



# Poetry Writing Techniques Through Assisted Stratta Strategies Media On-Line Thematic Thesaurus Dictionary

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**Abstract.** Writing poetry offers students the opportunity to express themselves and potentially develop their abilities in critical reading. However, not all students are able to express their diction through poetry. Currently, the affordability of digital tools is an opportunity that can support and inspire the writing process. Therefore, the aim of this research is to describe how the Stratta strategy assisted by the On-Line Thematic Thesaurus Media can help students to write poetry. This research used a quantitative approach with experimental methods. This study used 22 middle school students as sample. The data collection tools used in the form of tests and questionnaires. Then the data was processed using statistical tests. The results of the research showed that the Stratta strategy assisted by the On-Line Thesaurus Thesaurus Media is effectively used in poetry writing learning. This was proven by the calculated results of the t-test which shows that the significance result of 0.0 is less than 0.05. In accordance with the t-test calculation criteria, if the statistical results are less than 0.05 then there is a difference. Furthermore, the results of the questionnaire by student representatives stated that the Stratta strategy assisted by the On-Line Thematic Thesaurus Dictionary media had a positive impact, such as providing inspiration, helping the word selection, developing imagination and improving motivation, interest and a good impression in writing poetry. The implications of the results of this research can be used as a reference for teachers and academic activists to be able to utilize the Stratta strategy assisted by the On-Line Thematic Thesaurus Dictionary in learning.

**Keywords:** Stratta Strategy, On-Line Thesaurus Dictionary, Poetry Writing Learning

## 1 Introduction

As a system, there are several learning components that must be considered, including objectives, learning materials, methods, media, learning resources, and evaluation. Related to the learning media, it would be better for teachers to adapt with students' needs and current developments. The development of science and technology has encouraged

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rapidly the renewed efforts for the use of technological results in the learning process. Technology is one of the things that supports development progress, therefore, every field of work requires workers to have a high level of education and master technology [1].

Technological developments in education tend to increase rapidly, so the education have an obligation to improve the quality of learning. In the regulation of the Minister of Education and Culture of the Republic of Indonesia number 22 of 2016, it is stated that to create an interactive, enjoyable learning atmosphere and motivates students to actively participate, teachers are expected to be able to utilize various learning resources in order to develop students' potential maximumly [2]. In this case, it is very important to find innovative learning tools to develop student competencies through digital media [3]. Adapted and specially designed media can make a major contribution to an effective teaching and can help them to reach their highest potential [4]. One of the highest potentials of students in learning activities, especially learning poetry, is producing a work or creating poetry.

Producing or creating in Bloom's Taxonomy theory revised by Krathwohl and Anderson is at the sixth level in the thinking process after remembering, understanding, applying, analyzing and evaluating [5]. In learning poetry, besides from reading the literature works, it is very important that students are directed to produce works [6, 7]. Learning to write poetry at school has the potential to be a tool for developing creativity which can produce imaginative works through rational thinking [8]. Besides that, writing poetry is included in the popular tasks within the scope of creativity [9]. Competence in writing poetry is actually not only useful for supporting language skills, but also aims to increase and enrich students' insight and personality [10]. But in reality, despite the important role of poetry in improving linguistic skills and creative thinking, writing poetry is one of the lessons that is considered difficult and boring [11, 12].

The era of digitalization can provide efficient, interesting and effective learning experiences through the development of comprehensive and innovative teaching materials. Innovation is an alternative to avoid the learning boredom in students. The affordability of technology as a tool is an opportunity that can support the writing process. In addition, digital technology can motivate students to write [13]. Then, to build students' interest in writing poetry in the digital era, a teacher must be able to utilize technology as a learning tool [14]. In a previous research result, it was found that Instagram poetry was able to motivate students to write poetry because social media was familiar for them outside the school [3].

The use of media in learning has been carried out in previous research, as examples Learning Media Writing Poetry Based on Android Applications for High School Students [15]; Digital Teaching Materials Flipbook-Based for Writing Poetry in Elementary Schools [16]; The Development of the Poetry Walking Tour of Niagara Falls Using Mobile App Technology [17]; and Networked poetry: reading and writing on Wattpad [18]. All those previous researches have contributed to the development of learning to write poetry. Besides, the results of this research provide inspiration for conducting further research.

