

CREATIVE WRITING POEM USING INTERACTIVE ACTIVITY

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ABSTRACT

Realizing that teaching writing poem is a difficult activity and the strategy applied by the teachers is less effective and tend to be informative and theoretical one, therefore this research should be conducted to make the teaching and learning literature more meaningful and give advantages for the learners. The problems that appear in the research are

1. How does the teacher implement the four-element response model in creative writing poem?
2. How is the students' response?

The research design used in this study was qualitative research . While the subject of the study was the fourth semester students which consisted of 20 students.. The instrument used in this research was questionnaires and observation. The open-ended questionnaire was designed in order that the students can decide what to say and how to say.

The finding showed that the teacher implemented the four-element response model in creative writing poem into 3 stages: a) pre activity with reconstruction, b) whilst activity: mental images and interacting on an affective level, and c) post activity with evaluating the element of poem. The activity in the creative writing poems were 1) reconstruction; determine and find out the object they were going to write, 2) mental imagery; the students were guided to image the object with many possibilities and also personify the chosen object, 3) Interacting on an affective level; combine the result of imagination with the meaningful work and asked to associate with their own life experiences. 4) Evaluate and publish their work. And the students' response toward the activity was positive. It can be seen that the students were very enthusiasm. The first indicator was the students can actively involve in the discussion from the beginning up to the end . Another indicator was that they can express their feeling, emotion and imagination freely into their work of writing poem.

INTRODUCTION

Literature is one of the subjects in English Department of Faculty of Teacher Training and Education, University of Muhammadiyah Malang. It consists of Introduction to Literature, Poetry, Prose and Drama.

Poetry as one of literary subjects provides the students not only about knowledge of literature but also ability to appreciate and to create. Creative writing poem is one of the skills in appreciating literature that the students should master. Teaching creative writing poem closely related to practice sharpen feeling, imagination, thought, and have sensitivity toward society, culture and surrounding.

Chomsky (in Whiteson, 1996: vii) has said on various occasion **and gives advice to English**

language teachers, that they should surround learners with the best examples of language available that is literature. They can integrate the arts, specifically literature, into their teaching, and give the students excellent opportunities to express themselves in the target culture. Also Marcuse, the philosopher (in Kushner, 1994) , says, "Art cannot change the world, but it can contribute to changing the consciousness and drives of the men and women who could change the world" . It is time to treat our students as the kind of people who can change the world .

Meanwhile, the result of the researcher's investigation on Poetry class to the fourth semester students of English Department University of Muhammadiyah Malang (Wahyuni, 2007) was revealed that students ability in writing poem was

still low. Even they had perception that reading and writing poem were a difficult activity. They got difficulty in expressing their feeling, idea and emotion in a poem. Moreover, the students were lack of vocabulary because they were not accustomed to explore their thought and imagination into a poem.

Furthermore, the researcher found another factor that caused the students had low potential in writing poem was perhaps ineffective teaching or inappropriate strategy used by the teacher in teaching learning Poetry. The fact that the teacher still had tradition of teaching that is the teacher's role is basically that of instructor and knowledge transmitter. Thus, the teaching approach in literature class is mainly lecture-based with teacher-centered transmissive models. Because of this, there are very few classroom activities that are learner-centered. The approach thereby ignores the learners' potentials and resources in expressing their feeling openly. In contrast, teaching creative writing poem tends to informative theoretic than productive appreciative.

So far, many educators believe that if teaching literature fails to enhance today's classroom, it is not the fault of the literature or the learner, but rather of the teachers and the strategies and approaches they used. This statement is supported by Brandes and Ginnis (1986: 12) "Learning what is meaningful and relevant depends partly on what is taught and partly on how it is taught". It means that teachers should find ways to make the teaching and learning literature more meaningful. One of the alternative ways to make the students actively involved in the teaching learning process is by applying four-element response model.

Interactive activity with four-element response model is a kind of open-ended approach in which the class divided into four groups with each group being assigned a different task. This approach will engage the learners in the process of interacting with the text material. Most learners will be actively involved in the discussion. Above all, this approach makes the material meaningful.

The above facts and conditions then become the basis of choice of the problems in this research.

Realizing that teaching writing poem is a difficult activity and the strategy applied by the teachers is less effective and tend to be informative and theoretical one, therefore this research should be conducted to make the teaching and learning literature

more meaningful and give advantages for the learners. The problems that arise in the research are

1. How does the teacher implement the four-element response model in creative writing poem?
2. How is the students' response?

