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THE EFFECT OF FORMEANING RESPONSE STRATEGY ON STUDENTS' POETRY WRITING ABILITY

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This research was aimed at finding out the effect of formeaning response strategy on students' poetry writing ability. The method used was experiment. The data analysis and interpretation indicate that there is a significant difference between the students taught by using formeaning response strategy and those taught by using conventional method. The achievement of the formeaning response strategy group is greater than the average of conventional method group; $80.61 > 73.90$ with the significance of $0.002 < 0.025$. In brief, it can be stated that the hypothesis that formeaning response strategy has significant effect on students' poetry writing ability is approved.

Keywords: Formeaning response strategy, Conventional method, Poetry writing

Introduction

One of the poetry instructional objectives of Indonesian language subject is to enable the students to write poem. This is stated in School-Based Curriculum of 2006. The curriculum states that the objective of learning poem by nature is that the students are able to understand and to write poem (Mulyasa, 2007).

However, in practice, poetry instruction does not achieve the objective well. Many parties show their concern on the poetry instruction. The problems of poetry instruction have showed up since 1955 so that some people say that poetry instruction seems to have problems. In relation to this, Sayuti (1994) states that educational and cultural function of poetry instruction could not meet the expectations of many parties.

On the other hand, one of the important factors in the learning process is strategy. Sells, as quoted by Sesmiarni (2008) mentions that strategy is very determining at achieving learning objectives. The importance of the strategy is also mentioned by Kemp as quoted by Senjaya (2008). The appropriate and well-designed strategy will lead to the achievement of learning objectives effectively. The strategy is closely related to the learning materials. Therefore, in order to achieve the learning objectives of poetry writing, it is necessary to have appropriate strategy for the learning objectives themselves and relevant to the characteristics of learning materials.

In relation to poetry writing instruction and the use of strategy in teaching and learning process at school, initial survey had been conducted leading to some findings. The teachers found poetry instruction difficult. Therefore, they often skipped the poetry instruction. From the interview, it was found that the main factor causing the difficulty is the lack of teachers' competence on the literature learning strategy, especially, poetry instruction. In other words, the teachers do not know how to teach it to achieve the learning objectives. The strategic step

in the implementation of poetry instruction is to select the appropriate strategy. Kellem (2009) suggest the use of formeaning strategy in poetry instruction.

Formeaning strategy is a combination of two strategies, namely, stylistic strategy and readers' responds. The word formeaning comes from the word "form" and "meaning" which refers stylistic strategy focusing on the language found in literary work (poem) (Cummings and Simmons, 1986). Form and meaning cannot be separated from poetry analysis. In order to describe and understand the language form, such as, the lexical items and/or grammatical structure available in poetry, the reader must pay attention to form in meaningful context. The discussion of meaning of poem should start with the discussion on linguistic form of the poem itself. Therefore, form and meaning are two aspects that cannot be separated in analyzing and understanding poem (see Turner, 1975; Leech and Short, 1984; Widdowson, 1975; Carter and Long, 1991).

The word response refers to the readers' responses strategy assuming that when the students make relationship with literary works personally, they use their own knowledge and experience. They construct the whole meaning through transactional process with knowledge, experience, and ideas they have personally (Probst, 1988; Beach and Marshall, 1991; Kellem, 2009).

Kellem (as quoted by Nurhayati, 2012) states that combination of stylistic strategy and readers' responses make the poetry instruction more pleasant. The strategy is a kind of bridge for the strategy focusing on linguistic and esthetic forms in reading and understanding poem. Therefore, poetry instruction can be pleasant because the students are able to understand the poem based on their personal interpretation and to try to understand the poem through the language proves which are explored from the poem they read.

This research used the formeaning response strategy with some reasons. Stylistic is the strategy which analyzes and understands literary works from language forms while readers' responses is the strategy related to the understanding of poem personally on literary texts. The two strategies will be interrelated and will take and give each other in poem as well as to improve the students' competences in poetry writing.