Further research will concern with the selection of learning strategies for writing poetry by utilizing technology-based media. This is done to solve the problem of learning to write poetry which has been considered boring, difficult and less interesting. Therefore, based on the issues that have been presented, the aim of this research is to describe the effectiveness of the Stratta strategy assisted by media Thematic Thesaurus Dictionary online in improving the poetry writing ability of students X grade, especially in developing the diction. The Stratta strategy was chosen because this strategy is based on the processing pattern of teaching instructions. It is expected that this strategy will encourage students to participate actively, creatively and innovatively during the learning process [19]. The Stratta model in teaching literature has three stages that must be carried out; the exploration stage, the interpretation stage, and the recreation stage. This means that it starts with students recognizing the literature, then interpreting the elements, and finally reprocessing the literature into an expected new work [20].

Furthermore, to make learning more interesting, this stratta strategy is combined with media assistance in the form of an online thesaurus dictionary published by the Jakarta language center. This thesaurus contains a set of words that are related to each other in meaning. Basically, a thesaurus is a means of transferring ideas into words, or vice versa. Therefore, a thesaurus is usually arranged based on ideas or themes. A thesaurus is distinguished from a dictionary. In the dictionary the user can look for information about the meaning of words, while in the thesaurus the user can look for words that will be used to express the user's ideas [21].

This Indonesian Thesaurus was inspired by Roget's Thesaurus which contains words that relate with their meaning relationships. The meaning firm relations of an English word compiled by Roget are so broad that the thesaurus can really help users to find the word needed to express their expression. Indonesian does not yet have such a reference [21]. Therefore, it is time for Indonesia to have a reference that can help its users to find words that are related in their meaning.

A thematic thesaurus is a dictionary that contains a reference list of standard language vocabulary grouped by word class including adjectives, adverbials, conjunctions, nouns, numerals, particles and verbs as well as similar meanings whether they contain synonyms or antonyms. This thematic thesaurus was created by the Language Development and Couching Agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia. Thus, this dictionary can be accessed easily on the internet.

## 2 Methodology

This research used a quantitative approach with a quasi-experimental method. This type of research is a quasi-experiment with a Pre-Test and Post-Test One Group Design. This quasi-experimental research design Pre-Test and Post-Test One Group Design emphasized the initial measurement process of an object being studied, then providing learning treatment using the Stratta strategy assisted by the On-Line Thematic Thesaurus Dictionary Media, the next step is to carry out measurements again. The posttest research design Pre-Test and Post-Test One Group Design can be seen in Figure 1.

Experimental Group	<i>Pre-Test</i>	Treatment	<i>Post-Test</i>
	O <sub>1</sub>	X	O <sub>2</sub>

**Fig. 1.** Design Pre-Test and Post-Test One Group Design

Explanation:

O<sub>1</sub> : initial test (pretest) before being given treatment.

X : learning treatment using the stratta strategy assisted by a thematic thesaurus dictionary.

O<sub>2</sub> : final test (posttest) after being given treatment.

The selection of samples from the existing population was carried out using random sampling techniques. Through this technique, the sample determined is one class consisting of 22 students. Next, data was collected through poetry writing test techniques and filling out questionnaires to student representatives and teachers to support the research results. The test carried out was a poetry writing test using the Stratta strategy assisted by the On-Line Thematic Thesaurus Media. Through this test, the level of effectiveness will be measured, while a questionnaire will be used to measure the usefulness and acceptability of the Stratta strategy assisted by the On-Line Thematic Thesaurus Dictionary in the eyes of students.

Then, after the data was collected, the data was processed using statistical tests. The statistical tests used are the normality test and the t test. The normality test is carried out to find out whether the data is normally distributed or not. The normality test is carried out to find out what statistical tests will be used to measure the effectiveness of research variables. Next, the t test was carried out to test the research hypothesis regarding the influence of the Stratta strategy assisted by the On-Line Thesaurus Thesaurus Media on increasing students' poetry writing abilities. The following describes in detail the research data processing process:

- a. Checking and analyzing the posttest results
- b. Converting student scores into grades.
- c. The normality criteria were determined: if  $L_{max} \leq L$  table then the data is normally distributed.
- d. Conducting a t-test using SPSS

### 3 Result and Discussion

The results of data analysis about to the ability to write poetry in general is presented as follows.

**Table 1.** Test Results Statistics Data

		Pre	Post
N	Valid	22	22
	Missing	0	0
Mean		60.68	78.77
Median		63.00	81.00
Std. Deviation		10.279	8.864
Minimum		38	56
Maximum		75	94
Sum		1335	1733

From table 1 above, it is shown that in general the average score of students in poetry writing learning before using the Stratta strategy assisted by the On-Line Thematic Thesaurus Dictionary media is 60.68. The highest score obtained by students was 75, while the lowest score was 38. Then, the average score of students in learning to write poetry after using the Stratta strategy assisted by the On-Line Thematic Thesaurus Dictionary media was 78.77. The highest score obtained by students was 94, while the lowest score was 56. Tables 2 and 3 describe more fully the frequency of scores obtained by students in writing poetry.

