Developing Student's Poetry Writing Competence Using the Genius Learning Method in Students' Literacy Stylistic in Sinar Husni Senior High School

Devi Methia Rosadi, Sutikno[2]
[1,2]Universitas Muslim Nusantara Al Washliyah, Medan, Indonesia
e-mail: devimethiar01@gmail.com, sutikno@umnaw.ac.id[2]
Correspondence Authors: devimethiar01@gmail.com

ABSTRACT

The problems in this research are as follows: 1) What is the poetry-writing ability of class X students at Sinar Husni Private High School before the genius learning method in stylistics is applied? 2) What is the poetry-writing ability of class X students at Sinar Husni Private High School after applying the genius learning method in stylistics? 3) Is the genius learning method effective in improving the poetry-writing ability of class X students at Sinar Husni Private High School? The objectives of this research are: 1) to determine the poetry-writing ability of the class and 2) to determine the poetry-writing ability of the class academic year 2024-2025. An experimental method is used in this study. The instrument used to collect data is a test in the form of a test essay. The test was used to determine students' post-writing abilities. To determine the average student score, the data processing technique that the author uses is the average formula (mean), determines the standard deviation, and then determine the final score. The results of the research show that the ability to write poetry in class X of Sinar Husni Private High School for the 2024 academic year -2025 using the genius learning method in literary stylistics, is better than using conventional methods. Thus, the genius learning method in literary stylistics can improve the ability of class X students of Sinar Husni Private High School for the 2024-2025 academic year. This is proven by the value of "t0" in this study being 5.57 where the "t" table is 1.697 within the significance standard of 0.05 or 5%. Means "t0" is greater than "tt."

Keywords: development, writing, poetry, genius learning method, literary stylistics

I. INTRODUCTION

Indonesian language lessons are not only about learning a language, but also about literature. The teaching literature is planned to involve students in the learning process. Literary experience is realized from what is known and felt by students in the form of sensations, emotions, and ideas. When teaching takes place, students must be involved in problem solving so that they become more active and creative, so that they can achieve the expected competencies.

Literature learning in schools trains students to in still a love for literature, so that later when the students are adults, they will also be adults in their ability to capture (appreciate) and assess literary results. Thus, literature teaching not only has aspects of theoretical and practical training but also has the value of character and attitude formation, in addition to the elements of artistic pleasure and enjoyment (Situmorang, 2009)

Literary activities also hone students' ability to understand the thoughts, feelings, and opinions conveyed by others through language. One of the goals of teaching literature is to in still appreciation of art in students. By appreciating literature, students can directly enjoy literary work, from theories about literature to the application of these theories to understand literary work.

One way to develop literary appreciation among students is through poetry learning. Poetry learning is a literary activity that contains an outpouring of the expression of thoughts, ideas, and life experiences in the form of words that have meaning and aesthetic elements of poetry. Poetry learning in schools aims to in still a sense of sensitivity to the results of literary art so that students get a sense of emotion obtained from poetry appreciation. In addition, poetry learning in schools is very important and useful for students because it can help them become sympathetic and thoughtful.

One aspect of learning poetry is poetry writing. Writing poetry refers to expressing life in a language medium that must meet certain requirements in accordance with the aesthetic norms of poetry. Achieving this aesthetic requires skill and the ability to use elements to produce a harmonious blend. This skill and ability can be obtained by diligently and intensively practicing writing a poem (Situmorang, 2009).

With intensive practice, a person will gain experience in how to use the power of thought effectively, convincingly mastering the language structure and vocabulary. These exercises gradually and routinely convince a person to produce ideas, knowledge, and feelings in the form of good and logical language in accordance with the aesthetic norms that are to be achieved.

In learning to write poetry, the teacher's role as a facilitator is very important; the teacher should be able to teach knowledge about literature, especially poetry, in detail to students as one of their bases in writing poetry activities. Learning to write poetry will also be carried out well if there is good cooperation between the teachers and students. In addition, teachers' teaching methods also had an effect. The teacher's method of teaching poetry still uses traditional methods, such as lectures and assignments. Most teachers teach poetry only from literature books in the form of collections or examples of poetry. Teachers also rarely use various methods in the learning literature, including learning poetry.