RESEARCH METHODOLOGY

Research Design

Qualitative approach is considered appropriate used in this study. As Nunan (1992) says that if the study concerns with understanding of human behavior from the frame of reference the qualitative method can be applied.

Subject of the Research

The subject of the study was students of English department, especially semester four who were taking Poetry Class. The researcher took class E as the subject of the research which consisted of 32 students.

Research Instrument

The instruments used to collect the data in this research are pictures, observation, questionnaire and students' work.

Data Collection

1. Developing the research instrument
2. Validating the research instrument with the peer researcher
3. Adminstrating the research instrument to the subject of the study.

Data Analysis

After the data taken from observation and questionnaire collected, it will be analyzed descriptively. The procedure of data analysis can be described as follows.

1. Organizing the data from the students' questionnaire and observation

2. Generating categories: identifying and checking
3. Drawing verification

FINDING AND DISCUSSION

This section presents the research findings based on the result of analysis of the collected data and the application of the research methodology as described in previous session.

Research Finding

The findings in this study are presented in reference to answer the problem as stated in the previous chapter a) how the lecture implemented four-element response model in creative writing poem, and b) the students' response after having activity using four- element response in creative writing poem.

The Teacher's Ways of Applying the Interactive Activity with Four-Element Response in Creative Writing Poem

The total number of students who participated in Poetry class were 32. Before applying the four-element response model firstly, the teacher divided the class into 4 groups (A,B,C,D,) in which each group consisted of 8 students, and being assigned a task. Every group had different activities.

In the first meeting the teacher asked the students to discuss the object they had chosen.. The group activities were divided into two stages. *Stage 1 (one) consisted of 2 activities.*

a. Pre activity

The teaching learning process was started with brainstorming. The brainstorming was given to raise the students' schemata about the object and theme they were going to write in a poem. Beside that the activity was done by giving explanation to the students about the process of creative writing poem with four-element response model . The purpose of giving the model was to deliver the understanding deeply about the literary product that was poem. Therefore, the

students will have knowledge and concept about poem clearly. This activity was called *reconstruction*.

The teaching learning process was conducted firstly by asking the students to find and determine the object they would be written into a poem. To decide the object, the lecturer had already prepared many pictures and things that can be selected by the students. Otherwise, the students were also given freedom to select and find the object, especially surrounding the campus. This activity was conducted cooperatively because the purpose was to develop social sensitivity and cooperative attitude among students.

Every group selected the object based on the consensus of every group. There were groups that selected things brought by the lecturer such as pen, book, doll, and many kinds of pictures. On the other hand, other groups also chose the things from the surrounding of the campus like flower, water, leaf, etc.

b. Whilst Activity

The next activity was the stage of imaging the object. In this stage the students were guided to image the object with many possibilities and also personify the chosen object. Nevertheless, there were also some students do imagination by making comparison. Here, the lecturer gave some questions to the students to dig their imagination and creative idea. This activity was considered as *mental imagery*.

The next activity was the stage of *Interacting on an affective level*. This stage was to combine the result of imagination with the meaningful word. Here, the students were asked to write many words or group of sentences that related with the result of imagination toward the object.

Furthermore, after the students wrote many words or sentences related to the object, the next activity was to summarize and develop the words into the lyrics. After that, the words will be added with other words to construct to be sentences. Those sentences then became the lyrics of the poem, that were being composed into stanzas.

Stage 2 (two) consisted of 1 activity.

c. Post activity

The post activity was conducted in the second meeting. On the second stage the students were sharing ideas of responses to an object.

Here, the teacher divided the learners into five new groups, so that each group will have a member with different information.

The students started the discussion by making draft of the poem combining, arranging and correcting the lyrics they composed to be an integrated poem. After all were finished, then every students published his/her work by giving interesting illustration and gave it to the lecture for evaluating. Those who had beautiful work with interesting illustration and appreciation will be put on the wall magazine. This activity is called *evaluating the element of narration*.

After the students had finished doing their works in groups, in the following meeting the teacher instructed every student to compose his/her own poem based on his/her understanding. He/she was free to select the theme or topic. Here, every student started to practice creative writing poem individually. He/she can express his/her emotion and feeling into the work. He/she also can select the illustration or background of picture based on the theme or topic she/he had chosen.

Here are some examples of the students' poem.



