



The implementation of cooperative learning in creative writing training

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Abstract

Teaching creative writing such as poetry takes a variety of specific strategies. Thus, writing poetry in schools involves a lot of obstacles and pupils of Indonesian Junior High School (SMP) of tend to be avoided. This research was conducted with the Cooperative Learning; it is such a series of activities in writing the poems that provided greater opportunities for pupils to perform the process of writing. The application of this strategy had a high effectiveness compared to other methods in the process of writing poetry by pupils.

Keywords: cooperative learning, writing skill, poetry

Introduction

In language acquisition, there is need for learning to write. In Indonesia Junior High School Curriculum has some language teaching goals. One of the language skills is writing. Through writing skills, pupils can pour ideas, thoughts, feelings, experiences, both their own experiences and the experiences of others. The meticulous expressions of these things are a manifestation of ability to write. Additionally, writing creative poetry is one of the skills of literary appreciation that must be acknowledged by Junior High School pupils. In the curriculum of Indonesian or Bahasa, the material of writing creative poetry is presented in the Indonesian Junior High School (SMP) level; Through writing the most interesting personal experiences in the form of poetry encourages pupils.

Creative Writing is the study of writing (including poetry, fiction, drama, and creative non-fiction) and its contexts through creative production and reflection on process (Pawliczak, J., 2015) [6]. Creative Writing Poetry is one of the skills of the field of literary appreciation that must be acknowledged by junior high school pupils. However, Hyland (in Xerri, 2013) [10] indicates that the teaching of creative writing is underpinned by "the basic assumption that all writers have similar innate intellectual and creative potential and simply require the right conditions to express this. Writing poetry makes use of all three of these intellectual skills, in both the writer composing the poem, and in the audience appreciating the writer's synthesis, analysis, and communication (Cubukcu, 2010) [3].

In Bahasa curriculum, material of writing creative poetry is taught in junior high school, i.e. writing the most interesting personal experiences in the form of poetry or short stories. However, in fact learning to write poetry in schools is still a lot of obstacles and tend to be avoided. Due to poetry wiring is a creative expression, the expression of a soul that focuses impressions. Impressions can be gained through experience and environment. Therefore, the assumption that writing poetry is an already difficult activity should be eliminated, especially for junior high school. Pupils should have been able

to reflect in their mental operations with symbols. That is, they can express thoughts and feelings that exist themselves in the form of poetry. However, the reality of the field shows that there are still many pupils who have not been able to perform these activities optimally.

Writing learning poetry can happen effectively if the teacher can implement learning strategies that can provide opportunities for pupils to be more active, creative, and innovative. One of the learning strategies that refer to creative writing learning is a Cooperative Learning. Cooperative Learning is a series of activities in learning to write poems that provide greater opportunities for pupils to perform the process of writing, since the process of finding the object of writing to publishing. This strategy is assumed to have a high effectiveness compared to other methods in the process of writing poetry by pupils. Many problems pupils face when pouring ideas, thoughts, feelings and experiences in poetry. In language, there is need for learning. Simply, the term meaningful learning is as "an effort to provide learning for a person or group through various efforts, strategies, methods and approach towards achievement with the purpose that has been planned". Learning can also be viewed as a programmable teacher activity in instructional design to make pupils learn actively that emphasizes learning resources. One of the language skills is writing skills. Through writing skills, pupils can pour ideas, thoughts, feelings, experiences, both their own experiences and the experiences of others.

The problems can be identified as follows:

1. The difficulties of pupils put forward ideas, feelings, experiences, in the form of poetry,
2. The difficulty of pupils writing poetry with certain strategies that can help him in writing thoughts, feelings, and experiences in the form of poetry,
3. Low ability of pupils in writing poetry.

Theoretical Review

Cooperative Learning Strategy

1. The Understanding of Cooperative Learning

Contextual based learning is an alternative to creating innovative creative poetry writing lessons because, with the contextual approach of student involvement opportunities in the learning process is very dominant. Cooperative learning can be meant learning together, helping each other in learning and ensuring that everyone in the group achieves a predetermined goal or task. Acikgoz (in Altun, 2015) ^[1] defines cooperative learning as working of pupils in small groups and helping each other in the learning process. The group's success depends on the capabilities and activities of group members, both individually and in groups. Cooperative learning is a set of strategies specifically designed to encourage pupils to work together during the learning process. Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among pupils from pre-school through to tertiary level and across different subject domains (Gillies, 2016) ^[4].

Cooperative learning model is one of the learning modes that put pupils as subject of learning (student oriented). With a democratic classroom atmosphere, each of which will provide opportunities for greater opportunities in maximizing pupils' potential. Cooperative learning is an approach or a set of strategies specifically designed to encourage learners to work together during the learning process.

Cooperative learning model is developed to achieve learning outcomes in the form of academic achievement, tolerance, acceptance of diversity, and the development of social skills. To achieve the learning outcomes cooperative learning model requires cooperation and interdependence of learners in the structure of task, objective structure, and reward structure it. The task structure relates to how the assigned tasks can be well organized by learners. The objective and reward structures refer to the cooperation in the group or competition required to achieve the desired goals or rewards.