Method learning is an important aspect of learning activities. Learning methods help teachers deliver lesson materials to their students. However, thus far, in learning to write poetry, teachers have not optimized the use of learning methods. This also happens in Sinar Husni Private High School during the 2024-2025 academic year. Based on observations and interviews conducted with Indonesian language subject teachers, it was discovered that the learning method was not optimal for poetry writing lessons. In addition, students' interest in writing poetry and their poetry writing skills in class X Sinar Husni Private High School 2024-2025 academic yearis still considered low, even though students' ability to understand the material is quite good.

So far, in poetry writing lessons, teachers have assigned assignments to write poetry by mixing and processing experiences well, followed by selective word selection and placement activities. After choosing words, they are combined with other words with variations in connotative and denotative meanings to produce good poetry. This kind of learning method sometimes has an impact on laziness and a lack of interest in students taking post-writing lessons. It can be said that this learning is considered less varied so that it has an impact on students' interest in writing being low, and indirectly will result in their writing skills being low. This is proven when they are given the task of writing poetry; the results are less than optimal, and few are able to achieve the minimum completion criteria, namely a score of 75.

Less than optimal results were also caused by several obstacles that arose from the students themselves. These obstacles include students having difficulty determining and finding ideas, students having difficulty determining the first word in their poems, having difficulty developing ideas that have been obtained in the form of poetry due to minimal vocabulary mastery, and students being unaccustomed to expressing their thoughts or imaginations in the form of poetry. These obstacles resulted in students' poetry-writing scores being low, so changes were needed in the learning process. One of these changes was the use of the genre learning method in stylistics. The stylistic genius learning method is expected to help students overcome problems in writing poetry.

According to Gunawan (2007:6), learning is a term used to describe a series of practical approaches to improve the results of the learning process. The purpose of the genius learning method is to make the learning process more efficient, effective, and enjoyable. In addition, the approach used in genius learning helps students understand the strengths and advantages that suit their respective learning styles (Gunawan, 2007).

Furthermore, one of the methods that can be combined with the genius learning method is through a linguistic approach, namely, stylistics. This style is a study of literary works oriented towards linguistics or the use of linguistic parameters in studying literary works. The emphasis of stylistics itself lies in the use of language and the style of literary works. The use of this style aims at the use of language in literary works, such as the uniqueness in the use of language sounds (rhyme and rhythm), morphological aspects, diction, figurative language (figures of speech), and word imagery (Subroto, Edi, 2005). Stylistics is also the object of research study, meaning that in the genius learning method that is collaborated with stylistics, there are language potentials that are processed and utilized by the author for the purpose of aesthetic expression.

The stylistics in this study are intended as a part of linguistic studies. In principle, the focus of stylistics is on language style, that is the way a person expresses his/her intention by using language as a medium. It is quite reasonable if the author collaborates on the genius learning method with stylistics to provide the uniqueness and distinctiveness of the use of poetic language written by students.

The genius learning method in stylistics can possibly be used to improve students'poetry-writing skills. In terms of the effectiveness of using the genius learning method in stylistics in improving poetry writing skills

in class students.X Sinar Husni Private High School 2024-2025 academic year, then it is necessary to find a solution. This solution is the basis for the author to conduct experimental research that emphasizes the effectiveness of the genius learning method in stylistics to improve the poetry-writing skills of students in grades X Sinar Husni Private High School 2024-2025 academic year. This study began with the initial and final tests of the experimental and control groups. Furthermore, the results of the experimental group that received treatment, namely the use of the genius learning method in stylistics, were compared with the results of the control group that did not receive treatment.

II. METHODS

Therefore, a regular working method is required to obtain good result. The working method in this research is called the method. This method is the main way to test the hypothesis using certain tools and techniques. For the implementation of this research, the author chose the quasi-experimental method to find data on whether there was a difference between the two groups: writing poetry using the genius learning method in literary stylistics and writing poetry without using the genius learning method in literary stylistics (conventional). This method was used to observe the effectiveness of using the genius learning method in literary stylistics on the ability to write poetry. The experimental group was tested or examined using the genius learning method in literary stylistics, while the control group was tested without using the genius learning method in literary stylistics.