**Table 2.** Frequency Data of Pre-Test Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	1	4.5	4.5	4.5
	44	2	9.1	9.1	13.6
	50	1	4.5	4.5	18.2
	56	5	22.7	22.7	40.9
	63	6	27.3	27.3	68.2
	69	4	18.2	18.2	86.4
	75	3	13.6	13.6	100.0
Total	22	100.0	100.0		

**Table 3.** Frequency Data of Pre-Test Results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	4.5	4.5	4.5
	63	1	4.5	4.5	9.1
	69	1	4.5	4.5	13.6
	75	7	31.8	31.8	45.5
	81	6	27.3	27.3	72.7
	88	5	22.7	22.7	95.5
	94	1	4.5	4.5	100.0
Total		22	100.0	100.0	

In the next step after describing the data, a normality test was carried out. The following are the results of the normality test using SPSS.

**Table 4.** Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.180	22	.061	.933	22	.139
Post	.199	22	.024	.921	22	.078

**Lilliefors Significance Correction**

Based on the criteria for testing data normality using the Lilliefors test, if  $L_{tabel}$  is more than 0.05 then the data is normally distributed. The pretest results of class X students' poetry writing skills show that  $L_{tabel}$  is 0.139, then it can be stated that the pretest data is normally distributed. Then, for the post-test data  $L_{tabel}$  which is 0.078 more than 0.05, then the post-test data is also normally distributed.

The results of the data normality test show that both data are normally distributed. Therefore, the next step to test the effectiveness of the Stratta strategy assisted by the On-Line Thesaurus Thematic Media was carried out by a t-test using SPSS. The following statistical test results data can be seen in table 3.

**Table 5.** Data from t test results

Paired Samples Test									
	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 before treatment- after treatment	-18.091	11.653	2.485	-23.258	-12.924	-7.281	21	.000	

In table 5, it can be seen that Sig. (2-tailed) the value is 0.0 less than 0.05. In accordance with the t-test calculation criteria, if the statistical results are less than 0.05 then there is a difference in the research variables. It means that there is a difference in the increase in students' writing ability before and after using the stratta strategy assisted by the on-line thesaurus media.

The results obtained from the description and analysis process carried out were that the use of the Stratta strategy with the assistance of an online thesaurus dictionary was effectively used in learning to write poetry texts for student grade X. The Stratta strategy is indeed an old strategy created by an education expert named Lessi Stratta in his book *Patterns of Language* [19]. However, this strategy has the advantage that can help students to learn to for higher level thinking, namely creating poetry. It is accordance with the syntax of this stratta, the exploration stage, interpretation stage, and re-creation stage [20]. In this re-creation stage that students will learn how to create poetry with the help of an online thesaurus. Apart from that, there are advantages to the stratta strategy, it increases speed, accuracy, perfection in doing something, and also can be used as a way to repeat material that has been presented [22].

Apart from the Stratta strategy, improving students' poetry writing skills is also supported by the online thesaurus media. Thesaurus dictionary helps students to be more creative in choosing the diction. The advantage of the online thesaurus dictionary is that apart from being accessible anywhere and it is available on the mobile phones, it is also useful in helping Indonesian language users to express their thoughts, ideas, experiences and feelings into the correct Indonesian language and allowing people to dive or explore freely into the world of words and meaning in the perspective of literature work [23]. Diction, which is one of the important things in writing poetry, certainly has an impact on creating beautiful poetry. At the semantic level, poetry uses metaphors and similes, which are key elements of poetic language [24].

Then, to support the statistical results, the data was also collected through the questionnaire. This questionnaire was used to determine teacher and student responses regarding the strategies that used in this research. The results of the questionnaire can be seen in table 6 below:

**Table 6.** Recapitulation of the Number of Respondents' Answer Choices

Statement Number	Respondent's Choices (R)				
	SD	D	LD	A	SA
1.	0 R (0%)	0 R (0%)	1 R (5%)	9 R (41%)	12 R (54%)
2.	0 R (0%)	0 R (0%)	3 R (14%)	10 R (45%)	9 R (41%)
3.	0 R (0%)	1 R (5%)	8 R (36%)	11 R (50%)	2 R (9%)
4.	0 R (0%)	2 R (9%)	9 R (41%)	8 R (36%)	3 R (14%)
5.	0 R (0%)	3 R (14%)	5 R (23%)	10 R (45%)	4 R (18%)
6.	0 R (0%)	0 R (0%)	1 R (5%)	11 R (50%)	10 R (45%)
7.	0 R (0%)	0 R (0%)	1 R (5%)	12 R (54%)	9 R (41%)
8.	0 R (0%)	1 R (5%)	2 R (9%)	16 R (73%)	3 R (14%)
9.	0 R (0%)	0 R (0%)	2 R (9%)	16 R (73%)	4 R (18%)
10.	0 R (0%)	0 R (0%)	3 R (14%)	13 R (59%)	6 R (27%)

