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# The Effect of Implementing Visual Learning Method Using Picture Media to Improve Poetry Writing Learning Competencies

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**Abstract**
This study aims to examine the differences and effectiveness of using nature-themed image media in poetry writing lessons among eighth-grade students at SMP Negeri 2 Alasa, North Nias Regency, during the 2024-2025 academic year. The subjects of this study were 28 students. The experimental method with an experimental research design was applied. Data were collected through poetry writing tests and using analyzed statistical tests. The analysis results indicate a significant difference in poetry writing performance between students taught using nature-themed image media and those taught without it. The average score of the experimental group was higher than that of the control group, demonstrating that using nature-themed image media effectively improves students' poetry writing skills. Furthermore, this media aids students in developing their imagination and a deeper understanding of the given theme, leading to more creative and expressive writing outcomes. Based on these findings, it is recommended that teachers consider using nature-themed image media in poetry writing lessons to enhance student interest and skills. Visual media relevant to the lesson theme can serve as inspiration for students, improving the quality of their written work.

**Keywords:** *Influence, Visual Method, Image Media, Writing, Poetry*

## I. INTRODUCTION

Writing skills are one of the four language skills needed to improve learning. Writing requires students to express their thoughts, feelings, and emotions in written form. In the learning process, writing can be said to be an expression of students' understanding and absorption of various things from the learning process, including language and literature learning.

The smoothness and success of the Indonesian language and literature learning process depend greatly on the creativity of each teacher. Literature learning, including poetry learning, also requires four language skills: reading, listening, writing, and speaking. In poetry learning, students' skills and abilities in writing poetry are also needed. To acquire poetry writing skills, students need to have a correct understanding of language knowledge and to acquire language skills. In addition, imagination also needs to be developed.

Learning to write poetry is often faced with many obstacles such as the teacher's ability to teach it, the students' abilities, and the students' interest in poetry itself. Learning literature, especially poetry in schools, is only limited by the teacher's explanation of theories related to poetry. In facing this, students must be accustomed to writing a poem through a
process approach. The role of a teacher in this case is very important because to carry out a process approach and produce good writing, it is not only the final results of the students that are assessed, but more on the process of how the writing (poetry) is produced.

The role of a teacher is very important in determining the success or failure of poetry writing learning for students. Teachers not only teach theories on how to write good poetry and assess the final results of students' writing (poetry), but teachers must also play an active role in guiding and assisting students in the process of writing poetry. In the process of learning to write poetry in schools, most teachers only teach theories of poetry without trying to guide students in learning to write a poem. Seeing the reality in the field, many teachers still use the old teaching methods that emphasize lectures, questions and answers, and assignments for students without using other learning media.

Based on observations in the field, many teachers only give students assignments to create a poem according to the teacher's provisions. Such learning is certainly limited by lesson time, making students bored with their confusion in finding ideas and arranging words into a poem. With such an assignment system, many students find it difficult to imagine because students only get abstract sources. So, students' imagination to arrange words from the assignment can be said to have been used up completely. Seeing this, it is not surprising that learning to write poetry is considered a very difficult and boring activity for students. This learning pattern actually has the main goal of developing students' skills in writing poetry. It's just that the method used by the teachers is not quite right.

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The lack of interest in a teacher's teaching style can also have an impact on students' lack of interest in learning to write poetry. Therefore, the process of learning poetry in class from time to time looks very monotonous and underdeveloped. In fact, students' ability and willingness to play imagination can be formed if the situation and conditions of poetry learning they face are supportive. In addition, students' creativity in playing with words is also influenced by teacher factors and the development of techniques or implementation of teaching, including the use of media for learning. To overcome this, a teacher must have the ability to select poetry material before delivering it in the learning process. In addition, teachers must also pay attention to the use of learning media and effective learning situations so that they can attract students' interest and attention to be more appreciative in pouring their ideas into a writing (poetry).

Learning poetry needs to be enjoyed in a relaxed manner so that a love for poetry can emerge so that students can appreciate poetry. In learning to write poetry, there is no need for a serious and tense situation, so that students do not feel afraid to learn poetry and in the end students will be able to create a poem as a form of their creativity. According to Rahmanto (1988: 47), the most important thing in learning poetry in class is to keep the atmosphere relaxed. Don't let a teacher or student feel the beginning of the lesson as something tense (Rahmanto, 1988).

In the 2013 Curriculum, literature learning, especially the basic competency of writing poetry (new poetry), is included in the Indonesian language and literature subject for grade VIII. In learning Indonesian language and literature, teachers provide material only limited to the knowledge and material in textbooks or guidebooks used as references in teaching literature. Such teacher habits make students feel bored and less interested in literature learning, especially poetry writing learning. Such conditions will greatly affect students' abilities and ways of thinking to be more creative in finding ideas in creating poetry. Therefore, there needs to be innovation in the way teachers teach poetry writing learning. The existence of literature learning in schools, especially poetry learning, is expected to make students more interested in poetry learning and have more interest and willingness to write poetry. However, in reality in schools, poetry learning does not get much response from students.