A test was conducted on each group as a measurement tool. The pre-test aimed to determine whether there was a difference between the experimental and control groups. An expert said, 'Good test results if there are similarities in characteristics between the experimental group and the control group' (Sugiyono, 2009). For more details regarding the main steps of this quasi-experimental method, the following expert opinion was quoted:

Identify the various relevant variables
- Identify non-experimental variables that might contaminate the experiment, and determine how to control the variables.
- Determine the experimental design
- Select subjects who are representative of a particular population, and determine who is included in the experimental group.
- Apply treatment
- Select or arrange tools to measure experimental results and validate the tools.
- Design data collection procedures and conduct pilot or trial tests to improve the measuring equipment or experimental design.
- Formulate the null hypothesis" (Kebudayaan, 2005).

Starting from the quote above, the steps of this research are:
Experimental group
After a pre-test was conducted to obtain the group mean, abbreviated asX1, then the treatment was applied to this group. The treatment in question was to teach poetry writing using the genius learning method in literary stylistics.
Each material taught in one meeting lasted approximately 80 minutes. The learning material given to the experimental group was presented using the genius learning method in literary stylistics, has explained above.

Control group
After a pre-test was conducted to obtain the mean of this group (X.2), they were presented with learning materials without treatment or without using the genius learning method in literary stylistics (conventional). The learning materials were the same as those taught in the experimental class. The presentation was conducted in two meetings lasting approximately 80 minutes.
After completing the presentation of the lesson material writing poetry the next day, a post-test was held for both groups. The post-test aims to obtain data to prove the previously established hypothesis. The questions used were the same as the post-test questions.

III. RESULTS AND DISCUSSION

A. *Research Results.*

The calculation results are expressed in the form of an assessment score, and the calculation of the data results is then distributed with the average value of the students or mean, the value that appears most often or mode, and standard deviation.

Before giving treatment to the experimental group, they were given a pre-test to determine their poetry-writing ability before applying the genius learning method in literary stylistics.

These results show that the majority of respondents often used Indonesian, but there was still variation in the consistency of its use, especially in communication media.

The highest score is inThe pre-test of the experimental group was 80 and the lowest score was 50, with a total score of 2660. The next step is to tabulate the pre-test scores of the experimental group, as shown in the table below.

Table 1. Tabulation of Pre Test Score of Experimental Group

No	Value Interval	fi	xi	$xi - \bar{x}$	$(xi - \bar{x})2$	$fi(xi - \bar{x})2$
1	45 – 50	4	45.5	-21	441	1764
2	55 – 60	9	55.5	-11	121	1089
3	65 – 70	12	65.5	-1	1	12
4	75 – 80	15	75.5	9	81	1215
	Total	40	-	-	-	4080

It can be seen that the average score of the experimental group's pre-test was 66.5, which, if classified on the assessment criteria, then an average of 66.5 is in the sufficient category. The next step was to calculate the standard deviation of the pre-test scores of the experimental group.

It can be stated that the variance value of the Standard Deviation (SD) for the pre-test scores of the experimental group is 10.22.

After the pre-test was given to the experimental group, the next step was to provide treatment by applying the genius learning method in literary stylistics to the experimental group. The learning process in the experimental group before the post-test was as follows:

In this third meeting, there was an increase in the attitudes of students who were active, cooperative, and tolerant. From the results of observations of student attitudes in the active criteria, one student (2.5%) was included in the less good category, 13 students (32.5%) were included in the good category, and 26 students (65%) were included in the very good category. The results of observations of student attitudes in the cooperation criteria were there was 1 student or 2.5%) was included in the less good category, 12 students (30%) were included in the good category, and 27 students (67.5%) were included in the very good category. Similar to observations of student attitudes in the criteriatolerant, where there are two students or 50% who are included in the less good category, 10 students or 25% who are included in the good category, and 28 students or 70% who are included in the very good category.

Based on the results of the attitude observation, it appears that each meeting experienced an increase in each category of student attitude observation. From meetings I to III, the student activity indicator increased continuously from less good to very good.

This observation of students' attitudes was conducted during an ongoing meeting. The scores and percentages of each student attitude indicator were obtained from the two meetings conducted, as presented in the following table. In the observation of student skills, there were six students (15%) who were less skilled, 29 students (72.5%) who were skilled, and five students (12.5%) who were very skilled.

B. *Discussion*

There are several findings from the data analysis in this study.

