THE EFFECTIVENESS OF COLLABORATIVE LEARNING STRATEGIES ON THE PHYSICAL ELEMENT ANALYSIS ABILITY OF POETRY OF GRADE VII STUDENTS OF SMPN 2 KADUPANDAK

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ABSTRACT

This study aims to determine the effectiveness of collaborative learning strategies on the physical elements of poetry analysis skills of seventh-grade students at SMPN 2 Kadupandak. The background of this study is the low ability of students to analyze poetry, particularly physical elements including diction, imagery, figures of speech, and rhyme. This study used a quantitative approach with a quasi-experimental method. The research subjects consisted of seventh-grade students divided into an experimental class and a control class. The experimental class implemented collaborative learning strategies through group work, directed discussions, and presentations of poetry analysis results, while the control class used conventional learning. Data collection techniques were carried out through poetry analysis ability tests, observation of learning activities, and documentation. Data were analyzed using statistical tests to determine differences in learning outcomes between the two classes. The results showed that collaborative learning strategies were effective in improving students' physical elements of poetry analysis skills. Improvements were seen in the accuracy of identifying poetic elements, the depth of interpretation of meaning, and student activeness in the learning process. Thus, collaborative learning strategies can be an effective learning alternative in improving junior high school students' poetry analysis skills.

Keywords: *collaborative, physical elements, poetry*

INTRODUCTION

Analytical skills are a crucial higher- order thinking skill in the learning process, particularly in Indonesian language and literature. This ability requires students to not only understand information literally but also to analyze, connect, and interpret the elements that construct a text. In literature studies, particularly poetry, analytical skills are a key competency because students are required to systematically and in-depthly

identify and explain the elements that form a poem. Without adequate analytical skills, students' understanding of poetry tends to be shallow and lacking in meaning.

According to Suteja (2022), poetry is a prominent form of literature, particularly in its use of language, which can create aesthetic effects. In poetry, language serves as the basic material creatively processed by the poet to create the beauty and uniqueness of the literary work. Each word is chosen and arranged with particular consideration, resulting in an artistic expression that differs from other forms of literature. In addition to showcasing the beauty of language, poetry also conveys a message the author wishes to convey to the reader. This message is conveyed through distinctive diction, diverse word order, and layout. This unique structure and style of language are what give poetry its distinctive character and allow readers to interpret its meaning.

Poetry has two types of structure: physical structure and inner structure. However, in this study, the analysis focuses on the physical structure of poetry. Physical structure relates to the outward manifestation of poetry that can be directly observed, such as the choice of diction, the use of concrete words, the style of language, and the imagery that enhances the poem's beauty (Handiani, 2023).

Physical structure serves as a means for the writer to convey the poem's meaning and message through the language used. The physical structure of poetry serves as the primary means for the poet to express the ideas, feelings, and messages he wishes to convey to the reader (Arwis, 2022). Furthermore, the physical structure of poetry serves to create an aesthetic effect and appeal to the literary work. Creatively arranged physical elements can stimulate the reader's imagination, emotions, and appreciation of the poem. Through the processing of these physical elements, the meaning of the poem can be expressed more clearly and aesthetically. Thus, physical structure is a crucial component of poetry's structure, ensuring that the poet's intended meaning is received and understood by the reader.

In this study, the researcher used Taufik Ismail's poem "We are the Rightful Owners of this Republic." However, students' analytical skills in poetry learning still face various obstacles. Many students struggle to analyze the physical elements of poetry, such as diction, imagery, figures of speech, rhyme, and typography. These difficulties are generally caused by limited vocabulary, a lack of understanding of literary concepts, and low levels of active student engagement in the learning process. Learning that is still oriented towards one-way delivery of material results in students lacking opportunities to think critically, ask questions, and express their analysis. As a result, students' analytical skills do not develop optimally.

To address these issues, learning strategies are needed that encourage active student involvement and develop collaborative analytical skills. One strategy that has been deemed effective is collaborative learning. Collaborative learning strategies emphasize cooperation among students in groups to achieve shared learning goals. Through group interaction and discussion, students can exchange ideas, clarify

understanding, and build knowledge together. This collaborative process allows students to learn from different perspectives and hone their analytical thinking and communication skills.

According to Sulistio & Haryanti (2022), collaborative learning can be understood as a learning philosophy that emphasizes individual responsibility and mutual respect among students. In this learning process, students are responsible for their own learning process and actively seek and process information to address the problems they face. The teacher acts as a facilitator, providing guidance and support without controlling or directing the group toward predetermined outcomes.

According to Hidayah (2021), collaborative learning methods focus more on the process of meaning-making by students through social interactions within specific learning contexts. This method is based on interactional theory, which views learning as a process of constructing meaning through collaboration and communication between individuals. Collaborative learning provides opportunities for students to actively engage, respect differences in abilities and backgrounds, and encourage the creation of more effective and meaningful learning practices.