Based on the various factors and reasons that have been stated above, this study is intended to test the effectiveness of using nature-themed images in writing poetry. Therefore, this study is entitled "The Effect of Implementing Visual Learning Methods Using Image Media in Improving Poetry Writing Learning Competencies in Class VIII Students of SMP Negeri 2 Alasa, North Nias Regency, 2024-2025 Academic Year".

## II. METHODS

The research design used in this study is an experimental design. The use of quasi-experimental design in this study is based on the fact that this study is an educational study that uses humans as the subject of its research. Humans are creatures that can change all their thoughts, desires, abilities, and behaviors at any time because all humans are not the same.

This research is a type of quantitative research, meaning that this research is directed to find quantitative data through the results of experimental trials. The use of a quantitative approach is based on the reason that all observed symptoms can be measured and changed into numbers and can be analyzed with statistical analysis.

This study uses an experimental design with Control Group Posttest Design, as shown in the following table.

Table 1. Pretest-Posttest Research Design with Control Group

| Group | *Pretest* | Independent Variable | *Posttest* |
|---|---|---|---|
| E | O1 | X | O2 |
| K | O3 | - | O4 |

*Research Variables*

Variables are phenomena that vary or phenomena that change in form, quality, quantity, standard quality and so on. The term variable can also be interpreted as a varied research object. According to Arikunto (2006: 118), a variable is an object of research or what is the focus of a study. In this study there are two variables, namely the independent variable and the dependent variable. The first variable is the independent variable, which is the variable that determines other variables. The independent variable in this study is the use of nature-themed images to write poetry. The measurement scale of the variable is a nominal scale, while the second variable is the dependent variable, which is the variable determined by other variables. The dependent variable in this study is the ability to write poetry in class VIII students of SMP Negeri 2 Alasa, North Nias Regency after being given treatment in the form of using nature-themed images. The measurement scale of the variable is an interval scale.

*Operational Definition of Research Variables*

Natural-themed image media is an intermediary used in learning to write poetry presenting nature which is concretized in a picture to trigger students to think creatively in pouring out their thoughts and ideas into a poem.

The ability to write poetry in class VIII students of SMP Negeri 2 Alasa, North Nias Regency after being given treatment in the form of using nature-themed images is a student's ability to express their thoughts and feelings into a poem after observing natural images.

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*Population & Sample*
According to Arikunto (2006: 130), population is the entire research subject. Judging from the number, the population is divided into two, namely as follows.
1. Finite number (consisting of a certain number of elements).
2. Infinite number (consisting of elements whose boundaries are very difficult to find).

In this study, the population determined is finite in number because the population can be calculated from the number of existing students.
The population in this study were students of class VIII of SMP Negeri 2 Alasa, North Nias Regency in the 2024-2025 Academic Year with a total of 56 students. The basis for choosing class VIII was: (1) according to the Indonesian language and literature subject teacher, class VIII has never been researched related to learning to write poetry, (2) class VIII is an alternative class that does not have a heavy burden for the UAS, (3) class VIII students are a class that gets poetry writing material in the odd semester of the 2024-2025 academic year.

*Research Sample*
A sample is a part of the number and characteristics possessed by a population. According to Arikunto (2006: 131), a sample is a part or representative of the population being studied. Based on the population of class VIII students of SMP Negeri 2 Alasa, North Nias Regency, in the 2024-2025 Academic Year, totaling 56 students divided into classes VIIIA-VIIIB, sampling was carried out using the simple random sampling technique or taking samples in a simple random way to determine the class that was given treatment and the class that was not given treatment (Arikunto, 2006).

*Data Collection*
The data collection technique used in this study is a test technique, namely pre-test and post-test. A test is a series of questions or exercises and other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups (Arikunto, 2006). The pre-test is used to measure students' initial ability in writing poetry without being given any prior treatment, while the post-test is used to measure students' final ability in writing poetry after being given treatment in the form of using nature-themed images. This pre-test and post-test were conducted on the control group and the experimental group.
Test techniques are used to obtain student data obtained from both the initial test before the action (pre-test) and after being given the action (post-test) in the form of students' ability to write poetry after observing nature-themed pictures. The data in this study were taken during the Indonesian language and literature learning process. Learning is carried out in the classroom and the material taken is writing poetry.

*Data Analysis*
This study uses data analysis techniques in the form of t-test techniques. The use of t-test analysis techniques is intended to test the differences between the experimental group that has received treatment using nature-themed images and the control group that is taught without using nature-themed images in learning to write poetry.
The t-test analysis technique is used to test whether the two mean scores of the experimental group and the control group have differences. If tcount is smaller than -ttable at a significance level of 5%, then there is a significant difference between the mean post-test scores of the experimental group and the control group. The increase in scores between the two groups can be seen from the difference in the mean pre-test and post-test scores between the experimental group and the control group. All calculations are carried out with the help of the SPSS 16.0 computer program. In data analysis techniques that use the t-test technique, the requirements for normality and homogeneity tests must be met.

