry. Students often accept and assign only assignments. Students in both the control and experimental courses excelled in poetry writing. It is evident in both groups' posttest results. The control class scored between 79 and 100 with a mean of 85.86, whereas the experimental class scored between 80 and 98 with a mean of 88. As a result, the "amkala" approach had no impact on improving poetry writing abilities. This demonstrates that the "amkala" technique is ineffective for teaching children to create poetry.

Conclusion

On the basis of the analysis and debate given in the preceding chapter, the following conclusion may be drawn. To begin, there is a negligible difference in the mastery of poetry writing abilities of SMK AL BADAR pupils who are taught using the "amkala" approach and those who are not taught using the "amkala" method. This is shown by the Mann-Whitney test findings on the posttest scores obtained from the control and experimental groups. The computation yielded a significance value of 0.938, which indicates that the value is not significant. Second, teaching kids at SMK AL BADAR to create poetry using the "amkala" approach is ineffective.

According to the findings of the study above, there was no significant influence of the "amkala" approach on the pupils of SMK AL-mastery BADAR's of poetry writing abilities. However, the innovation of the "amkala" method can assist students in telling their stories through written poetry based on the imagination stimulation that occurs as a result of listening to songs, train students to be highly motivated and confident in their ability to think critically, and students think quickly and comprehend the material. The "amkala" approach may also assist pupils in generating narrative ideas, hence enhancing learning results. As a result, this medium may be used to aid in the process of learning to write, particularly those abilities associated with poetry writing.

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