Many researchers have shown the benefits of using stylistic strategy and readers' responses. The research on the effectiveness of stylistic approach was done by Nurhayati in 1997. The results of the research indicate that the stylistic approach is effective in teaching poem. In 1998, Nurhayati, Purnomo, and Ibrahim conducted a research on the effort of improving the ability of students of Public Junior Secondary School 17 (SMPN 17) Palembang in understanding poem. The findings indicate that there is an improvement of the students' ability in understanding poem using stylistic approach.

The research on readers' response strategy in acquiring the second language has been conducted by Ali (quoted by Kellem, 2009:13) on the teaching of English as a second language for the engineering students in Malaysia. Ali found that when the students are involved in the reading experience of short story, they are able to improve their reading experience. The research conducted by Rudy (2005) also indicates that there is an improvement on the language competence especially in writing of the elementary school students using the readers' response models.

The research on formeaning response strategy was once conducted by Kellem (2009). The results of the research indicate that the formeaning response strategy is able to improve the students' understanding on poem. Therefore, Kellem recommends the use of formeaning response strategy in poetry instruction.

If Kellem uses the formeaning response strategy in the teaching of poetry understanding, this study used it in the teaching of poetry writing. However, the steps of instruction used in this study are the modification of the steps recommended by Kellem and the researcher.

This study was intended to find out the effect formeaning response strategy on the poetry writing ability of grade 7 students of Public Junior Secondary School No. 1 Palembang.

Research Methodology

This is an experimental research using the quasi-experiment. The experimental group is the students who learned poetry using formeaning response strategy while the control group is the students who learned poetry using conventional strategy.

The population of the research was all students of grade 7 of Public Junior Secondary School No. 1 Palembang in the academic year of 2010/2011. There were 7 classes of grade 7 students with the total number of 210 students. Since this study was a quasi-experimental research, purposive sampling was used to have equivalent samples. Based on the recommendation of grade 7 teachers, two classes were used as the samples assuming that they had equal ability, namely, grade 7.1 and grade 7.2. The samples of the two classes consisted of 30 students with 30 students from grade 7.1 and 30 students from grade 7.2. From the results of lottery, grade 7.1 was used as the control group and grade 7.2 was the experimental group.

Data Collection Technique

Test was used to collect the data, namely, the result of the students' learning. Test was conducted at the beginning of the instruction (pretest) and at the end of the instruction (posttest) to the two groups, namely, the experimental group and control group. The test conducted was performance test where the students were assigned to write a poem out of three themes selected. The three themes were *kepahlawanan* (heroism), *kasih sayang* (valentine or love), and *lingkungan* (environment).

The learning activities of poetry writing using formeaning response strategy at were conducted 6 times for both experimental and control group.

The formeaning response strategy in this study is a modification of strategy stated by Keffem (2009). The strategy was organized based on the basic concepts of stylistic approach and readers' response with a series of working procedures which systematically follow the steps of experimental research. The learning steps using formeaning response strategy were as follows: (1) the teacher did apperception by asking the students if they ever expressed their feeling in form of poem, (2) the teacher stated the learning objectives, namely, poetry writing, (3) the students in group of 3 did the paraphrase by filling in the blanks with appropriate poetry lines, (4) The students gave meanings to special or unique words used by the writer, (5) the students retold their personal experiences related to the theme of the poem, (6) the students did role-play activities on similar themes, (7) the teacher and the students summarized the learning materials, and (8) the teacher ended the learning activities.

On the other hand, the conventional strategy was adopted from the learning steps commonly used by the teachers. The learning steps of the conventional strategy are as follows: (1) the teacher did apperception by asking the students if they ever expressed themselves in form of poem, (2) the teacher explained the learning objectives, namely, writing poetry, (3) the teacher explained the importance of paying attention to the theme in poetry writing and to understand the themes in advanced, such as, love, struggle, or environment, (4) the teacher explained the typography and the role of typography in poetry writing, saying that poem has lines arranged in accordance with the need of rhyme and rhythm, as well as the formal beauty, (5) the teacher explained the importance of word choice in poetry writing, using metaphor to substitute something, such as, the word "ice-cream" for someone loved in "you are the ice-cream of my life", (6) the teacher asked the students to write poem, (7) the teacher and the students discussed 2 best poem from the aspect of theme, typography, and choice of words, (8) the teacher and the students concluded the learning materials, and (9) the teacher ended the learning activities.

