

The Effect of Contextual Methods based on Time-Lapse Video and The Mastery of Diction on Poetry Writing Skills

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ABSTRACT: The goal of the study was to determine the effect of contextual method based on time-lapse video and mastery of diction to the ability to write poetry. The research method used was experimental method. This research was conducted at a Senior High School in Kudus Regency. The sampling technique used was cluster random sampling technique. The sample in this study was 68 students divided into two classes including the experimental class of 34 students and the control class of 34 students. Data analysis techniques used two-way analysis of variance with 2x2 factorial design. The results showed that: (1) contextual method based on time-lapse video has the effectiveness which is in the quite effective category that obtained 42,7805 or 42,78% so, it has a significant influence on the skill to write poetry; (2) poetry writing skill of students who have high diction mastery taught by time-lapse video-based contextual methods is better than students who are taught by image media-based contextual methods.

KEYWORD: Contextual methods, learning media, mastery of diction, poetry writing skills

I. INTRODUCTION

Indonesian learning has the aim to improve the ability of individuals to think and to communicate in education field, especially in the ability to speak in Indonesia properly and correctly following the situation and the purpose of language[1]. Indonesian language learning has four aspects of language skills that form the basis of objectives in learning. Four aspects of language skills include; listening, speaking, reading, and writing skills[2]. Language skills are learned in stages to support the learning process, because each aspect is interconnected which means that after learning listening and speaking skills will be followed by reading and writing skills.

Writing skills are the last aspect which students must master. Writing is an activity to explore the mind that involves skill in planning and compilation as well as knowledge of language, context, and objects[3]. Writing is used as a medium in expressing thoughts, ideas or feelings based on experience or anxiety experienced by the writer. Writing process requires a collection of words, grammar, and writing strategies that are used to describe complex ideas based on high-level thinking processes[4]. One of them is writing poetry. Writing poetry is used as a means to find out students' creativity in expressing ideas and testing students' knowledge in literary learning[5]. Writing poetry requires high thinking skill to create basic ideas that will be used as material to arrange words into aesthetic poetry. The process of writing poetry must be based on mastery of high diction because in its preparation it requires the selection of the right words so that it is not only produce dense sentences but also has a broad meaning.

The importance of diction mastery is to minimize the difficulties that students face. Mastery of diction affects a person in choosing the right words, because the choice of words in poetry has a very important role[6]. The choice of words has the aim to foster a poetic atmosphere that will affect the reader. These objectives require students to be careful in the choice of words so that the message that want to be conveyed can be understood by the reader. However, the limited mastery of diction can prevent students from expressing ideas and composing words that are used as the basis for writing poetry[7]. Besides these constraints, the lack of creativity of the teacher in delivering material. The teacher still uses the lecture method and it is not matched by the use of instructional media so that students easily feel bored in the implementation of learning. The existence of obstacles in the field, researchers provide solutions using contextual methods based on time-lapse video in learning to write poetry.

II. THEORITICAL REVIEW

2.1 Contextual Method based on Time-Lapse Video

Learning process has the aim to achieve goals and high learning standards. The use of learning methods or learning media can influence the achievement of learning objectives. This research used contextual method based on time-lapse video as a solution to solve problems. Contextual method is a learning concept that can help teachers in linking teaching material with reality in the real world. The role of students is connecting between the knowledge that they have with the application in life in the community [8]. Contextual methods have the aim to provide facilities in student learning activities to search, process, and find learning experiences that are concrete [9].

Learning media is used to increase attractiveness and student interest in participating in learning. Learning media is an intermediary tool in the learning process [10]. The application of time-lapse video media in teaching and learning can make it easier for teachers to get students' attention. Video time-lapse is a time-based media using camera rules to capture phenomena with a certain time combined with moving images [11].

2.1 Mastery of Fiction

Dictation is the proper use of words to express thoughts and feelings to be expressed in the pattern of a sentence [12]. Diction in writing poetry is the basic part because by using diction, someone has their own difference or the characteristic in a poet's creative to show its authenticity. Mastery diction is the ability to distinguish precisely with meaning that is in accordance with the ideas conveyed and adjusted to the situation and sense of value owned by the listener or reader [13].

2.2 Poetry Writing Skill

Writing poetry is an activity that expresses the feelings or anxieties of writers which are conveyed indirectly through writing. Poetry is a natural thinking activity to bring up an imagination not in a depressed state [14]. Poetry is used as a means to express emotions, feelings and thoughts by involving imagination and word play. Poetry is literature that contains poets' pleasure, imagination and creativity in processing words into a complete poetry composition [15].

