



The Effectiveness of Writing Poetry Through *Higher Order Thinking Skill (Hots)*

Ria Kamilah Agustina¹, Pipit Ertika Daristin²

^{1,2}Dosen Universitas Hasyim Asy'ari Tebuireng Jombang

Abstract

Received: 14 Februari 2023 This study aim to find out the use of writing poetry through *Higher Order Thinking Skill (Hots)*. This study applied pre-experiment research design to the second year students of English Education Department of Hasyim Asy'ari University. The data were collected through observation and test. The data from observation were analyzed descriptively and the data of the test were analyzed statistically. Based on the results, it showed that there is a significant increase between pretest and posttest scores. The study showed that *t* count is greater than *t* table (13.140 > 2,060). By applying 0,05 level of significance with 26 samples. This means that the alternative hypothesis (*H_a*) is accepted and the hypothesis (*H_o*) is rejected.

Keywords: Effectiveness, Writing Poetry, HOTS

(*) Corresponding Author: 2022milaelrumi@gmail.com

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INTRODUCTION

One of the elements that is changed in the 2013 curriculum is strengthening the learning process. Through this process, it is hoped that it can improve the quality of learning in the school to be more effective, efficient, fun, and meaningful, so as to be able to improve the quality of commitment to learning outcomes and keep students thinking critical. In fact, there are still many educators who do not understand HOTS. This can be seen in the formulation of indicators, objectives, as well as learning activities and assessments in the learning designs that are made and the implementation of the learning process. Teachers must be able to develop and convert from learning that is still a Lower Order Thinking Skill (LOTS) into a Higher Order Thinking Skill (HOTS), and this must have started since designing the Learning Implementation Plan (RPP).

In the 2013 curriculum learning there have been several paradigm changes that have been used by teachers so far, these changes are intended to adapt to the demands of the times and prepare Indonesian human resources to be ready to compete in the future. Learning with the 2013 curriculum trains students to find out, not just be told about science, emphasizing language skills as a means of communication, carrier of knowledge and thinking logically, systematically and creatively.

Thinking is part of the cognitive domain that Bloom classifies into six levels of cognitive processes: knowledge; understanding (comprehension); application; analyze; assess; and create, Anderson, 2010:46). This level shows that thinking to know is the lowest level of thinking while assessing is the highest level of thinking.



Kosasih (2014) stated that poetry is a form of literary work that uses beautiful words and is rich in meaning. The beauty of a poem is caused by the diction, figure of speech, rhyme, and rhythm contained in the poem caused by the condensation of all elements of language. Poetry will make students creative in choosing words and the style of language used. Poetry writing skills are not just born but by learning, having the will, ability and experience as well as a genuine interest in writing poetry so that students are able to express their ideas in the form of beautiful writing. Finding or choosing the right methods, strategies and media in learning poetry is highly demanded so that learning poetry in schools can be carried out properly.

Poetry is a literary work that expresses the thoughts and feelings of poets imaginatively and composed by concentrating all the power of language by focusing on its physical and mental structure, with condensed, shortened, and rhythmic language with unified sounds and imaginative choices of figurative words (Waluyo in Ayu Andika and Siti Hastuti, 2014). The words chosen have the power of pronunciation. Because of that, one of the poet's efforts is to choose words that have similar sounds (rhymes). the words represent a wider and more meaning. Therefore, the connotation or additional meaning of the words is sought and stylized with figurative language.

Another is based on Sherlei in Azis (2011), she stated that poetry is a record of the most beautiful moments in human life, for example things that are impressive and cause emotion, happiness, joy, sadness, etc. So of the many opinions that have been presented by researchers, it can be concluded that poetry is an overflow of feelings (happy, sad, afraid) by the author in poetic and beautiful language and is expressed briefly so that readers and listeners find it difficult to interpret but they are swept away in words. created words.

Wardoya in Mentari Muliati (2017) argues that poetry is a creative creation of a work of art. Whereas Waluyo in Wardoyo thinks that poetry is a form of literary work that expresses the thoughts and feelings of the poet imaginatively and is composed by concentrating all the power of language by concentrating on the structure of fiction and its inner structure.

Poetry learning with a traditional approach that emphasizes the principle of a single meaning results in students not liking poetry and even having a negative attitude towards poetry. Meanwhile, learning poetry with a new approach can provide a broad experience to react to poetry based on their own emotional experiences and ideas, it can also provide extraordinary encouragement for students to express personal understanding of poetry rather than waiting for the teacher's explanation (Khatib, in Sukini, Andayani, et al. 2016).

Through observation, it is known that students' skills in writing poetry are still low. Cases that have often been encountered so far and which eventually became the subject of this study were students who had difficulty getting ideas (inspiration) in other words "stuck" to write poetry. There are also students who have got the idea to write poetry, but cannot write it into poetry because of their limited vocabulary mastery, both diction and concrete words.