*Normality Test*
The normality test is used to prove the normality of the data, namely to find out whether the data studied has a normal distribution or not. In this study, the normality test of the distribution was carried out on the pre-test and post-test scores in both the experimental and control groups. The normality test of the data distribution uses the Kolmogorov-Smirnov normality test technique. The assessment criteria are if P <5% significance ($\alpha = 0.05$) indicates that the data is not normally distributed, but if P> 5% significance ($\alpha = 0.05$) indicates that the data is normally distributed.
*Homogeneity Test*
The homogeneity of variance test is intended to determine whether the samples taken from the population have the same variance and do not show significant differences from each other. To conduct this homogeneity of variance test, it can be done using the SPSS 16.0 computer program. If the significance is greater than 5% ($\alpha = 0.05$) it means that the test result scores do not have a difference in variance or are homogeneous, but if the significance is less than 5% ($\alpha = 0.05$) it means that the two variants are not homogeneous.

*Hypothesis Testing*
Hypothesis testing in this study was calculated using the t-test technique. The t-test is used to test whether the average values of the two groups have significant differences or not.

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The level of acceptance of the hypothesis is tested with a significance level of 5%. If the t-count value is greater than the -ttable value at a significance level of 5%, then there is no significant difference between the experimental group and the control group. However, if the t-count value is smaller than the -ttable value at a significance level of 5%, then there is a significant difference between the experimental group and the control group. Statistical hypotheses are often referred to as null hypotheses (Ho). The null hypothesis is a hypothesis that states that there is no relationship between variables X and Y.

μ1: experimental group. The group that uses nature-themed images in learning to write poetry.
μ2: control group. A group that does not use nature-themed images in poetry writing learning.

## III. RESULTS AND DISCUSSION

A. *Description of Research Data*

This study aims to determine the differences in poetry writing abilities of class VIII students of SMP Negeri 2 Alasa, North Nias Regency in the 2024-2025 Academic Year between classes that are given learning using nature-themed picture media and without using nature-themed picture media. In addition, this study also aims to test the effectiveness of using nature-themed picture media in learning to write poetry for class VIII students of SMP Negeri 2 Alasa, North Nias Regency in the 2024-2025 Academic Year. The data in this study include initial test score data and final test score data for writing poetry. Initial test score data were obtained from the results of the pre-test of poetry writing ability and final test score data were obtained from the results of the post-test of poetry writing ability.

The research results on the control group and experimental group are presented as follows.

The control group is a class that is given poetry writing lessons without using nature-themed images, while the experimental group is a class that is given poetry writing lessons using nature-themed images as the media. Before the two groups are given lessons using nature-themed images and without using nature-themed images, both groups are given a pre-test on their poetry writing skills. After the pre-test is conducted, the experimental group is given treatment using nature-themed images, while the control group does not use nature-themed images in poetry writing lessons. After the two groups have completed poetry writing lessons, the last stage is a post-test on both groups.

The subjects in the pre-test activities of the control group and the experimental group were 28 students each. The pre-test of the control group was conducted on Wednesday, October 16, 2024, while the pre-test of the experimental group was conducted on Thursday, October 17, 2024.

The data obtained from the pre-test of both groups were processed using the SPSS 16.0 program. The complete data processing results can be seen in the appendix. The summary of the results of the pre-test data processing of both groups can be seen in the following table.

Table 2. Summary of Statistical Data on Pre-test Scores of Poetry Writing Ability of Control Group and Experimental Group

| No. | Group | N | Lowest Score | Highest Score | Mean | Md | Mo | SD |
|---|---|---|---|---|---|---|---|---|
| 1 | Control Group | 28 | 13 | 19 | 16 | 16 | 16 | 1.5 |
| 2 | Experimental Group | 28 | 11 | 18 | 14.5 | 14.5 | 14.5 | 1.75 |

Based on the statistical data produced, the frequency distribution of the pre-test scores for the poetry writing ability of the control and experimental groups can be presented. The following is a presentation of the frequency distribution of the pre-test scores for the poetry writing ability of the control and experimental groups.

Table 3. Frequency Distribution of Pre-test Scores for Poetry Writing Ability of the Control Group

| No. | Interval | Frequency | Frequency % | Cumulative Frequency | Cumulative Frequency % |
|---|---|---|---|---|---|
| 1 | 18-19 | 3 | 10.71 | 28 | 100 |
| 2 | 16-17 | 7 | 25.00 | 25 | 89.29 |
| 3 | 14-15 | 12 | 42.86 | 18 | 64.29 |
| 4 | 12-13 | 6 | 21.43 | 6 | 21.43 |
| Total | - | 28 | 100 | 28 | 100 |

Calculation Explanation

- Frequency %calculated using the formula:
- Cumulative Frequencyfilled based on the addition of frequencies that continue to increase from the first to the last row.
- Cumulative Frequency %is the percentage of cumulative frequency divided by total students, multiplied by 100.

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Based on table above, of the frequency distribution of the control group's pre-test scores, it can be seen that there are 7 students who get a score of 12-13, 11 students who get a score of 14-15, 6 students who get a score of 16-17, and 4 students who get a score of 18-19. Meanwhile, based on the statistical data obtained, the category of tendencies in obtaining pre-test scores for the writing ability of the control group can be presented in the table below.