III. METHODOLOGY

The method used in this research is experimental research with 2x2 factorial design. This research was conducted at a Senior High School in Kudus Regency. Experimental research uses two methods of learning based on instructional media, namely contextual method based on time-lapse video and contextual method based on image media. The population in this study were all 10th grade students in high schools who implemented the 2013 curriculum. The samples in this study were obtained by taking two schools from seven Senior High Schools in Kudus Regency. Research sample subjects was taken one class in each two schools, namely an experimental class with learning using contextual methods based on video time-lapse and a control class with learning using contextual methods based on image media. The attribute variable, namely mastery of diction which is categorized into two, includes; mastery of high diction and mastery of low diction. The sample in this study was 68 students divided into two classes including the experimental class of 34 students and the control class of 34 students. Samples were taken using a cluster random sampling technique that is random sampling without regard to strata in the population [16].

The test instrument used was a poetry writing test in the form of a performance and a diction test in the form of multiple choice. The validity of writing poetry skill used construct validity which is elaborated based on a concept of theories. The ability to write poetry using scal rating reliability is the result of a study of consistency between evaluators. Meanwhile, the validity of diction control used the product moment formula and the reliability test used the Cronbach alpha formula.

IV. RESULT AND DISCUSSIONS

A. Result

4.1. Data Description

The average of score data based on the skill to write poetry and mastery of diction is presented in the form of a table as follows.

Tabel 4.1 The Average of Pretest-Posttest Data Score on Poetry Writing Ability

	Experiment		Control	
	Pretest	Posttest	Pretest	Posttest
Writing Poetry Skill	65,76	80,64	64,73	75,45

The average of score data in table 4.1 was obtained from the results of writing poetry by students who taught by contextual methods based on time-lapse videos and students taught by contextual methods based on image media in each class consisting of 34 students.

Tabel 4.2 The Average of Self-Control Data Score

	Experiment	Control
Matery of Diction	77,01	67,11

The average of score data in table 4.2 was obtained from the results of the diction mastery test in the experimental class and control class students. Based on tables 4.1 and 4.2 showed that the average score of the pretest-posttest skill to write poetry and the average score of mastery of diction that there is a significant increase. When it is viewed from the average of posttest score of students taught by contextual methods based on time-lapse video is better than students taught by contextual methods based on image media.

4.2. Test Requirements Analysis

Test requirements analysis in this study included; normality test with Liliefors technique and homogeneity test with Barlett technique. The normality test results of writing poetry scores data and diction mastery score data can be seen as follows.

a. Data Normality Test

Data of Writing Poetry Score

Tabel 4.3 Summary of Normality Test Results
Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Menuulis	A1B1	,149	17	,200*	,904	17	,080
	A1B2	,176	17	,168	,918	17	,136
	A2B1	,190	17	,104	,914	17	,119
	A2B2	,139	17	,200*	,964	17	,698

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Description:

A1B1 : Difference scores in pretest-posttest writing poetry ability of students being taught with contextual method based on time-lapse video in students who have high level of mastery

A1B2 : Difference scores in pretest-posttest writing poetry ability of students being taught with contextual method based on time-lapse video in students who have low mastery

A2B1 : Difference scores in pretest-posttest writing poetry ability of students being taught with contextual methods based on image media in students who have high level of mastery

A2B2 : score difference between pretest-posttest writing poetry ability of students being taught with media-based contextual methods of drawing on students who have low mastery

Based on the summary of normality test of data writing poetry from the results of statistical calculations with the help of IBM Statistics version 23 obtained Sig. > α (0.05) so that it can be concluded that the sample comes from normally distributed populations.

b. Data Homogeneity Test

Tabel 4.4 Summary of Homogeneity Test Results

Varian Gabungan	Harga β	dk	X^2_0	X^2_{tabel}	Conclusion
8,73183	60,231	3	7,31	7,81	Homogeneous

Based on table 4.5 significance level $\alpha = 0.05$, from the list of chi-square distribution with dk = 1 obtained $X^2_{(0.95)(1)} = 7,81$ so that it can be seen in table 4.5 summary of the homogeneity obtained $7,31 < 7,81$, it can be concluded that the null hypothesis is accepted in the real level of 0.05 and is declared to have a homogeneous population.