2. Characteristics of Cooperative Learning
Argues Tran (2014) ^[8] that there are elements of the elements in cooperative learning, namely.

a. Positive Interdependence

In cooperative learning methods, teachers are tasked to encourage pupils to interact with each other and emerge a sense of mutual need which is also positive dependence, for example, interdependence to help with the task.

b. Individual Accountability

Cooperative learning method is also intended to determine the ability of pupils individually on the absorption of the material. Assessment results are then submitted by the teacher to all members of the group, so that the group knows who needs help in learning. The value taken is the overall average group value. So, the average value of the group that will become the benchmark of student mastery individually.

c. Face to face Interaction

With this method, pupils can meet face to face and interact directly. This will be more helpful when discussing.

d. Social Skills

This method also establish relationships among pupils well, to train the cohesiveness of fellow classmates. The teacher can

rebuke when there are pupils who cannot be united by the group.

e. Group Processing

Processing means judging from the activities or work of group members. This is done to monitor and improve the effectiveness of group work in its contribution to group tasks.

Poetry Writing Skill

Poetry is universal and global so it connects people. It is a vehicle for expression on a wider horizon. Poetry requires concentration and attention both which usually pupils did not adhere on (Mittal, 2014) ^[5]. From the opinion of the experts above, it can be concluded that the ability to write a poem is the ability to express the feelings, ideas of something experienced, felt, heard, and see. Everything is written in the form of poetry by considering the accuracy of word choice, use of figure of speech, piracy, and beauty of language.

According to Department of Education and Culture (2007: 107) ^[2], ability is said as strength, power and reality. Taringan (2010: 14) ^[10] says that writing is to lower or depict graphic representations that describe a language that one understands so that others can read the graphic symbols, if they understand the language and graphic representation. According to the Department of Education and Culture in the Great Indonesian Dictionary, the third edition (2007: 903) states, poetry is a variety of literature whose language is bound by rhythm, mantra, rhyme, and the preparation of arrays and stanzas or the composition in the chosen language and carefully lay out so as to sharpen people's awareness of the experience and arouse special responses through sound arrangement, rhythm, and special meaning. 1. Poetry Writing Steps.

To write a poem must first know the steps in writing poetry. The steps of writing poetry are as follows:

- a. Theoretical Basis: The theoretical basis of composing poetry is not much different than writing fiction.
- b. Practice: The theme is the subject of a poet's wish. The subject matter that can be raised to the theme.
- c. Determining Purpose: The goal in a poem is a mandate to be conveyed by the poet.
- d. Creating a Framework: As for some stages in the framework of writing poetry, such as:
 - Which of the verses is the introduction
 - Which of the verses is the core
 - Which of the verses is the cover
 - Searching and collecting words to be used
 - Selecting and defining the words to be used that match the theme and purpose.
 - Constructing and selecting words can be roughly coupled in lines and stanzas.
- e. Giving Poetry: There are stages of this meaning of a poem are determined so that events or even the way the story and the atmosphere can be easily imagined.
- f. Setting the rhythm: At this stage the words in the line or verse of the poem begin to be arranged in such a way that it becomes a rhythm.
- g. Turning Poetry: For poetry to feel more alive in accordance with the desired atmosphere, then the steps that can be taken by choosing a particular master.
- h. Review: Once the series of steps are covered, it is

necessary to review them in order to improve the work of the poem.

- i. Model of poetry writing in operational activities: At this stage pupils are invited to place words on the verses in accordance with the established framework
- j. Implementation in writing poetry.

Things to Look For in Poetry Writing

Waluyo (2002: 103) ^[9] explains that there are things that need to be considered in writing poetry are as follows:

- a. Poetry is created in an atmosphere of peaceful feeling that demands a spontaneous and dense soul. In poetry, a person speaks and expresses himself expressively.
- b. The author of the poem should be based on the problem or various things that touch the author's own consciousness. The theme we write for poetry should depart from the typical self-inspiration, as small and simple as any inspiration.
- c. In writing poetry we think about how to deliver it. How to convey the idea or feelings in the poetry is called the style of language or style of figure of speech. The style of language is the composition of words that occur because of feelings that arise or live in the heart of the author and able to cause a certain feeling in the heart of the reader. The style of the language can make the sentences in the poem come alive, move, and stimulate the reader to give a specific reaction and contemplate what the poet expressed.

3. The use of language style in poetry writing.

According to Henry Guntur Taringan (2010: 53) ^[10], an Indonesian expert explains that figure of speech is divided into four parts. The style of language is referred to as follows:

1. Comparison Figure
2. Conflict Figure
3. Linkage Figure
4. Iteration Figure

Conclusion

Data obtained give the conclusions;

1. Implementation of the Cooperative Learning activities resulted in the schemata for pupils about the theme and object that were written into poetry. In addition, the activities undertaken in the poetry model written with cooperative learning made pupils had great opportunity to express their experiences.
2. The Cooperative Learning was modeling the intended creative writing to provide a more in-depth solution to pupils. Their literary products in the form of poetry, thus, gave them a way to express feelings, ideas to something experienced, felt, heard, and see. Through their literary products such as poetry, pupils experienced the accuracy of word choice, the use of figure of speech, piracy, and the beauty of language.

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