

**LEARNING TO WRITE POETRY FOCUSING ON PHYSICAL
ELEMENTS USING ARCS MODEL FOR CLASS X SMA
STUDENTS**

ABSTRACT

This research was conducted to determine the ability of researchers in planning, implementing, and assessing learning to write poetry using the ARCS model in class X SMA students; knowing the ability of class X SMA students in writing poetry before and after using the ARCS model; as well as knowing the effectiveness of the ARCS model used in learning to write poetry in class X high school students. This research is motivated by the low ability of students in learning to write, especially in poetry writing material, paying attention to the building blocks. The method used in this study is an experiment with a quasi-experimental design. Data collection techniques used include literature review, observation, and tests. Meanwhile, the results of the research are: first, the ability of researchers in planning learning gets a score of 3.98 in the very good category, and the ability of researchers in carrying out learning gets a score of 4 in the very good category. Second, the ability of students in learning to write poetry focuses on physical elements in the experimental class with an average pre-test result of 47.5, increasing to an average post-test result of 85. Based on the Wilcoxon test, it proves the Asymp value. Sig. (2-tailed) of 0.000 is less than 0.05, then H_0 is accepted. Third, the effectiveness of the arcs model in learning to write poetry focusing on the physical element got an increase in the experimental class by 49 and in the control class by 33. Based on the mann whitney test, it proved the value of Asymp. Sig. (2-tailed) of 0.020 is less than 0.05, then it is accepted. Based on the results of the study, the researchers concluded that learning to write poetry focused on physical elements using the arcs model for students of class X SMA successfully.

Keywords: *Learning to Write Poetry, Physical Elements of Poetry, ARCS Model*