- The mean post-test score of the experimental group was 78.37, with a standard deviation of 9.99, while the mean post-test score of the control group was 65.75 and with a standard deviation of 9.11.
- The value of "t0" in this study is 5.57 where the "t" table is 1.697 in a significance standard of 0.05 or 5%. This means that "t0" is greater than "tt."

The learning outcomes of poetry writing are the achievements of students after participating in learning activities. These results are manifested in the form of learning outcome scores obtained by teachers from

learning outcome tests. The material for this test was derived from both curricular and instructional teaching objectives. Therefore, the learning outcome score indicates the achievement of the teaching objectives. The higher the learning outcome score, the better the student's acceptance of the subject matter and vice versa.

Th students' learning outcomes were not the same. The difference between one subject of the study and the other can be seen from the achievement of non-uniform numbers. Similarly, between the parallel classes. In such cases, the benchmark that teachers can hold is the average high number that students can obtain in class. This means that teachers must try to get more students with high scores, and the learning process that has been done will be better. Differences in learning outcomes can arise due to various factors, including the innate potential of students (IQ), the learning atmosphere, teacher factors, and others. One of these factors is the choice of the teaching method.

Writing is one of four language skills. When learning is carried out, writing activities cannot be separated from student and teacher learning activities. Students are the subjects of teachers to convey information, and teachers are the subjects of students to obtain information to be learned.

Writing is both productive and expressive. In this writing activity, the writer must be skilled in utilizing the graphology, language structure, and vocabulary. This writing skill will not come automatically, but must go through regular practice and training. It is clear that writing skills are required in modern life. It is not too much to say that writing skills are a characteristic of an educated person or nation. In this regard, one writer says that "writing is used by educated people to record, convince, report, and influence. Such intentions and objectives can only be achieved by people who can organize their thoughts and express them clearly, depending on the mind, organization, use of words, and sentence structure.

One of the components of writing is poetry a form of literary work. Etymologically, the word poetry in Greek comes frompoetry, which means creation. In Indonesian (Malay), the term is known (poetry), which is a type of literature (genre) paired with the term prose. In English, there is termpoetry, which means poetry (Pradopo, 2002a).

Learning to write poetry in this study is learning to write poetry for students in ClassX Sinar Husni Private High School 2024-2025 academic yearwriting poetry in the content standards of the Class XII Education Unit Level Curriculum, which includes expressing the beauty of nature and experiences through creative poetry-writing activities. The related basic competency is creative poetry writing related to events that have been experienced.

In poetry writing learning activities, students are required to be able to determine topics related to experiences that have occurred, find ideas in these events, and arrange them into poems by paying attention to word choice, language style, rhyme, imagery, content, and message.

Poetry is a literary genre that contains expressions of the poet's feelings, rhyme and rhythm, and careful and precise word choices. The characteristics of poetry can be seen in the language and form of the poem. The language contains rhymes, rhythms, and speech figures. The form of poetry can be seen from its form, which runs to form stanzas, is arranged in an orderly manner, and does not prioritize spelling. Knowing poetry can also distinguish its form by comparing it with prose. There are four elements that constitute the essence of poetry: theme, poet's feelings, tone of the poem, and message.

However, poems like those written by these poets (both ancient and contemporary) are not something that is forbidden. Poetry has unlimited and extreme freedom in the choice of words and forms of poetry, called Licencia Poitika. Licencia Poitika is just a characteristic and specialty of poetry that is not possessed by other types of literary works, and can be a means of radically expressing the poet's emotions, thoughts, and opinions.

Poetry is a genre of literature. The definition of poetry is diverse and often questioned. Several literary experts have formulated poetry definitions using various approaches. In fact, one approach alone cannot cover all the aspects of poetry. Therefore, it is natural that one definition proposed by an expert is different from the definition proposed by another expert.

According to KBBI (2005:903), poetry is a literary variety whose language is bound by rhythm, meter, rhyme, and the arrangement of lines and stanzas, or is a composition in language whose form is carefully chosen and arranged to sharpen people's awareness of experience and arouse special responses through the arrangement of sounds, rhythm, and special meanings.