Technique of Data Analysis

After collecting the data from both experimental and control classes, the data were then analyzed by counting the average scores. This was done to find out the difference between the learning achievement of the students taught by using formeaning strategy and the students taught by using conventional strategy. In order to find out if the average scores are significant or by chance, independent sample test in SPSS 18 program was used.

The Research Findings and Discussion

From the pretest score of experimental and control group, it was found: (1) the comparison of average scores of pretest of experimental and control group is 65.89:62.65. The average difference is 3.341 with the sig (2 tailed) = 0.099. It can be stated that there is a significant difference between the pretest score of experimental group and control group because the sig. calculation is bigger than 0.025 or $0.099 > 0.025$. There is no competency difference of the students between before taking the class using formeaning strategy and the ones before taking the class using conventional strategy.

The results of t-test on the pretest and posttest of control group can be stated that the difference of average posttest score and pretest one of control group students is 73.90:62.55. The average difference is $73.90 - 62.55 = 11.35$ or 18.14 % higher. The data indicate that there is an increase of pretest average and posttest average of the students who were taught poetry writing using conventional strategy. From the result of analysis, it was found that the sig. score (2 tailed) = 0.00. The difference is significant because sig. (2 tailed) 0.00 is lower than 0.025. Therefore, it can be stated that there is a significant difference between the competences of the students after being taught using conventional strategy.

On the other hand, the results of t-test of pretest and posttest of experimental group indicate that the difference between pretest and posttest average scores of students of experimental group is 80.61:65.89. The difference of average is $80.61 - 65.89 = 14.72$ or 22.34 % higher. Therefore, it can be stated that there is an increase of average score of pretest and posttest of the students taught poetry writing using formeaning response. The result of analysis indicates that the sig. score (2 tailed) = 0.00. The difference is significant because sig. 0.00 is lower than 0.025. Therefore, it can be stated that there is a significant difference of the students' competence after being taught using formeaning response strategy.

The results of data analysis indicate that the difference of posttest average score of experimental group and control group is 80.61:73.90. The average difference is 6.711. From the analysis, it is found that sig. (2 tailed) = 0.002. Therefore, it can be stated that there is a significant difference between experimental group and control group because sig. calculation is lower than 0.025, namely $0.002 < 0.025$. It can be concluded that there is a competency difference between the students taught using formeaning response strategy and the ones taught using conventional strategy. Thus, the alternative hypothesis (H_a) stating that "Formeaning response strategy affects the competence of students in poetry writing at Grade VII of Junior Secondary School No. 1 Palembang" is accepted and it is statistically proven.

Discussion

Based on the results of data analysis, the proposed hypothesis is accepted. The hypothesis test was done to find out the average of learning score of the students taught using formeaning response strategy and the average of that of the students taught using conventional strategy at Junior Secondary School No. 1 Palembang. This is intended to find out whether there is an effect of formeaning response strategy on the students' competence in writing poetry.

The results of pretest scores of the two groups of students (experimental and control group) indicate that most of them did not have competence in poetry writing. When the teacher asked if they ever expressed themselves in form of poetry at the first meeting, some students said that they never wrote poem. At elementary school, they were never assigned to write poem by their teacher.

The average score of students of experimental group after being taught using formeaning response strategy is 80.61 while the average score of students of control group after being taught using conventional strategy is 73.90. It means that the score of the students taught using formeaning response strategy is higher than the score of the students taught using conventional strategy. Based on the t-test, it is found that sig. (2 tailed) is 0.002 meaning that the value is lower than 0.025. It means that the H_a is accepted. It means that there is a difference in the competence of poetry writing between the learning results using formeaning strategy and the learning results using conventional strategy and it is statistically proven.