Table 4. Category of Tendency of Pre-test Score Obtaining of Poetry Writing Ability of Control Group

| No. | Category | Interval | Frequency | Frequency % | Cumulative Frequency | Cumulative Frequency % |
|---|---|---|---|---|---|---|
| 1. | Low | < 15 | 18 | 64.29 | 28 | 100 |
| 2. | Currently | 15 to 17 | 8 | 28.57 | 26 | 92.86 |
| 3. | Tall | > 17 | 2 | 7.14 | 28 | 100 |
| Total | | | 28 | 100 | 28 | 100 |

The tendency of pre-test scores for the poetry writing ability of the control group above, it is obtained that there are 18 students whose scores are in the low category, 8 students who are in the medium category, and 2 students who are in the high category.

Table 5. Frequency Distribution of Pre-test Scores for the Experimental Group's Poetry Writing Ability

| No. | Interval | Frequency | Frequency % | Cumulative Frequency | Cumulative Frequency % |
|---|---|---|---|---|---|
| 1. | 17-18 | 10 | 35.71 | 28 | 100 |
| 2. | 15-16 | 12 | 42.86 | 22 | 78.57 |
| 3. | 13-14 | 5 | 17.86 | 17 | 60.71 |
| 4. | 11-12 | 1 | 3.57 | 6 | 21.43 |
| Total | | | 28 | 100 | 28 |

The frequency distribution graph of the pre-test scores of the experimental group above, it can be seen that there are 10 students who get a score of 17-18, 12 students who get a score of 15-16, 5 students who get a score of 13-14, and 1 student who gets a score of 11-12. Meanwhile, based on the statistical data obtained, the category of tendencies in obtaining pre-test scores for the writing ability of the experimental group can be presented in the table below.

Table 6. Category of Tendency of Pre-test Score Obtaining for Poetry Writing Ability of Experimental Group

| No. | Category | Interval | Frequency | Frequency % | Cumulative Frequency | Cumulative Frequency % |
|---|---|---|---|---|---|---|
| 1. | Low | < 13 | 6 | 21.43 | 28 | 100 |
| 2. | Currently | 13 to 16 | 17 | 60.71 | 23 | 82.14 |
| 3. | Tall | > 16 | 5 | 17.86 | 28 | 100 |
| Total | | | 28 | 100 | 28 | 100 |

The tendency of the pre-test score acquisition of the experimental group's poetry writing ability above, information was obtained that there were 6 students whose scores were in the low category, 17 students who were in the medium category, and 5 students who were in the high category.

B. *Description of Post-test Score Data for Poetry Writing Ability of Control Group and Experimental Group*

The purpose of administering a post-test on the ability to write poetry in the control group was to see the results of learning achievement in writing poetry without using nature-themed image media, while in the experimental group it was to see the results of learning achievement in writing poetry using nature-themed image media. The post-test in the control group was conducted on Wednesday, October 23, 2024, during the 6th and 7th lesson periods, while in the experimental group it was conducted on Thursday, October 24, 2024, during the 4th and 5th lesson periods. The subjects of both groups during the post-test each numbered 28 students.
The data obtained from the post-test of both groups were processed using the SPSS 16.0 computer program. The complete data processing results can be seen in the appendix. A summary of the results of the post-test data processing of both groups can be seen in the following table.

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Table 7. Summary of Statistical Data on Post-test Scores of Poetry Writing Ability of Control Group and Experimental Group

| No. | Group | N | Lowest Score | Highest Score | Mean | Md | Mo | SD |
|---|---|---|---|---|---|---|---|---|
| 1. | Control Group | 28 | 13 | 19 | 15.4 | 15 | 15 | 1.69 |
| 2. | Experimental Group | 28 | 14 | 19 | 17.3 | 18 | 17 | 1.38 |

Based on the statistical data produced, the following is the frequency distribution of post-test scores for the poetry writing ability of the control and experimental groups.

Table 8. Frequency Distribution of Post-test Scores for Poetry Writing Ability of the Control Group

| No. | Interval | Frequency | Frequency % | Cumulative Frequency | Cumulative Frequency % |
|---|---|---|---|---|---|
| 1. | 18-19 | 5 | 17.9 | 28 | 100 |
| 2. | 16-17 | 5 | 17.9 | 23 | 82.1 |
| 3. | 14-15 | 15 | 53.6 | 18 | 64.3 |
| 4. | 12-13 | 3 | 10.7 | 3 | 10.7 |
| Total | | 28 | 100 | 28 | 100 |

The frequency distribution graph of the post-test scores of the control group's poetry writing ability above, it can be seen that there are 3 students who get a score of 12-13, 15 students who get a score of 14-15, 5 students who get a score of 16-17, and 5 students who get a score of 18-19. Meanwhile, based on the statistical data obtained, the following are the categories of the tendency of the acquisition of post-test scores of the control group's poetry writing ability.