The steps of the collaborative learning method are as follows:

1. The teacher provides an initial explanation of the concept of collaborative learning, the objectives of implementing the method, and the rules and activities that students must complete during the learning process.
2. The teacher delivers the learning material as an introduction within a specified timeframe so that students have a basic understanding before discussing.
3. Students are divided into heterogeneous groups, with each group consisting of five to six people.
4. The teacher distributes a student worksheet containing instructions for analyzing the physical elements of poetry to each group for discussion and completion.
5. Each group member is responsible for helping each other and ensuring that all group members understand the material.
6. Groups that have understood the material present the results of their discussions to the class to share their understanding with the other groups.
7. If any group does not yet understand the task or material, the group that has mastered the material provides explanations and assistance until the entire group understands the lesson.
8. At the end of the lesson, the teacher assigns follow-up assignments to each group to prepare them for the next meeting (Afriadi, 2024).

Collaborative learning strategies are highly relevant in poetry learning because poetry is interpretive and open to various interpretations. Through discussion and group work, students can express opinions, compare analytical results, and collectively agree on the meaning and physical elements of poetry. These activities not only enhance

students' understanding of poetry but also foster an appreciative attitude, self-confidence, and responsibility in learning. Thus, poetry learning is no longer viewed as a difficult and boring activity, but rather as an active and meaningful learning process (Sappaile, 2023).

Effective poetry learning should provide space for students to actively explore the language and meaning of poetry. The teacher acts as a facilitator who directs and guides the discussion process, not as the sole source of knowledge. Through the application of collaborative learning strategies, students are expected to gradually and systematically improve their ability to analyze the physical elements of poetry. Therefore, research on the effectiveness of collaborative learning strategies on students' analytical skills in poetry learning is crucial to obtain empirical evidence and contribute to improving the quality of Indonesian language and literature learning.

METHOD

The research method used is a quantitative research method with an experimental design. This method was chosen to objectively determine the influence or effectiveness of the application of collaborative learning strategies on students' ability to analyze the physical elements of poetry through measuring learning outcomes. The research design used is a quasi- experimental. This research generally involves two groups, namely the experimental group given treatment in the form of the application of collaborative learning strategies and the control group using conventional learning strategies. The research subjects were grade VII students of SMPN 2 Kadupandak. Data collection techniques used tests and questionnaires. The data obtained were analyzed using statistical techniques, such as calculating the average value, increasing scores (N-Gain), and testing differences in learning outcomes between the experimental group and the control group.

RESULTS AND DISCUSSION

The students' test results were used as a basis for determining their ability to analyze the physical elements of poetry before and after implementing collaborative learning strategies. The following are the students' test results:

Table 1. Student Test Sheet Results

Post-Test	Pre-Test	Post-Pre Test	Skor Ideal	N Gain Score	N Gain Score (%)
92	55	37	45	0,86	86,30 %

Test Analysis Results: Based on the student test data obtained, the pretest score

was 55, while the posttest score was 92. The difference between the posttest and pretest scores (Post–Pre) was 37 points, indicating an increase in student ability after the implementation of the collaborative learning strategy. This increase indicates that students' initial ability to analyze the physical elements of poetry was still moderate, but experienced significant development after the learning process.

Compared to the ideal score of 45, the 37-point increase indicates that most of the potential for improvement in students' abilities has been achieved. This is reinforced by the N-Gain Score of 0.86, which is in the high category. This N-Gain value indicates that the learning implemented was very effective in improving students' ability to analyze the physical elements of poetry. Percentage-wise, the N-Gain Score of 86.30% indicates that the improvement in student learning outcomes is at a very good level.

Thus, the student test results indicate that the implementation of the collaborative learning strategy has had a significant positive impact on their ability to analyze the physical elements of poetry. Students not only experienced quantitative improvements in their grades but also demonstrated a deeper understanding of the learning material. This data demonstrates the effectiveness of collaborative learning strategies in poetry instruction, particularly in improving the analytical skills of seventh-grade students.