Pradopo (2002:7) stated that poetry expresses thoughts that arouse feelings, which stimulate the imagination of the five senses in a rhythmic arrangement. Poetry is a recording and interpretation of important human experiences and is composed of the most impressive forms. Poetry expresses thoughts that arouse feelings, which stimulate the imagination of the five senses inherent in a rhythmic composition. All of that is something important, recorded, and expressed, and stated in an interesting and impressive way. Poetry is a recording and interpretation of important human experiences and is composed of the most impressive forms.

Meanwhile, Sayuti (2002:3-4) states that, in simple terms, poetry can be formulated as a form of language pronunciation that takes into account the aspects of sounds in it, which express the poet's imaginative, emotional, and intellectual experiences drawn from his individual and social life, which is expressed using certain chosen techniques, so that the poem is able to evoke certain experiences in the reader or listener."

Richard in Tarigan (2005:9) states that the essence of poetry contains an overall meaning, which is a combination of themes, feelings, tones and messages. According to Richards, poetry assentially consists of (1) theme/meaning (sense), (2) taste (feeling), (3) tone (tone), and (4) mandate/purpose/intent (intention) (Tarigan, 2005). This is in line with Sumardjo and Saini (2002:124-125) who stated four meanings of poetry: straightforward meaning (the poet's idea), the poet's feelings, tone, and intention.

Poetry is a literary work. Therefore, its aesthetic function is dominant, which means that it contains elements of beauty. These elements of beauty are elements of poetry such as rhyme, diction (word choice), rhythm, and style. Style in poetry includes all specific uses of language that aim to achieve a certain effect, namely, its aesthetic effect or poetic aspect (Pradopo, 2002b). The types of style include all aspects of language, namely, sounds, words, sentences, and discourses, which are used specifically to achieve a certain effect. All of these are aesthetic aspects of the beauty of poetry.

In essence, the theory of poetry communicates important experiences because it is more centralized and organized (Badrun, 2005: 2). Several writers have tried to give the following definitions: (1) poetry is the art of imitation, a talking picture, which aims to pursue pleasure; (2) a spontaneous outpouring of the strongest feelings that originate from feelings that are collected from calm; (3) poetry is the lava of imagination that holds back earthquakes; (4) poetry is a concrete and artistic expression of human thought in emotional, rhythmic language; (5) poetry is an imaginative experience that is valuable and meaningful simply conveyed with the right language; and (6) poetry is a dramatization of experiences that are interpretive in rhythmic language.

Based on the description above, it can be concluded that the ability to write poetry is the ability or capability of a person to express or pour out the emotional atmosphere, the expression of inner or soul experiences regarding human life, nature, and God through the medium of language that is aesthetic, cohesive, complete, and condensed into words in written form using a beautiful style of language.

To improve students' ability to write poetry, an appropriate teaching method is needed, so that students do not feel bored with learning to write poetry. One of the learning methods used in this study was learning in literary stylistics.

According to Gunawan (2007:6), genius learning is "a planned system with a very efficient network that includes students, teachers, learning processes, and environments and has eight circles of success that are all interrelated with each other". The eight circles of success begin with the teacher preparing students with a conducive atmosphere to start the lesson, connecting the material to be learned with the students' knowledge, providing a big picture of the material to be presented, setting goals, providing information, activating either in groups or individually, conducting demonstrations, and the last stage is reviewing the material that has been learned by students (Gunawan, 2007).

What is meant by sStylistics is a science that studies the use of language and style in literary work. Stylistics is a process of analyzing literary works by looking at how the elements of language as a medium of literary works are used by writers so that it can be seen how writers treat language to express their ideas. Therefore, all processes related to the analysis of the language of literary works are intended to reveal the linguistic aspects of the work, such as diction, the use of figurative language, sentence structure, forms of discourse, and other rhetorical means.

According to Gunawan (2007:333-361) there are several steps or phases that are the basic knowledge needed to use and apply the Genius Learning success circle correctly, efficiently, and effectively (Gunawan, 2007). The Genius Learning success circle consists of the following.

1) Conducive atmosphere

    The core of Genius Learning is a strategy that builds and develops a positive and conducive learning environment. Teachers are responsible for creating a conducive learning climate in preparation for entering the actual learning process. This conducive condition is an absolute requirement for achieving the maximum results.

    Teachers must have great expectations for student success. Make sure that students are not afraid of making mistakes. Mistakes are a part of the learning process. To create a conducive initial atmosphere, teachers can use music and combine it with a braingym.