Table 9. Category of Tendency of Post-test Score Obtaining of Poetry Writing Ability of Control Group

| No. | Category | Interval | Frequency | Frequency % | Cumulative Frequency | Cumulative Frequency % |
|---|---|---|---|---|---|---|
| 1. | Low | < 15 | 8 | 28.6 | 28 | 100 |
| 2. | Currently | 15 to 17 | 13 | 46.4 | 20 | 71.4 |
| 3. | Tall | > 17 | 7 | 25 | 7 | 25 |
| Total | | | 28 | 100 | | |

The tendency of post-test scores for the control group's poetry writing ability above, it is obtained that there are 10 students whose scores are in the low category, 12 students who are in the medium category, and 6 students who are in the high category.

Table 10. Frequency Distribution of Post-test Scores for the Experimental Group's Poetry Writing Ability

| No. | Interval | Frequency | Frequency % | Cumulative Frequency | Cumulative Frequency % |
|---|---|---|---|---|---|
| 1. | 19-20 | 6 | 21.43 | 28 | 100 |
| 2. | 17-18 | 16 | 57.14 | 22 | 78.57 |
| 3. | 15-16 | 4 | 14.29 | 6 | 21.43 |
| 4. | 13-14 | 2 | 7.14 | 2 | 7.14 |
| Total | | 28 | 100 | | 100 |

Based on the Table above of the frequency distribution of the post-test scores of the experimental group's poetry writing ability above, it can be seen that there are 6 students who get a score of 19-20, 16 students who get a score of 17-18, 4 students who get a score of 15-16, and 2 students who get a score of 13-14. Based on the statistical data obtained, the category of the tendency of the post-test score acquisition of the experimental group's writing ability can be presented in the table below.

Table 11. Category of Tendency of Post-test Score Obtaining for Poetry Writing Ability of Experimental Group

| No. | Category | Interval | Frequency | Frequency % | Cumulative Frequency | Cumulative Frequency % |
|---|---|---|---|---|---|---|
| 1. | Low | < 16 | 3 | 10.71 | 28 | 100 |
| 2. | Currently | 16 to 17 | 11 | 39.29 | 25 | 89.29 |
| 3. | Tall | > 17 | 14 | 50.00 | 14 | 50.00 |
| Total | | | 28 | 100 | | 100 |

From the table above and the pie chart of the tendency of post-test scores for poetry writing ability in the experimental group above, it is obtained that there are 3 students whose scores are in the low category, 9 students who are in the medium category, and 16 students who are in the high category.

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C. *Comparison of Control Group and Experimental Group Score Data*

To facilitate the comparison of the highest score, lowest score, mean, median, mode, and standard deviation of the control group and the experimental group, both during the pre-test and post-test of poetry writing ability, the data is presented in the following table:

Table 12. Comparison of Pre-test and Post-test Statistical Data on Poetry Writing Ability of Control and Experimental Groups

| Data | Pre-test<br>Control Group | Post-test<br>Experimental Group |
|---|---|---|
| N | 28 | 28 |
| Lowest Score | 13 | 11 |
| Highest Score | 19 | 18 |
| Mean | 14.8 | 15.7 |
| Median | 14 | 16 |
| Mode | 14 | 18 |
| Standard Deviation (SD) | 1.80 | 1.96 |

From the table above, it can be concluded that there was an increase in the average score in the control group of 0.6, while in the experimental group there was an increase in the average score of 1.6. The difference in the increase in the average score between the two groups was 1.0.

the comparison of statistical data on pre-test and post-test poetry writing skills in the control and experimental groups above, it can be compared the scores obtained between the pre-test and post-test in learning to write poetry for class VIII students of SMP Negeri 2 Alasa, North Nias Regency in the 2024-2025 Academic Year. In the pre-test in the experimental group, the lowest score was 11 and the highest score was 18, while in the post-test, the highest score became 19 and the lowest score was 14. For the control group, the highest score in the pre-test was 19 and the lowest score was 13, while in the post-test, the highest score remained 19 and the lowest score was 13. From the comparison of the pre-test and post-test scores in the two groups, it can be seen that the experimental class experienced an increase in the highest and lowest scores, while the control class did not experience an increase in either score.

This shows that the class that was given treatment (experimental class) experienced an increase in scores, both at the highest and lowest values.

D. *Data Analysis Requirements Test Results*

Before data analysis is carried out, data requirements tests are first carried out, namely the normality test of data distribution and the homogeneity test of variance. The normality test and the homogeneity test are carried out as a requirement for carrying out hypothesis testing with the t-test.

The data in this normality test of distribution were obtained from the pre-test and post-test of students' poetry writing ability in the experimental group and the control group in class VIII of SMP Negeri 2 Alasa, North Nias Regency, 2024-2025 Academic Year. The normality test was carried out with the help of SPSS 16.0. From the test results using SPSS 16.0, the sig. (2-tailed) value was obtained on the kolmogorov-smirnov which shows whether the data distribution is normally distributed or not. Data is considered normally distributed if the sig. (2-tailed) value obtained is greater than 5% significance (0.050).

