The Effectiveness of Constructivism Methods in Learning to Write Poetry on English and Literature Department of Adab and Humanities Faculty of UIN Alauddin Makassar

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ABSTRACT

This research aims to investigate the effectiveness of constructivism method in teaching how to write poetry in English and Literature Department, Faculty of Adab and Humanities, UIN Alauddin Makassar. The research focuses on how constructivism enhances student engagement, creativity, and understanding in the poetry writing process. Using questionnaires and observations, the research measures students' perceptions, participation and creative outputs after applying constructivism method in the classroom. The findings indicate that the majority of students feel more actively involved and motivated to write poetry using this method. Furthermore, students show significant improvements in their ability to express ideas, explore poetic techniques, and develop personal writing styles. Constructivism also fosters collaborative learning and critical thinking among students, leading to more dynamic and creative poetry production. The research concludes that constructivism is more effective than traditional teaching methods in enhancing students' poetry writing skills, and it is recommended for broader implementation in poetry and creative writing courses.

Keywords: constructivism, poetry writing, student engagement, creativity, teaching methods

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki efektivitas metode konstruktivisme dalam pengajaran penulisan puisi di Jurusan Sastra Inggris, Fakultas Adab dan Humaniora, UIN Alauddin Makassar. Penelitian ini berfokus pada bagaimana konstruktivisme meningkatkan keterlibatan, kreativitas, dan pemahaman mahasiswa dalam proses penulisan puisi. Dengan menggunakan kuesioner dan observasi, penelitian ini mengukur persepsi, partisipasi, dan keluaran mahasiswa kreatif setelah menerapkan metode konstruktivisme di kelas. Temuan menunjukkan bahwa mayoritas mahasiswa merasa lebih aktif terlibat dan termotivasi untuk menulis puisi menggunakan metode ini. Lebih jauh, mahasiswa menunjukkan peningkatan yang signifikan dalam kemampuan mereka untuk mengekspresikan ide, mengeksplorasi teknik puisi dan mengembangkan gaya penulisan pribadi. Konstruktivisme juga menumbuhkan pembelajaran kolaboratif dan pemikiran kritis di antara mahasiswa yang mengarah pada produksi puisi yang lebih dinamis dan kreatif. Penelitian ini menyimpulkan bahwa konstruktivisme lebih efektif daripada metode pengajaran tradisional dalam meningkatkan keterampilan menulis puisi mahasiswa dan direkomendasikan untuk implementasi yang lebih luas dalam matakuliah puisi dan penulisan kreatif..

Keywords: konstruktivisme, penulisan puisi, keterlibatan siswa, kreativitas, metode pengajaran

INTRODUCTION

Education is a potential learning medium for human resources. Education is an achievement-oriented system. A learning system is shaped by learners, educators, interaction between educators and learners, and educational content. Integrating environmental education and educational elements is crucial for achieving education objectives. Education plays a crucial part in achieving the potential of education. Education has a crucial role in shaping national identity.

Increased student potential can foster critical, creative, logical, systematic, and argumentative thinking skills. An effective education system can achieve desired outcomes. However, good teaching and learning methods can enhance education by providing deeper knowledge and endless potential.

A key factor in effective learning is using suitable teaching and learning techniques. Educators must carefully select and implement effective teaching strategies that align with learning material. Educators can utilize this poem style to teach constructive learning. However, the first author of the poem reveals the type of learning before explaining this approach.

Studying poetry is part of language study. Learn abilities such as listening, speaking, reading, and writing (Tarigan, 2004: 2). There is an integrated relationship between the skills. On this occasion, the study focuses on writing skills. Writing poetry is crucial in teaching English as it requires pupils to use various linguistic abilities to communicate their emotions. It requires knowledge, inner awareness, and imagination to do this. However, students may find it less appealing to learn poetry due to difficulties in expressing ideas, starting words, and mastering the skill.

Teachers should transfer knowledge to help students overcome challenges and make learning poetry engaging to improve their ability to produce poetry. Education may aid human resource learning. Education aims to succeed. Learners, educators, educational interaction, and content or education material shape the learning system. To attain education goals, environmental education and educational aspects should be blended. Education is crucial to developing and realizing its potential. Education also shapes national identity.