2) Connect

Start every learning process by ensuring that what will be taught to students at that time can always be connected to what students already know, either through their own experiences or through previous learning processes, and also connect it to what students will experience in the future. Tell students what results will be achieved, and provide keywords and questions that they can answer after they have finished studying the learning material.

3) The Big Picture

To further help prepare students to' absorb the material to be taught, before the learning process begins, teachers must provide a big picture of the entire material. This can be achieved by providing a summary of what will be learned, explaining how to teach the learning material, and providing keywords.

4) Set Goals

At this stage, a new learning process is initiated. The results will be explained to the students at the end of the session. This goal setting can increase student motivation because students know what they will achieve at the end of learning.

5) Information Entry

At this stage, the information to be taught must be delivered using various learning styles. The delivery method must accommodate visual, auditory, and kinesthetic learning styles. At this stage, long-term memory is accessible if the information input process is unique and interesting.

6) Activation

The activation process is a process that brings students to a deeper level of understanding of the material being taught. Activation can be done using activities carried out individually, in pairs, or in groups to build communication and cooperation/group skills. In this stage, students integrate what they have learned and find the true meaning of what they have learned.

7) Demonstration

This stage was the same as the teacher's process of testing students' understanding by conducting a test. The only difference is that, in the Genius Learning Success Circle, student understanding was tested at that time. This aims to determine how far the student's understanding is and at the same time is the right time to be able to provide feedback. Demonstrations include direct practice, testing and understanding of answers, teaching, and understanding the application of this knowledge in everyday life.

8) Review and Anchor

Repetition and anchoring at the end of each session, and also make a conclusion about what has been learned. This is useful for improving memory and increasing the effectiveness of the learning process.

By implementing the genius learning method in stylistics in the learning process, students can be motivated and increase their activeness in following lessons with the materials and theories taught so that they can understand the theory and practice of poetry writing lessons.

Based on the discussion above, it can be concluded that the learning method in literary stylisticsIf applied in the learning process, it can help students improve their abilities and learning achievements, especially in writing poetry.

Genius learning method in literary stylistics is said to be effective because it turns out to be effective after being applied to students. Compared to the grades obtained by students not using the it.genius learning method in literary stylistics, the values taught with the learning method in literary stylistics are better than the values taught without using the it genius learning method in literary stylistics.

IV. CONCLUSIONS

Based on the results of the data analysis and the findings of this study, several conclutions can be drawn. Students' poetry-writing ability in classX Sinar Husni Private High School 2024-2025 academic yearBefore using the genius learning method in literary stylistics, it was in the sufficient category, which is proven by the average post-test score for the control group of 65.75, which is classified according to the assessment criteria, then the average of 65.75 is in the sufficient category. Students' poetry writing ability in classX Sinar Husni Private High School 2024-2025 academic yearAfter using the genius learning method in literary stylistics, it is in the good category, this is proven by the average post-test score of the experimental group, which is 78.37, which isclassified according to the assessment criteria, the average of 78.37 is in the good category. The genius learning method in literary stylistics is effective in improving students' poetry writing skills,this can be provenIn the research results, it was found that t count was greater than t table, this shows that the hypothesis proposed previously, namely "The genius learning method in stylistics is effective in improving students'

poetry writing skills in classX Sinar Husni Private High School 2024-2025 academic year" can be accepted as true.

REFERENCES

Gunawan, A. W. (2007). *Genius Learning Strategi. Jakarta: PT Gramedia Pustaka Utama*.

Kebudayaan, D. P. dan. (2005). *Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka*.

Pradopo, J. . (2002). *Apresiasi Kesusastraan, Jakarta: Gramedia Pustaka Utama.*

Pradopo, J. . (2002). *Apresiasi Kesusastraan, Jakarta: Gramedia Pustaka Utama*.

Situmorang, B. P. (2009). *Puisi dan Metodologi Pengajarannya. Jakarta: Gramedia*.

Subroto, Edi, D. (2005). *Pengantar Metode Penelitian Linguistik Struktural (Edisi Revisi). Surakarta: UNS Press*.

Sugiyono. (2009). *Metode Penelitian Pendidikan. Bandung : Tarsito.*

Tarigan, H. G. (2005). *Prinsip-prinsip Dasar Sastra. Bandung: Angkasa*