Poetry Writing Ability of the Control Group and the Experimental Group

The summary of the results of the normality test of the distribution of pre-test data on the poetry writing ability of the control group and the experimental group is presented in the following table:

Table 13. Summary of the Results of the Normality Test for the Distribution of Pre-test Data for the Poetry Writing Ability of the Control Group and the Experimental Group

| Data | Sig. (2-tailed) Kolmogorov Smirnov | Information |
|---|---|---|
| Pre-test control group | 0.067 | Sig 0.067 > 0.050: Normal |
| Pre-test of experimental group | 0.463 | Sig 0.463 > 0.050: Normal |

The normality test of the distribution of pre-test data on poetry writing ability in the control group and the experimental group showed that the distribution of data in both groups was normal, because the significance was greater than 5% significance (sig. (2-tailed) > 0.050). The results of the calculation of the normality test of the distribution of pre-test data in both groups using the SPSS 16.0 program can be seen in the appendix.

The summary of the results of the normality test of the distribution of post-test data on the poetry writing ability of the control group and the experimental group is presented in the following table:

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Table 14. Summary of the Results of the Normality Test for the Distribution of Post-test Data for the Poetry Writing Ability of the Control Group and the Experimental Group

| Data | Sig. (2-tailed) Kolmogorov Smirnov | Information |
|---|---|---|
| Post-test control group | 0.085 | Sig 0.085 > 0.050: Normal |
| Post-test of experimental group | 0.184 | Sig 0.184 > 0.050: Normal |

The normality test of the distribution of post-test data on poetry writing ability in the control group and the experimental group showed that the distribution of data in both groups was normal because the significance was greater than 5% significance (sig. (2-tailed) > 0.050). The results of the calculation of the normality test of the distribution of post-test data in both groups using the SPSS 16.0 program can be seen in the appendix.
From the results of the calculation of the normality of the distribution of pre-test and post-test data on poetry writing ability in the control group and the experimental group, it can be seen that the data collected from the pre-test and post-test of grade VIII students with a total of 28 students showed a normal distribution.
In addition to testing the normality of data distribution, in the data requirements test, a homogeneity of variance test was also carried out. With the help of the SPSS 16.0 program, scores were obtained that showed homogeneous variances. The requirement for a variance to be said to be homogeneous is if its significance is greater than 5% significance (0.050).
The summary of the results of the calculation of the homogeneity test of pre-test data variance (Levene Statistic) with the help of the SPSS 16.0 program is presented in the following table:

Table 15. Summary of SPSS 16.0 Calculation Results for Homogeneity Test of Variance of Pre-test Data on Poetry Writing Ability

| Data | Levene Statistics | df1 | df2 | Sig. | Information |
|---|---|---|---|---|---|
| Poetry Writing Pre-test | 0.086 | 1 | 26 | 0.770 | Sig 0.770 > 0.050: Homogeneous |

Judging from the summary table of the results of the homogeneity test calculation with the SPSS 16.0 program above, it can be seen that the significance is 0.770. Thus, the pre-test data of poetry writing ability in this study has a homogeneous variance because its significance is greater than sig 5% (sig: 0.770 > 0.050). The results of the calculation of the homogeneity test of the variance of the pre-test data of poetry writing ability can be seen in the appendix.
The summary of the results of the post-test data variance homogeneity test (Levene Statistic) calculation using the SPSS 16.0 program is presented in the following table:

Table 16. Summary of SPSS 16.0 Calculation Results for Homogeneity Test of Variance of Post-test Data on Poetry Writing Ability

| Data | Levene Statistics | df1 | df2 | Sig. | Information |
|---|---|---|---|---|---|
| Post-test Writing Poetry | 1,530 | 1 | 26 | 0.221 | Sig 0.221 > 0.050: Homogeneous |

Judging from the summary table of the results of the homogeneity test calculation with the SPSS 16.0 program above, it can be seen that the significance is 0.221. Thus, the post-test data on poetry writing ability in this study has a homogeneous variance because the significance is greater than sig 5% (sig: 0.221 > 0.050).

E. *Data Analysis Results for Hypothesis Testing*
Data analysis was conducted to test the research hypothesis using the t-test. This analysis aims to determine the differences and effectiveness of the use of nature-themed image media in learning to write poetry for class VIII students of SMP Negeri 2 Alasa, North Nias Regency. Data analysis was conducted with the help of the SPSS version 16.0 program. In this study, data is considered significant if the t count < -t table at a significance level of 5% (0.05).
The first hypothesis in this study is: "There is a difference in the ability to write poetry between students who are taught using nature-themed pictures and those who are not." The t-test was used to test this hypothesis with the help of the SPSS.16.0 program. The summary of the t-test results is presented in the following table:

Table 17. Summary of t-test Results of Post-test Data on Poetry Writing Ability of Control Group and Experimental Group

| Data | count | table | df | Information |
|---|---|---|---|---|
| Post-test | -4,852 | 2,052 | 54 | tcount < -ttable (significant) |

Based on the table above, the t count is -4.852 with a degree of freedom (df) of 54 at a significance level of 5%, so that the t table is 2.052. The t count value is smaller than the -t table value (t count: -4.852 < -t table: -2.052), which indicates that the null hypothesis (Ho) "There is no difference in the ability to write poetry between students who are taught using nature-themed images