Students with more potential can develop critical, creative, logical, systematic, and argumentative thinking skills. An effective education system can also achieve educational goals. However, employing the right teaching and learning method increases efficacy and education's understanding and endless potential. Applying appropriate teaching and learning techniques is key to learning effectiveness. Teachers must be careful while choosing and executing teaching strategies since they must be relevant and aligned with learning material. Teachers can employ effective methods, like this poem-based Constructive learning method.

Before explaining this strategy, the poem's original author reveals what kind of learning. Learning poetry is part of language study. Learn hearing, speaking, reading, and writing (Tarigan, 2004: 2). An integrated skill link is formed. This time, writing skills are the focus of this study. Next, composing poetry is vital in teaching English because students use all their language skills to communicate their feelings. This requires knowledge, inner awareness, and imagination. However, students often find it difficult to write fluid poetry, find ideas early in the writing, and start the words, as well as lack the talents and interests to master the skill of writing poetry. To improve students' capacity to create poetry, teachers should be

able to transmit knowledge to various approaches that can assist students overcome these challenges and make learning to write poetry fascinating.

Based on the background description above, the main problems that are the focus of the research can be formulated, namely:

1) Can learning to write poetry with constructivism method improve student's writing ability?

2) How the effectiveness of learning to write poetry with constructivism method?

The objectives to be achieved in this research are:

1). To determine the improvement of student's writing ability of Adab and Humanities Faculty of UIN Alauddin Makassar by using constructivism method.

2). To determine the effectiveness of constructivism method in learning to write poetry.

The research on the effectiveness of the constructivist method in poetry writing instruction at the English Language and Literature Department, Faculty of Adab and Humanities, UIN Alauddin Makassar has several important benefits. Theoretically, this research can contribute to the academic literature on the application of constructivist methods in language and literature education, particularly in creative writing. Practically, the results of this research are expected to provide insights for lecturers and teachers to improve more effective and interactive teaching methods, as well as to help students develop their poetry writing skills in a more creative and participatory manner. In addition, this research can also serve as a reference for other educational institutions that wish to implement a similar approach in their curriculum.

LITERATURE REVIEW

Constructivism Learning Theory: A Teaching and Learning Paradigm by Bada and Steve Olusegun (2015) Constructivism learning theory is discussed as a teaching and learning paradigm. Psychology's constructivism describes how humans learn. It applies directly to education. According to the principle, humans learn from their experiences. Basic constructivist learning environment characteristics and theory concepts were covered. This article listed seven constructivist learning environment educational goals and six benefits. Tables show significant discrepancies between traditional and constructivist classrooms. The concepts and consequences of constructivism for teaching and learning were also examined. The study found that constructivist teachers encourage students to constantly analyze how the activity is helping them comprehend and that teachers must reflect on their practice to implement these ideas.

Andang Suhendi and Purwarno (2018): Constructivist Learning Theory: Foreign Language Learning and Teaching This paper examines Dewey's constructivism. This study's fundamental topic is Dewey's theory in Jia (2010). Constructivism philosophy is not new to Indonesian education. This study shows that constructivism builds individual and social knowledge, per Dewey. Learning is the essence of constructivism theory. Jia (2010) quotes Dewey as saying knowledge is uncertain. Knowledge must be applied since it interprets reality. This study uses a case study to validate its findings (Kothari, 2004). Thus, this study aims to (1) illuminate constructivism schools and (2) clarify constructivism's ideas and language teaching contributions in the classroom. Constructivism improves student capacity by sparking curiosity about new topics. Students can also learn to design and build for their requirements.

Science Teaching with Constructivism by Cavide Demirci (2009) This research seeks to determine if constructivist learning approach and conventional training strategy groups differ significantly in accomplishment and retention scores. Population or sampling group processes were not specified because experimental research was treated. Sixth-graders from Yunus Emre Elementary School in the city center were selected for the study in spring 2005-2006. Pre-test scores of experimental and control groups and scientific lesson fall term scores of sixth class

were examined to choose two classes. Randomly selected 6-A and 6-B classes were the experimental and control groups. This research used the "Pretest, Post-Test with Control Group Design" to quantify the primary and secondary subproblems.