The low skill of students in writing poetry is due to the ineffectiveness of the strategies applied by the teacher in learning. The strategy used by the teacher cannot develop the potentials that exist in students so that they can freely express

their feelings. Learning to write creative poetry tends to be theoretical, not productive appreciative. The learning created by the teacher in the classroom is only limited to providing information about literature, from the teacher to the students. Students do not have the opportunity to construct knowledge and build knowledge into new knowledge products.

At the time of learning, students were given more lectures on poetry theory so that the time to write poetry was reduced. Poetry writing activities are given as assignments to be completed at home. Thus learning to write poetry is more product oriented. Students have not been given guidance in writing poetry starting from the stage of determining the idea to the stage of writing the complete poem. As a result, students' poetry writing skills are still low. Though learning to write poetry needs to be addressed as a process and also as a product. This means that poetry writing activities need to be directed and trained regularly and continuously to arrive at the desired product, so that students experience the process of writing poetry themselves.

Higher Order Thinking Skill (HOTS) is a thinking skill a high level that demands critical, creative, analytical thinking towards information and data in solving problems (Barratt, 2014).

Table 1.1 The Dimensions of the Thinking Process

HOTS	Creating	<ul style="list-style-type: none"> • Creating your own ideas • Verb: constructing, design, creation, developing, writing, combining, formulating. • Make decisions about the quality of information
	Evaluating	<ul style="list-style-type: none"> • Verb: Evaluate, assess, refute, decide, choose, support, suspect, predict, identify. • Specify aspects/ elements.
	Analyzing	<ul style="list-style-type: none"> • Verbs: elaborate, compare, check, criticize, test.

Higher-order thinking is a type of thinking that tries to explore questions about existing knowledge regarding issues that are not clearly defined and do not have definite answers (Haig, 2014). Dini (2018: 175) also states that Higher Order Thinking occurs when students are involved with what they know in such a way as to change it, meaning that students are able to change or create the knowledge they know and produce something new. Dillon (1988) as cited in Shen & Yodkhumlue (2011) highlighted that the strongest method of effective teaching that can activate pupils' learning and thinking, as well as support the teacher to recognize their students' learning strategy is through question. Collins (2014) labelled that teachers are very good at thinking spontaneously, however without well preparation and objective in mind, they will likely asking questions that are not stimulate pupils' higher order thinking.

From the table above, it can be seen that there were three terms of HOTS. Those are creating, evaluating and analyzing. Each term is also has been described. Merrill (2012:348-358) suggests that there are 11 strategies that can generate useful thinking for developing higher-order thinking skills (but the first 5 five strategies are prioritized), including 1) what are the differences, 2) what are the similarities, 3) compare, 4) sorting, 5) What are the causes, 6) summarizing, 7) categorizing, 8) solving problems, 9) brainstorming, 10) considering various options, 11) language to improve thinking. The development of learning that pays attention to higher-order thinking skills must pay attention to the stages of thinking according to Bloom's taxonomy, starting from remembering, understanding, applying, analyzing, evaluating, and creating. Eggen (2012: 262) suggests an integrative learning model that encourages the development of critical thinking with planning steps:

- 1) Identify the topic,
- 2) Determine learning objectives,
- 3) Prepare data,
- 4) Define questions.

Those, this study aimed to find out the effectiveness of writing poetry through HOTS.

METHODS

In this study, the researcher applied a quantitative method in order to know The Effectiveness of Using Writing Poetry Through HOTS. The research design was a pre-experimental design. According to Aksan (as cited in S. A. Indriyani, 2014), he stated that pre-experimental design is an experimental research in which there are external variables that affect the related variables, because the experiments carried out only involved one group without a comparison or control group and the time needed by researchers in the study was not too long. The researcher chooses one group pretest - posttest because the magnitude of the effect of the treatment could be known more accurately by comparing the results of the pre-test with the post-test.

The sample population of this study were the students of second year in English Education Department in Hasyim Asy'ari University. It consisted of 26 students. The sample is part of the group in the population. This means that if the population is very large, it will be difficult for researchers to study groups of that population. Therefore, the researchers used samples taken from part of the population.

The procedure of this research according to Hayati (2021) explained that the design of the preliminary study must really include research whose contents explain what will be found in the form of research hypotheses and the importance of the research subject. Preliminary study is a study conducted to sharpen the direction of the main study because the reason for making it cannot be separated from the feasibility of the meaning of research related to research procedures and other things that are still unclear.