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and those who are not" is rejected. Thus, the alternative hypothesis (Ha) which states "There is a difference in the ability to write poetry between students who are taught using nature-themed images and those who are not" is accepted.
The second hypothesis in this study is: "The use of nature-themed images in learning to write poetry is more effective than without images." The t-test calculation uses SPSS.16.0. The significant criteria are if tcount < -ttable at a significance level of 5% (0.05). The summary of the t-test results is presented in the following table:

Table 18. Summary of the Results of the Pre-test and Post-test t-test of the Control and Experimental Groups

| Data | count | table | df | Information |
|---|---|---|---|---|
| Pre-test vs Post-test | Control | -2,026 | 2,052 | tcount > -ttable (not significant) |
| Pre-test vs Post-test | Experiment | -3,848 | 2,052 | tcount < -ttable (significant) |

From the table above, in the control group, the t count was obtained at -2.026 with df 27 at a significance level of 5%, and the t table was 2.052. The t count value is greater than -t table (t count: -2.026 > -t table: -2.052), so the results are not significant. Meanwhile, in the experimental group, the t count of -3.848 is smaller than -t table (-3.848 < -2.052), indicating significant results. Thus, the null hypothesis (Ho) "The use of nature-themed images in learning to write poetry is not more effective than without images" is rejected, while the alternative hypothesis (Ha) "The use of nature-themed images in learning to write poetry is more effective than without images" is accepted.

F. *Discussion*

Before the treatment was given to learning to write poetry using nature-themed pictures, a pre-test was first conducted in the control class and the experimental class to determine students' initial abilities in writing poetry. The pre-test for the experimental group was conducted on Wednesday, October 16, 2024, while the control group conducted the pre-test on Thursday, October 17, 2024. The experimental class was class VIIIA which conducted the pre-test in the 4th and 5th hours, while the control class was class VIIIB which conducted the pre-test in the 6th and 7th hours.
In the pre-test, students in both classes were asked to write poems individually. The main difficulty of the control and experimental groups was in the use of stylistic elements (explication). Most of the poems created did not use explication elements, and only a few students used figures of speech such as personification and simile.
In addition, students in both groups also had difficulty in choosing the right diction, so that their poetry results tended to use simple words.
After the pre-test, the average score of poetry writing ability in the experimental group was 15.7 and the control group was 14.8. Then a t-test was conducted to compare the pre-test scores of the experimental group and the control group to determine whether there was a difference in the initial ability to write poetry between the two groups. The data from the pre-test t-test are presented in the following table.

Table 19. Summary of SPSS.16.0 Calculation Results with t-Test Data Pre-test Poetry Writing Ability of Control Group and Experimental Group

| Data | t.count | t.table | df | Information |
|---|---|---|---|---|
| Pre-test group Control and Experiments | -1,888 | 2,000 | 60 | tcount > -ttable (-1,888 > -2,000) : not significant |

Based on the results of the t-test, the calculated t value is greater than the -ttable value (th > -ttb). The th value with df 60 at a significance level of 5% is -1.888 and the -ttb value is -2.000. The complete data and calculations can be seen in the appendix. Thus, it can be concluded that there is no significant difference between the initial poetry writing ability (pre-test) of each student, both the experimental group and the control group. This shows that the initial poetry writing ability of the two groups is the same. The results of the t-test calculation of the Pre-test scores of the experimental and control groups of poetry writing learning showed that there was no difference in poetry writing ability in poetry writing learning between students in the control group and students in the experimental group. This means that both groups, both the control group and the experimental group, started from the same starting point. After the two groups were considered the same, both groups were given treatment. In the experimental group, students received treatment in the form of poetry writing learning using nature-themed pictures as the media.
With the help of the image media, students not only know about the story or information about the nature in question, but students get something concrete from nature, even though not by seeing its original form, only by seeing the reproduction of its original form in a picture. From the shared images, students try to find ideas and express them in lines of poetry. The activities of students in the experimental group when given treatment using nature-themed images.

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Meanwhile, in the control group, students received poetry writing lessons without using nature-themed picture media. The poetry writing process for this group was limited to information from the teacher and students had to write a poem according to their ideas and creativity. The activities of students in the control group during poetry writing lessons without using nature-themed picture media.

In the experimental group, there was a student who was reading his poetry. This proves that the spirit and enthusiasm of the experimental group students in learning poetry are very high.

The difference in poetry writing learning between the experimental group using nature-themed picture media and the control group without using nature-themed picture media is known by the t-test formula. The t-test analysis to determine the difference in poetry writing ability between the experimental group using nature-themed picture media and the control group without using nature-themed picture media was carried out 2 times. After the students in the experimental group received poetry writing learning using nature-themed picture media, the students' final test scores on poetry writing learning increased, while the control group that did not use nature-themed picture media experienced a small increase.

The average of the initial test (pre-test) of the experimental group was 15.7 and the average of the final test (post-test) was 17.3. The pre-test data of the experimental group's poetry writing learning had the lowest score of 11 and the highest score of 18, while at the time of the post-test the lowest score was 14 and the highest score was 19. Meanwhile, in the control group, it was known that the average score of the initial test (pre-test) was 14.8 and the average score of the final test (post-test) was 15.4. The pre-test data of the control group's poetry writing learning had the lowest score of 13 and the highest score of 19, while at the time of the post-test the lowest score was 13 and the highest score was 19. From these results, it can be seen that in the control group there was no increase in scores, both the lowest and highest scores during the pre-test and post-test. In addition, from these results it can also be seen that the test results that experienced an increase were the experimental group, namely the class taught using nature-themed picture media.