Basically, there is a similar step of teaching between the formeaning response strategy and conventional strategy, especially, when the students are asked to write poem during the teaching and learning process. Therefore, logically, it can be accepted if the two strategies are able to improve the learning of the students in writing poem. This can be seen from the average score of posttest of the students of control group which is higher than the average score of pretest. The average score of pretest of control group is 62.55 while the average score of posttest of control group is 73.90. It means that there is an increase of 18.14%.

In line with that, the average score of posttest of the students of experimental group is also higher than the average score of pretest. The average score of pretest of experimental group is 65.89 while the average score of posttest is 80.61. It means that there is an increase of 22.34%.

The results indicate that both poetry writing instruction using formeaning response strategy and poetry writing using conventional strategy are able to improve the learning results. Basically, the students are able to participate in the poetry writing instruction focusing on the process of the poetry writing itself even though there are some other activities that make the two strategies different.

The key activities that make the formeaning response strategy and conventional strategy different in this study are that the students did paraphrasing on the poem they read by adding the words appropriate with the lines of the poetry. This is done because there are many words in the poem which were inserted by the poets. In this activity, the students have media to make them easy to understand the poem.

In addition, the activity of identifying and giving meaning to the words contenting metaphor develops the awareness in the students of the importance of activity of choosing dictions in the process of poetry writing. The activity of providing meaning to the poem read through role-play is very important to internalize the poem in the students themselves. Therefore, it is very appropriate that Kellem proposes an idea that the teacher should use formeaning response strategy in the process of learning poem. The results of this study supports the ide of Kellem (2009:17) who states "By studying poem with the Formeaning Response approach, students are attending to the language of a poem, using that linguistic evidence to discuss the poem, and relating the themes to their own ideas and lives."

Conclusion and Recommendation

Based on the result of the study, data analysis, and discussion presented above, it can be concluded that there is a significant different between learning results of students taught using formeaning response strategy and learning results of students taught using conventional strategy. This is supported by the learning results average of the students from both

experimental and control groups. The learning results of the students taught using formeaning response strategy is better than the learning results average score of students taught using conventional strategy, namely, $80.61 > 73.90$ with the significance of $0.002 < 0.025$. It means that the hypothesis stating "Formeaning response strategy affects the competence of the students of Grade VII of Junior Secondary School No. 1 Palembang" is approved.

Based on the results of the study, some suggestions are made as follows:

Teacher can use formeaning response strategy in the process of poetry writing instruction. The formeaning response strategy involves some activities asking the students to understand the poem they read intensively before they write the poem. Therefore, the students are introduced to the activities that require them to discuss the elements of linguistics features found in the poem in the process of understanding the poem. Then the students move to the activities that require them understand the poem based on their view and background knowledge. Furthermore, there is an activity that requires the students to do role-play and to discuss the characters found in the poem, at least it does not create different situation in the process of poetry instruction.

Formeaning response strategy consists of some activities and it looks time consuming. The teacher is recommended to use this strategy by integrating it with the activity of play. In addition, the teacher should select narrative poems contenting story so that it is easy to be done by the students for role-play.

Even though the formeaning response strategy has some advantages in the process of poetry writing, the teacher should always consider the importance of theory related to the poetry writing.

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- 17.

The following table indicates the result of pretest of experimental group and control group using independent samples test found the program of SPSS 18.

Table of t-test Results of Posttest of Experimental Group and Control Group.

Statistics Group

	Score Group	N	Mean	Std. Deviation	Std. Error Mean
Final Test Score of Control Group and Experimental Group	1	29	73.90	7.570	1.406
	2	28	80.61	8.297	1.568

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
				T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
Final Test of control and experimental group	Equal variances assumed	1.874	.177	-3.192	55	.002	-6.711	2.102	-10.924	-2.497
	Equal variances not assumed			-3.187	54.12	.002	-6.711	2.106	-10.932	-2.489