RESULTS & DISCUSSION

Writing poetry before *higher order thinking skill (hots)*

The following is the step in writing poetry before *higher order thinking skill (hots)*. First, the researcher explained the teaching and learning process. In this meeting, the researcher asked some knowledge, especially the difficulties in writing poetry. Then, the researcher explained the material related which is about kinds of poetry while they are also being asked to make a poetry. After the explanation, the students are asked to make one poetry related in introduction to literature course. The assignment given is counted as the pre-test for them. The result showed that the students ability in making poetry is still less. They were lack of enthusiastic in making poetry. They tend to write the poetry in inconsequential way. Many of them are still confused, especially deciding the theme they are going to make. Even, some students write the poetry unstructurally. Another just do copy and paste from internet. It is the worst thing. There is no visible motivation from students to practice their writing poetry. Their motivation is very low. Only 3 out of 26 students who write correctly even though they are still lack of this and that. Therefore, the researcher try to apply *higher order thinking skill (hots)* in the learning process.

Then, after the pre-test, the students did the treatment. The learning process while applying *higher order thinking skill (hots)* is given through teaching and learning process. HOTS itself is viewed as the skill that requires the students to be able to think critically. HOTS could also mean that students are able to think creatively and innovatively in reasoning and bring up the ideas to the problems or issues given by the teachers. It usually refers to how the students reasoning and bring up ideas and creativity of the students themselves. HOTS requires students to think creatively, critically, and innovatively.'

In short, the students are being explained by using *higher order thinking skill (hots)*. First of all, the students are asked to analyze one type of poetry, which is Haiku poetry. They are asked about the material included about haiku. Some questions are asked, such as: why it is called Haiku, what is the pattern. where is the original from, what is it about, etc. after answering the question, the students are asked make the poetry using their *higher order thinking skill (hots)* understanding. The last, they are asked to evaluate their partner's poetry as the form of evaluation in the process of *higher order thinking skill (hots)*. Based on the results of the interviews, it can be concluded that the participants had a good understanding of HOTS, in which HOTS relates to complex thinking skills that require students to have the ability to think critically and have a good ability to analyze, evaluate, reason, and create or solve problems.

Writing poetry after *higher order thinking skill (hots)*

After giving the knowledge and some questions about *higher order thinking skill (hots)*, the students are asked to make poetry freely and creatively. They are being given some space to imagine and focus on their writing. The researcher is also let the students to write the poem in outdoor so that they don't feel stuck in the classroom. They are free to go to museum (which is near the campus), to the parking area, which consist of many trees, to the canteen (they

might need energy), etc. they are free to asked and explore what they want in writing the poetry.

After for about 60 minutes, they are asked to come back to the classroom. Next, the researcher interviewed them about the poetry, how they feel, do they have any difficulties, etc. surprisingly, the post-test given is much more improve than before. They are more creative and innovative in making poetry. Their vocabulary is also varied and only in easy mode. Their vocabulary in writing is much more developed than before. The writing form is also written in structured way. They feel more motivated in writing poetry.

Significant effectiveness of writing poetry through *higher order thinking skill (hots)*

The following is the explanation of the pre-test and post-test scores. The results of the pre-test scores were obtained from the experimental class before receiving treatment. The results showed the paired sample test. The output shows the mean of pre-test and post-test are (-9.063), standard deviation (3.902), mean standard error (0.690). lower difference (10.469), while the upper difference (-7.656), the results of $t = (-13.140)$ test with df 31 and a significance of 0.000.

Based on the results of statistical calculations, the results show that there is a significant increase between pretest and posttest scores, the researcher knows that t count is greater than t table ($13.140 > 2,060$). This means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. So there is a significance difference in writing poetry through *higher order thinking skill (hots)*. The results of this study are reinforced by the opinion of Sianturi et al (2020), who says that there is improvement on Students' Writing Ability based on Higher Order Thinking Skills (HOTS) Questions at 8th Grade in SMP Swasta Kartika 1-4 Pematangsiantar.

Based on Sianturi, it was found that there was an improvement of students' ability in writing descriptive texts by using HOTS questions. At the first time, the students were indolent to write, and they did not want to express their ideas. Based on the result of the data analysis, the researchers concluded that by using the media of HOTS questions, the students are being helped to come closer to them and learn to trust their ideas of feelings.

CONCLUSION

In short, it can be concluded that teaching and learning process by using *Higher Order Thinking Skill (Hots)* can increase the students writing skill, especially writing poetry. Based on the results, it showed that there is a significant increase between pretest and posttest scores after the treatment. The study showed that t count is greater than t table ($13.140 > 2,060$). 26 samples were being researched. The sample are the students of second semester in English Education Department of Hasyim Asy'ari University. The treatment is given by thinking highly to the material given so that the students can write the poetry creatively. The researcher conducted the treatment in three meetings. Meeting one is for pretest, the second meeting id for the treatment and the last is for posttest. By those, the result showed that the alternative hypothesis (H_a) is accepted and the hypothesis (H_o) is rejected.

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