4. 3. Hypothesis of Test Results

Table 4.5 Summary of Two Ways Anava Test Results

Variation Source	JK	dk	RJK	F ₀	F _t
Smpel (A)	296,5294	1	296,5294	31,962	3,99
columns (B)	1152,941	1	1152,941	124,272	3,99
Interaction (A x B)	33,88235	1	33,88235	3,652	3,99
Within	593,7647	64	9,27757		
Total	2077,118	67			

Based on the calculation results of the two variance analysis above, it can be concluded as follows:

The first hypothesis, based on the results of the analysis of variance analysis of two paths obtained by the value of $F_0 = 31,962$. If $F_0 > F_t$, then H_0 is rejected, because the value of $F_0 = 31,962 > F_t = 3,99$, it can be concluded that there are differences between the skill to write poetry of students taught by contextual methods based on time-lapse video with students taught by contextual methods based on image media. The second hypothesis, as for the testing criteria; if $F_0 > F_t$, then H_0 is rejected. The results of the calculation of two ways anava obtained by the value of $F_0 = 124,272 > F_t = 3,99$, it can be concluded that there are differences in the ability to write poetry of students who have high diction mastery with students who have low diction mastery. The third hypothesis, based on the results of the calculation of two ways anava obtained by the $F_0 = 3,652$ with a significance level $\alpha = 0.05$, it can be concluded that $F_0 = 3,652 < F_t = 3,99$, so H_0 is accepted, which means there is no interaction between contextual methods based on learning media and mastery of diction on the ability to write poetry.

The results of the calculation of the research hypothesis with the two ways anava technique have been fulfilled, then continued with the N-Gain score test. N-Gain score test is used to determine the effectiveness of learning media-based contextual methods which are better applied to learning to write poetry. Based on the calculation results of the N-Gain test data the difference between the pretest and posttest scores in the experimental class taught by contextual method based on video time-lapse obtained 42,7805 or 42,78% with an N-Gain score of at least 17,65% and a maximum of 66,67%. While for the control class taught by contextual method based on image media, it was obtained 30,6301 or 30,63% with a minimum N-Gain score of 5,41% and a maximum of 53,57%. Based on the results of statistical calculations with the help of IBM Statistics 23 described, the ability to write poetry of students taught by contextual methods based on video time-lapse is more effective when compared to students taught by contextual methods based on image media.

B. Discussions

The first hypothesis, there are differences in the skill to write poetry between students who are taught with contextual methods based on time-lapse videos and students who are taught with contextual methods based on image media. The results of the calculation of the analysis of variance of the two paths obtained by the value of $F_0 = 31,962$. $F_0 = 31,962 > F_t = 3,99$ then, hypothesis H_0 is rejected, which means there are differences. Contextual methods in learning can be supported by learning media. The media is used to provide simulations, which are time-lapse videos that will stimulate the mind, attention, and make it easier for students to find ideas that affect the ability to write poetry. This finding is parallel with previous research which states that the use of contextual methods through computer animation simulation media and short films have an influence on students' cognitive learning achievement[17]. Contextual methods through computer animation simulation media and short films about the phenomena of daily life that exist in students' environments. Thus, most of the information obtained by students is able to support students' cognitive abilities in understanding material. Learning by applying contextual methods is an attempt to make students more active in processing their abilities based on the knowledge they have and to relate them to daily life based on the phenomena in the time-lapse video.

The second hypothesis, based on the calculation results of the two ways anava obtained by $F_0 = 124,272 > F_t = 3,99$. So the hypothesis H_0 is rejected then, it can be concluded that there are differences in the ability to write poetry between students who have high diction mastery and students who have low diction mastery. Based on relevant research, the mastery of diction is used as the basis for enriching vocabulary and being able to place word choices according to sentence structure so that it becomes a good narrative[18]. Mastery high diction will affect the accuracy in conveying information so as not to cause misunderstanding for the reader. The third hypothesis, there is no interaction between contextual methods based on learning media and mastery of diction to the ability to write poetry. The calculation results of the two-ways anava obtained by $F_0 = 3,652$. So $F_0 = 3,652 < F_t = 3,99$, then the hypothesis H_0 is accepted, which means there is no interaction so it can be concluded that the third hypothesis is untested.

The results showed that: (1) the contextual method based on time-lapse video had the effectiveness which is in the quite effective category obtained 42,7805 or 42,78% so it had a significant influence on the ability to write poetry; (2) poetry writing ability of students who have high diction mastery taught by time-lapse video-based contextual methods is better than students who are taught by image media-based contextual

methods.

V. CONCLUSION

Based on the results of the analysis, it can be concluded that there are two hypotheses accepted and one hypothesis rejected because the truth cannot be answered. The first hypothesis, there are differences in the ability to write poetry between students who are taught with contextual methods based on time-lapse videos better than students who are taught with contextual methods based on image media. The second hypothesis, there are differences in the ability to write poetry between students who have high diction mastery better with students who have low diction. The third hypothesis, there is no interaction between learning media-based contextual methods and mastery of diction in writing skill. The results of this study indicated that the skill to write poetry of students taught by contextual method based on time-lapse video give high influence on the results of writing poetry. Mastery of high diction of students have a significant influence on the ability to write poetry and produce high poetry writing. Thus, the time-lapse video-based contextual method can make positive contributions that are innovative, fun, and interesting for students.

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