This proves that there is a difference in the ability to write poetry in students who are taught using nature-themed images with students who are taught without using nature-themed images. Thus, the existence of this difference shows that nature-themed image media is more effective in learning to write poetry in class VIII students of SMP Negeri 2 Alasa, North Nias Regency in the 2024-2025 Academic Year compared to conventional methods commonly used by teachers.

After being treated with nature-themed picture media, students in the experimental group found it easier to write poetry. They were no longer confused in finding ideas to express in words. Students found it easier to determine themes and choose diction in their poems. This was because students in the experimental group had been given nature-themed picture media in advance in previous learning. The presence of these picture media made it easier for students to choose poetic words because they had seen what they were going to write and ideas came out after students observed the picture so that during the post-test activity, students found it easier to find ideas and choose diction. This was different from the control class that did not receive poetry writing learning using nature-themed picture media. In the control group, students tended to be passive and confused in finding ideas to express in their poems. Students were just silent and looked lazy to start writing poetry.

Nature-themed images are a visual media with an attractive appearance that can be enjoyed by students in a learning process, one of which is learning to write poetry. This media contains images with a nature theme and is presented in attractive colors so that students are interested in the images and can generate inspiration through the images to generate ideas and pour them into a poem. The images selected in this study are images that are in accordance with the school environment.

The activity of the experimental group in the classroom looked so lively and enthusiastic in learning to write poetry compared to the control group. Students were able to receive the material given by the teacher well. Students in the experimental group were also active in asking questions about poetry material that they did not understand. Student activity was not only focused on questions about materials that they did not understand. However, student activity was also seen when they practiced writing poetry using nature-themed pictures as the media. Providing nature-themed pictures in learning to write poetry makes it easier for students to express ideas and arrange words in lines of poetry.

In order to prove the effectiveness of using nature-themed image media in learning to write poetry, an analysis was conducted using a t-test. The t-test analysis was conducted on pre-test and post-test score data in both the control and experimental groups. The comparison of the results of the analysis using the t-test can be seen below.

Table 20. Comparison of t-test results of pre-test and post-test data on short story writing ability of the control group and experimental group.

| Data | t.count | t.table | df | Information |
|---|---|---|---|---|
| *Pre-test-Post-test* Control | -2,026 | 2,042 | 30 | $t_{count} > -t_{table}$ (-2.026 > -2.042) : not significant |
| *Pre-test-Post-test* Experiment | -3,848 | 2,042 | 30 | $t_{count} < -t_{table}$ (-3.848 < -2.042) : significant |

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Based on the table above, it can be seen that the pre-test and post-test score results of the experimental group with a large t count (th) of -3.848 with df 30 at 5% significance obtained a t table value (ttb) of 2.042. The th value in the calculation is smaller than the -ttb value at 5% significance (th: - 3.848 < -ttb: -2.042 at 5% significance), while in the control group the t count (th) was -2.026 with df 30 at 5% significance obtained a t table value (ttb) of 2.042. The th value in the calculation is greater than the -ttb value at 5% significance (th: -2.026 > -ttb: -2.042 at 5% significance).

Based on the comparison of the pre-test and post-test score results using the t-test in the control group and the experimental group, it is known that there is a difference in the scores obtained in the two groups. In the experimental group, namely the group that was given poetry writing lessons using media in the form of nature-themed images, there was an increase in poetry writing skills compared to the control group, namely the group that was given poetry writing lessons without using nature-themed images.

From the results of the calculation of pre-test and post-test scores using the t-test, it is known that the experimental group's score increased. Thus, it proves that nature-themed image media is more effective in learning to write poetry for class VIII students of SMP Negeri 2 Alasa, North Nias Regency compared to not using media in the form of nature-themed images.

## IV. CONCLUSIONS

Based on the research results and discussions presented in the previous chapter there is a difference between learning to write poetry in class VIII students of SMP Negeri 2 Alasa, North Nias Regency in the 2024-2025 Academic Year who are taught using nature-themed images and students who are given learning without using nature-themed images. This can be proven through analysis using the help of the SPSS 16.0 computer program. namely the t-test. From the results of the t-test, the t-count value <-ttable at a significance of 5% was obtained. Thus, it can be concluded that there is a difference between learning to write poetry in class VIII students of SMP Negeri 2 Alasa, North Nias Regency in the 2024-2025 Academic Year who are taught using nature-themed images and students who are given learning without using nature-themed images. Learning to write poetry for class VIII students of SMP Negeri 2 Alasa, North Nias Regency in the 2024-2025 Academic Year using nature-themed images is more effective than learning to write poetry without using nature-themed images. This is evidenced by the t-count value of -3.484 which is smaller than the -t-table value of -2.660 with db 30 at a significance level of 5% for the experimental group.

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