After reviewing the students' test results, the researchers also administered a questionnaire to assess their responses to the collaborative learning strategy. The following are the percentage results of the student questionnaire.
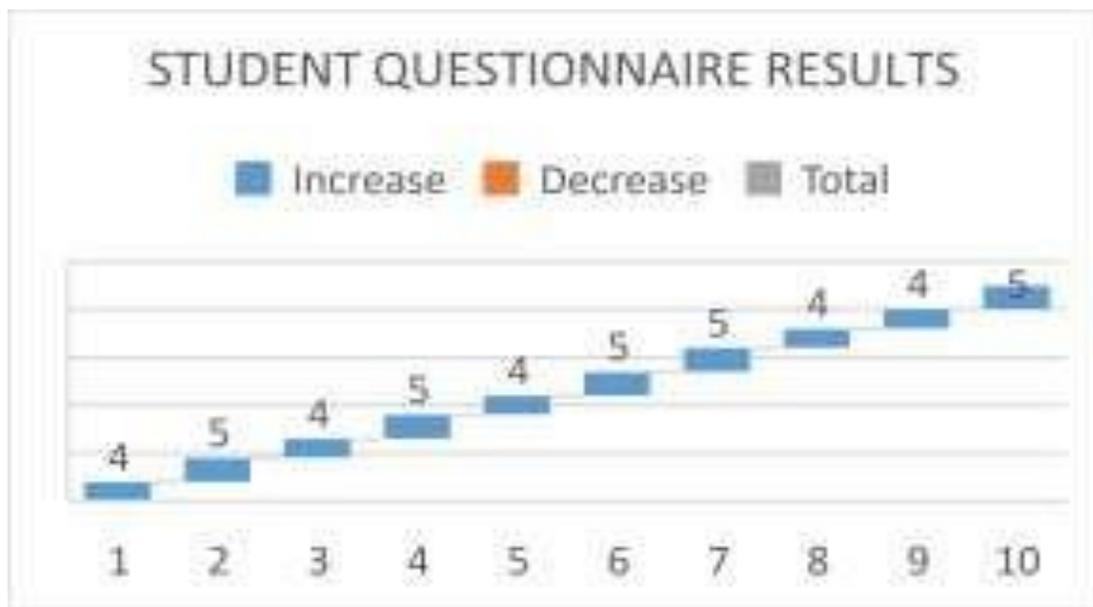

Figure 1. Student Questionnaire Results

Based on the overall results of the student questionnaire, it can be seen that student

responses to the implementation of collaborative learning strategies ranged from good to excellent. The scores shown in the diagram show a tendency toward high and relatively stable values, indicating that students positively assessed the learning process. This indicates that collaborative learning was well-received by students and created a pleasant learning environment.

In general, students felt more active and engaged during the learning process. Collaborative learning provided opportunities for students to discuss, exchange ideas, and collaborate to understand the poetry learning material. This helped students feel more confident in expressing their thoughts and more easily grasped the physical elements of the poetry they were studying. Interaction between students was also considered to increase student motivation and interest in poetry learning.

Furthermore, the questionnaire results indicated that collaborative learning strategies were effective in helping students improve their understanding of the material.

Students felt that learning became clearer and less boring because they were able to study with their peers. Support and collaboration within groups allowed students experiencing difficulties to receive assistance from their peers, resulting in a more equitable learning process.

Thus, the overall results of the student questionnaire indicate that the implementation of collaborative learning strategies has a positive impact on students' attitudes, motivation, and engagement in poetry learning. These findings reinforce the results of the student learning test and demonstrate that collaborative learning strategies are not only effective in improving the ability to analyze the physical elements of poetry but also create a more meaningful learning experience for students.

DISCUSSION

The results of the study indicate that the implementation of collaborative learning strategies positively impacted the analytical skills of seventh-grade students at SMPN 2 Kadupandak in analyzing the physical elements of poetry. This was evident in the significant improvement between students' pretest and posttest scores. This improvement indicates that collaborative learning can help students understand the physical elements of poetry more deeply, such as diction, concrete words, imagery, and figurative language. By working in groups, students can exchange ideas and clarify concepts that were previously difficult to grasp individually.

These research findings align with the characteristics of collaborative learning, which emphasizes active student involvement in the learning process. Through group discussions, students not only receive information from the teacher but also construct knowledge through social interaction. This process enables students to develop analytical and critical thinking skills, particularly when they are asked to identify and explain the physical elements of poetry based on the results of the group discussion.

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Thus, poetry learning becomes more meaningful and less passive.

In addition to improving analytical skills, collaborative learning strategies also positively impact students' attitudes and motivation to learn. Questionnaire results indicate that students responded positively to the implemented learning. Students felt more enthusiastic, confident, and motivated to participate in poetry lessons because they were directly involved in the discussion and problem-solving process. This demonstrates that collaborative learning can create a conducive and enjoyable learning environment.

Overall, the results of this study confirm that collaborative learning strategies are effective in poetry lessons, particularly for improving students' ability to analyze the physical elements of poetry. The success of this strategy is reflected not only in improved test scores but also in students' positive responses to the learning process.

Therefore, collaborative learning strategies can be used as an innovative and applicable learning alternative in Indonesian language and literature instruction at the junior high school level.

CONCLUSION

The results of the research concluded that the implementation of collaborative learning strategies proved effective in improving the analytical skills of seventh- grade students at SMPN 2 Kadupandak in poetry. This was demonstrated by a significant improvement in student learning outcomes between pretest and posttest scores, as well as a high N-Gain score. These findings indicate that collaborative learning strategies can help students understand the physical elements of poetry more deeply and systematically.

In addition to improving cognitive abilities, collaborative learning strategies also have a positive impact on students' attitudes and motivation to learn. Questionnaire results showed that students responded positively to the implemented learning, feeling more active, motivated, and confident in participating in poetry lessons. Thus, collaborative learning strategies are not only effective in improving analytical skills in poetry but also create a more meaningful and enjoyable learning process for students.

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