LEARNING TO WRITE POETRY ORIENTED ON THE RELATIONSHIP OF IDEAS AND DICTION WITH THE CONCEPT MAP MODEL FOR PHASE E STUDENTS AT SMA PASUNDAN 7 BANDUNG

ABSTRACT

The low ability of students to write poetry is the background of this research. Many factors influence this, including the selection and use of inappropriate teaching models, which make learning monotonous. The objectives of this study are as follows: (1) to describe the application of the Concept Mapping model on the ability to write poetry oriented towards ideas and diction of Phase E students at SMA Pasundan 7 Bandung; (2) to describe the students' ability to write poetry oriented towards ideas and diction before and after using the Concept Mapping model; (3) to describe the difference in students' ability to write poetry oriented towards ideas and diction using the Concept Mapping model compared to the expository model. The method used in this research is a quantitative experimental method with a quasi-experimental design. The data obtained comes from the pre-tests and post-tests of the experimental class and control class of Phase E students at SMA Pasundan 7 Bandung.The results of this study show that there is an improvement in the ability to write poetry oriented towards ideas and diction using the Concept Mapping model, with the average score increasing from 51 to 90. The results of the paired t-test are 0.00, which is less than 0.05, indicating a significant difference between the pre-test and post-test of the experimental class. Additionally, the Concept Mapping model is more effective than the expository model in teaching poetry writing oriented towards ideas and diction. This is evidenced by the results of the independent t-test, which show significance values of 0.001 and 0.002, meaning these values are less than 0.05. Furthermore, the n-gain score of the experimental class using the Concept Mapping model is 78, which falls into the effective category, while the n-gain score of the control class using the expository model is 33, indicating that it falls into the ineffective category.From these results, it can be concluded that students' ability to write poetry oriented towards ideas and diction using the Concept Mapping model is better compared to using the expository model. Thus, the use of the Concept Mapping model is more appropriate than the expository model for teaching poetry writing oriented towards ideas and diction.

Keyword: Concept maps, diction an ideas, writing poetry