Picture 1. Here are some examples of the students' poem

Based on the poem the students wrote we can see that they could apply the theory they got from the discussion in groups by using four-element response model. The composition of the poem was free or outside the bounds of normal professional, and technical forms of literature.

The Students' response after having activity of creative writing poem using Four-Element Response model

After having the activity, the researcher distributed questionnaire to some students randomly. It was 10 students who gave responses in the activity.

When the lecturer gave them questions related to their participation in the discussion, all students said that they could involve wholly the discussion and share the opinion each other. They also said that the discussion using four-element response model could help them understanding the poem altogether.

Even they could create the poem and express their emotion and feeling freely.

Meanwhile, based on the students' response toward the advantages of four-element response model in creative writing poem was positive. They said that they got many advantages such as learning togetherness although different ideas, it can complete each other, understand literature more clearly than individual activity, can express their feeling, emotion and imagination freely in their poem. The students also were very enthusiasm to participate in the discussion. The first indicator was that each student was actively involved in every stage of discussion. The second was the students' interest in this activity can be seen from the result of the poem they created. Most of them had interesting poem with different topic and theme. They also could create wonderful illustration with beautiful color which reflected their feeling and emotion in the works.

Discussion

After analyzing the data, the researcher found out that the implementation of four element response model in creative writing poem is positive and appropriate to motivate the students actively involve in the discussion at the very beginning of, and throughout the learning process. Based on the data

found that all the students (100 %) enjoyed the activity because it could make them actively involved, discussed and composed the poem. As Benton (1992) had altered to look for a more open-ended approach, "Four-Elements Response Model" so as to engage the learner in the process of interacting with text material in which in practice the class was divided into groups and each group being assigned a task. By doing the activity the literature subject becomes meaningful.

When the focus of teaching shift from a top-down teacher-knowledge approach to the participatory student-response approach, the meaning of literary text become personal through the spontaneous reaction and direct response of the learners.

Meanwhile the teacher's role in this activity was as mediator by encouraging learners to have direct and spontaneous interaction with the literary work by focusing on creative participation. She also helped the learners interact with the text more profoundly. The teacher's role as defined by McRae (1991: 97) is as intermediary between author, literary work, and receiver in order to open up a multi dimensional sphere of interaction.

The teacher also does not act as leader of the class, but class leadership emerges from within the group. Furthermore, teacher acts as independent participations within the learning-teaching group. Any unnecessary intervention on the teacher's part may prevent learners from becoming genuinely involved in the activities and thus hinder the development of their communicative skills.

SUGGESTION AND CONCLUSION

The research was intended to see the implementation of four-element response model in creative writing poem. The research has been conducted under the consideration that this approach was the appropriate instruction in Literature teaching. Not many teachers use this approach in their Literature teaching.

This section presents the conclusion of the research finding and suggestion for further researcher.

Conclusion

Based on the research finding, the writer can take several conclusions'

1. FERM is an appropriate way to create a communicative class, so the activity may be one of the alternative to be used at teaching literature . Because it offers activities to stimulate students active in class.
2. Teacher must have good preparation in the activity such as the materials and other sources, and also brainstorming for the students.
3. FERM places students as the subject or center in teaching learning process, so the students become the active processor at the class.
4. FERM will have colorful ideas in teaching-learning process because every students has freedom in expressing the ideas.
5. Teacher never limits students' opportunity when they want to deliver their own ideas, opinion etc.
6. The teacher does not as the main source in the teaching learning process because he/she encourage learners to have direct and spontaneous interaction with the literary work by focusing on creative participation.
7. By applying FERM , teacher lets the students reconstruct the object in the passage, presents their own mental images, associate with their own life experiences and evaluate the mechanics of the poem/narration
8. The importance of these activities is that there must be cooperation and preparation between students, and teacher.
9. The FERM activities give many advantages such as giving literature become more meaningful, the students active participate in class, force them to read much, and need preparation. This activity also cannot be applied in big class because the result will not effective and satisfied.

Suggestion

For Teacher

It is suggested for teachers to understand more about communicative way in teaching learning

process in order to develop the quality of teaching learning process especially related to literature studies. By creating the various activity in teaching learning process it will make the students get knowledge and experiences. Meanwhile working together in group make the learners come to realize that literature is not fossilized knowledge, but is a rich and vigorous resources that can be explored and used in their future study.

For Students

Hopefully students can involve in every activity in teaching learning process such as expressing their own mental images and associate their own experiences so that can develop their knowledge. Because interactive activities leads students as the active learners in the teaching learning process.

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