Relevant concepts or theories (for analysis) Constructivist communication theory was developed. This idea states that reality is filtered through perception (Morissan, 2009:107). In constructivist theory, people act on mental concepts. Reality does not show the individual, but how people interpret it does. In Eriyanto (2004), George Kelly constructed a personal construct, which is the basis of constructivist theory. Interpretative sociologist Peter L. Berger and Thomas Luckman introduced constructionist. In communication studies, social construction theory falls between social facts and social definition (Eriyanto 2004: 13). Symbolic interaction and functional structure influence constructivism. According to this symbolic interaction perspective, humans actively and creatively respond to cognitive stimuli. Social reality is created relatively freely by individuals in the social process. Social reality is meaningful when produced and meant subjectively by another, stabilizing it objectively. Constructivism's Effects on Learning Personal and societal constructivism has several learning consequences. Among other implications (Suparno, 1997:61-69):

• Personal constructivism holds that knowledge is constructed by the meaning of reality, not by information accumulation. Educators cannot directly supply information, but pupils learn by experiencing reality or a particular thing. Students learn by transforming their cognitive structure. Thus, educators must supply knowledge in a concrete object, ask questions based on learners' experiences, or provide life experiences (values, conduct, attitude, etc.) to be used as meaning.

• The constructivist believes that knowledge is produced within the individual based on cognitive structures, which stresses personal effort in learning. For the learning process to go smoothly, the educator must appropriately assess students' cognitive progress. According to his understanding, educators should construct learning experiences that encourage children's cognitive framework to think and interact to learn. Students should learn from his experience but also emulate him. As much as feasible, experiences should be on the threshold between known and unknown information (Mukminan, et al., 1998: 44; Fosnot(ed), 1996:18-20).

• Due to both of the aforementioned, educators must give students a natural social-cultural experience. Content should be contextual, relevant, and based on local culture. Teachers cannot force irrelevant content on students. Coercion will only lead to rejection, boredom, or impair learning.

• Educators should allow students to explore challenges and answers individually and collectively to maximize mental power and actively shape new knowledge and meaning.

• Teachers should promote high-level cognitive tasks including classifying, analyzing, interpreting, forecasting, and concluding.

• Teachers creating assignments that allow pupils to solve problems individually and collectively to boost confidence in learning and personal responsibility.

• To make all parties feel responsible for knowledge development, educators should allow as much dialogue as possible between learners and educators. Give questions and activities on a topic to be solved, explored individually or together, then discuss, write, converse, and present to a buddy.

Constructionism According to Driver and Oldhamin Suparno (2001; 69), the constructivist method to learning involves many steps:

• Direction Students might build topic-specific motivation. Students observe the study topic.

• Elicitation Discussing, writing, and constructing posters help students convey ideas. Students can explain observations in writing, photos, or posters. Ideas for restructuring This case requires three restructuring ideas: a) clarification of ideas that contrast with ideas or

friends through discussions or the collection of other ideas, which can inspire a person to reconstruct the idea if it doesn't fit or become more confident when it does. b) create a concept. He discusses conflicting concepts that can't solve friends' questions. Experimentally examine fresh ideas. Ideally, the new idea should be tested with a fresh issue.

• Wide application of the principle. Students' ideas and knowledge must be used in different ways. This will provide a thorough, detailed understanding of students with all exceptions. ReviewHow the notion changed is determined by this process. Thus, knowledge of daily situations involving concepts or ideas owned by someone needs to be amended by adding a caption or making it more complete.

RESEARCH METHOD

In this classroom action research, researchers focus on lecturer and student activities and enhancing students' poetry writing skills. This study examines fifth-semester Literature Department students in 2019/2020. The fifth semester English Literature Department of Adab and Humanities Faculty of UIN Alauddin Makassar contains four 40-student sessions. The researcher will observe and interview 20 students from 4 courses for this study. This study instrument evaluates the constructivism approach for poetry writing at the Department of English and Literature, Faculty of Adab and Humanities, UIN Alauddin Makassar. After using constructivism, surveys and observations assess students' understanding, involvement, and inventiveness in poetry writing. The questionnaire uses a Likert scale to assess students' learning perspectives and poetry writing skills, while observations measure active engagement and interaction during learning. This instrument shows how constructivism improves pupils' poetry writing.