Statement Number	Respondent's Choices (R)				
	SD	D	LD	A	SA
11.	0 R (0%)	1 R (5%)	2 R (9%)	10 R (45%)	9 R (41%)
12.	0 R (0%)	2 R (9%)	1 R (5%)	14 R (59%)	6 R (27%)
13.	0 R (0%)	1 R (5%)	1 R (5%)	15 R (67%)	5 R (23%)
14.	0 R (0%)	0 R (0%)	1 R (5%)	16 R (73%)	5 R (22%)
15.	0 R (0%)	0 R (0%)	1 R (5%)	17 R (77%)	4 R (18%)
<b>Total</b>	<b>0 R (0%)</b>	<b>11 R (3%)</b>	<b>41 R (12%)</b>	<b>187 R (57%)</b>	<b>91 R (28%)</b>

Explanation:

R : Responden

SD : Strongly Disagree

D : Disagree

LD : Less Disagree

A : Agree

SA : Strongly Agree

The questions asked in the questionnaire relate to motivation, difficulty or ease, desire, enjoyment, happiness, usefulness of the Stratta strategy assisted by the Online Thematic Thesaurus Dictionary in learning to write poetry in grade X. In table 6 it can be seen that the percentage of results is positive.

The statement regarding the ease of participating in learning to write poetry using the stratta strategy assisted by an online thesaurus, students gave a positive response by answering (SA) as much as 54%. This means that the stratta strategy assisted by a thematic thesaurus really makes it easier for respondents to write poetry. This is of course considered easy, because apart from the simple learning syntax, it is also supported by online-based technology. In accordance with the opinion of experts who state that the function of poetry applications is to make it easier and more attractive and increase creative knowledge in learning to write poetry [25]. Then, Mobile applications, are known as software applications for various platforms used by smart mobile devices [26]. Therefore, the online thesaurus dictionary initiated by the Jakarta language center has had a positive impact on student learning.

Then in the statement related to motivation, students feel motivated to take part in learning to write poetry using the stratta strategy assisted by an online thesaurus thematic dictionary. As many as 45% of students answered agree with this statement. Having media that is interesting and appropriate to the learning context will definitely motivate students to participate in learning process. An expert said that digital tools offer opportunities to motivate students in online learning as well as motivate teenagers to write [3, 27]. High motivation from students will certainly increase their interest in participating in poetry learning. From the results of the questionnaire, it was proven that 50% of the 22 respondents chose agree (A), it means that when they learn to write the poetry, respondents had a high curiosity about the new things. In order of that, they were interested and enthusiastic about following them.

The suitability, usefulness, and impressions rated by students through a questionnaire about the stratta strategy assisted by an online thesaurus thematic dictionary for



poetry writing learning produced the following data. For suitability, 54% of respondents chose agree (A); usefulness 50% of respondents chose to agree (A); and a positive impression, 73% of respondents chose to agree (A). This percentage shows that the stratta strategy assisted by an online thesaurus is indeed suitable for use in learning to write poetry. Moreover, it provides many benefits so that it impresses students when carrying out the learning process. These good results mean that the online thesaurus is an effective tool to use. Thesaurus dictionary which thematically arranged thesaurus can be accessed easily on the internet and is useful in helping users express their expressions, especially in written language expressions [21]. According to experts, the media that adapted and designed specifically can make a major contribution to an effective teaching and can help them to achieve their highest potential [4].

## 4 Conclusion

Learning to write poetry using the Stratta strategy assisted by the On-Line Thematic Thesaurus Dictionary media provides changes to students, both for motivation and skills. From the statistical test results, the Stratta strategy assisted by the On-Line Thematic Thesaurus Media is effective for use in learning. This is supported by the results of a questionnaire distributed to students and teachers regarding the use and usefulness of the strategies used in this research. Where the results stated that high school students or teachers felt helped and enjoyed carrying out the learning process using the strategy with the help of an online thesaurus dictionary.

It is hoped that the results of this research will provide an idea for teachers to be able to utilize technology and various learning strategies to improve high school students' poetry writing abilities. Apart from that, schools must support technology-based facilities for the learning process.

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