This study collected data through observation and interviews. Most qualitative research requires observation methods to get closer to the research object. According to Nasution (2001: 23), this observation aimed to notice the rational and actual without influencing, managing, or manipulating it. Thus, observation approach collects data directly from a source without manipulation. Interview approach is utilized. Interview technique is the dialog between interviewer and interviewee to gather information. The qualitative research interviewee shared expertise and understanding. Interviews allow two people to share knowledge and ideas through questions and responses, resulting in communication and shared meaning about a topic, according to Esterberg (2002). We use in-depth interviews. In participatory observation in-depth interviews, researchers immersed themselves in informants' life. Data analysis includes selecting and arranging data classification, decoding data and constructing data analysis, verifying and deepening data, and analyzing discussion results.

Discuss Plan Research begins with collecting Constructivism-based poetry, then recording their qualities and determining their meaning, which takes two weeks. Research and report writing with a 2-month deadline. Starting with classroom lectures and ending with research will take about 3 months.

FINDINGS AND DISCUSSION

The findings of this study indicate that most respondents have a positive view of the use of constructivism methods in learning to write poetry. The majority of respondents (more than 80%) agreed or strongly agreed that they understand the constructivism method and often use it in poetry writing classes. Furthermore, respondents felt that this method helped them understand the concept and techniques of writing poetry better, as seen from 86% who stated that the lecturer provided guidance according to the constructivist approach. As many as 83% felt actively involved in the learning process, while 76% stated that they were more creative in writing after using this method. This high level of agreement indicates that the constructivism method has succeeded in encouraging understanding and creativity in learning to write poetry. In addition, the constructivism method is also associated with increased motivation,

imagination, and self-confidence of respondents in writing poetry. As many as 88% felt that this method helped develop imagination and inspiration in writing, and 86% felt more confident in expressing ideas and themes after learning with this method. Discussion and sharing of ideas between classmates also increased, where 86% agreed that this method encouraged more frequent collaboration in the writing process. Overall, respondents were satisfied with the implementation of the constructivism method in poetry writing classes, and 88% even recommended this method to be used in similar classes in the future. This finding reflects the strong desire of students to maintain the constructivism method in poetry writing learning.

A questionnaire was used to find out how well the constructivism method worked for learning to write poetry. The results showed a few important points. Most of the people who answered said that the constructivism method made them feel more involved in the process of learning to write poems. There was a lot of agreement on questions about how the constructivism process makes people more involved and more motivated to write poetry. Many students thought that this method, compared to traditional methods, pushed them to be more creative and try new things when writing poems. The students also liked the help they got from their teachers, which was based on the constructivism method. They thought this method not only helped them understand what poetry was all about better, but it also helped them find their own style when writing poems. Many students liked that they could express themselves and talk with friends while writing poems, which helped them get better at both working alone and with others. Most of the people who answered agreed that the constructivism method was better for improving poetry writing skills than standard methods. It made them feel better to write and edit their own work, and they were better at coming up with poetry ideas and symbols. Along with this improvement came the thought that the constructivist method helped writers use their imaginations and get ideas for their work. Overall, most of the students who used the constructivist method to learn to write poems were very happy with it. They also said that this method should be used more often in other classes that teach poems and hoped that it would be used in the future. The outcomes show that the constructivist method helps students improve their creative writing abilities.

CONCLUSION

Based on the results of research on the effectiveness of the constructivism method in learning to write poetry in the Department of English and Literature, Faculty of Adab and Humanities, UIN Alauddin Makassar, it can be concluded that the constructivism method has a significant positive impact on student involvement, creativity, and understanding in writing poetry. Students feel more active and motivated during the learning process, and are able to develop a more personal and creative writing style. This method has also proven to be more effective than traditional learning methods in improving poetry writing skills, encouraging students to think critically, collaborate, and be more confident in expressing ideas and themes through poetry.

Based on these findings, it is suggested that the constructivism method continue to be used and developed in poetry writing learning at universities. Lecturers need to continue to encourage active student participation by facilitating discussions and creative explorations in class. In addition, this method can also be applied more widely in other literary learning, such as essay or prose writing, to provide a more interactive and in-depth learning experience. Further research can also be conducted to explore variations in the application of the constructivism method in various contexts of literature and language learning.

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