

## **The Effectiveness of Direct Learning in Improving The Poetry Writing Ability of Grade VII Students of MTs Al-Falah Nipa**

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**Abstract:** This study aims to examine the effectiveness of the direct instruction model in improving the poetry writing skills of seventh-grade students at MTs Al-Falah Nipa. The background of this research is the low quality of student-produced poems, particularly in terms of diction, structure, and imagination. This research employed a quantitative approach using a one-group pretest-posttest design. The instrument used was a poetry writing test assessed through five aspects: theme relevance, diction and figurative language, imagination, poem structure, and content coherence. The intervention was implemented over three sessions following the "I do, We do, You do" model. The results showed significant improvement in all aspects, especially structure and content coherence. The study concludes that direct instruction effectively, systematically, and purposefully enhances students' poetry writing skills.

**Keywords:** Direct instruction, poetry writing, writing skills, madrasah tsanawiyah, instructional intervention.

## **INTRODUCTION**

Poetry writing is a form of creative literacy that is important to be developed in junior high school students as a means of self-expression and language development. But in reality, many grade VII students still show low ability to write poetry as a form of literary literacy (Sun et al., 2024). This condition contrasts with the expectations of Indonesian education, which emphasizes the development of creativity through written works (Septiarini et al., 2023). At MTs AlFalah Nipa, the results of initial observations showed that the average student poetry score was below the KKM, which was 65 out of a scale of 100. This situation indicates that there is a significant gap between students' actual abilities and curriculum competency targets. If not addressed, this gap can hinder the overall development of student literacy. Therefore, intervention in the form of an effective learning model becomes a strategic policy. One potential model is Direct Instruction (direct learning), which has been shown to improve academic skills in various contexts (Habibi et al., 2020; Sari et al., 2024).

Direct Instruction (DI) is a systematic and explicit learning model, characterized by the sequence of activities "I do, We do, You do" in delivering material (NH & Winata, 2016). This model encourages the transfer of skills in a tiered and structured manner, ideal for teaching the stages of

writing poetry, such as observing, questioning, reasoning, and communicating (Wulansari, 2017). Meta-analysis showed that DI was effective in improving student learning outcomes, including in the field of writing (Kumar et al., 2023; Deng et al, 2025). In Indonesia, the application of DI in the context of writing poetry at the elementary and high school levels also showed a significant increase (Sari et al., 2024; Rindengan, 2017). Thus, DI provides a theoretical framework and a novelty of methods to solve the problem of writing poetry at MTs AlFalah Nipa. This model is considered to be able to explain learning procedures explicitly and facilitate teacher monitoring of students' skill progress.

Halifah et al. (2025) found that template-based strategies and vocabulary banks in EFL poetry learning increase students' motivation and emotional involvement in the writing process. Utami et al. (2016) used the keyword technique and found a significant increase in poetry writing scores through the PTK cycle. These findings support that structured interventions are indispensable in learning to write poetry in young students. Masykuroh and Sulistyaningrum (2017) applied Direct Instruction to MA students and reported an increase in the average score of writing poetry

from 66.9 to 85.6. Faturohman et al. (2016) also applied DI to writing English themes in elementary school and found a significant improvement (Wilcoxon value  $p < 0.001$ ). The study strengthens the scientific basis for the selection of the DI model in the context of writing poetry. Sari et al. (2024) applied the Nature Learning method to write poetry in high school students and found the model to be effective with a statistical value of  $t = -7.951$ ,  $p < 0.05$ . However, the model lacks the emphasis on explicit scaffolding aspects such as DI. Widodo et al. (2016) in the context of blended digital learning (Poetry Writing 2.0) showed that student involvement increased when assessment was humanistic and dialogical. This combination shows the need for a poetry learning model that is both explicit and motivating.

This research will introduce the value of novelty by systematically applying the Direct Instruction model at the MTs level, a context that is relatively rarely researched. Most previous studies were conducted in elementary school, high school, or the context of EFL, not in grade VII MTs in a modern pesantren environment. In addition, DI scaffolding instruments and procedures are adapted to the characteristics of Tsanawiyah madrasah students. This study also compared the improvement of poetry writing skills before and after the intervention quantitatively using statistical analysis. Thus, this research has the potential to make a practical and theoretical contribution in the realm of literary learning at the junior secondary level.

Based on this background, the formulation of the problems proposed is: (1) Is the Direct Instruction model effective in improving the poetry writing ability of grade VII MTs AlFalah Nipa students?; (2) How much has the capability improved after the implementation of DI?; (3) How are the stages of DI implementation in poetry learning classified according to "I do, We do, You do"? The formulation of this problem clearly describes the aspects of effectiveness, magnitude of impact, and learning mechanism. Each formulation is intended to be empirically tested through a quantitative PTK design. The clarity of this formulation also makes it easier to achieve research success indicators according to the objectives.

This study aims to: (1) Test the effectiveness of the Direct Instruction model in improving the poetry writing ability of grade VII MTs AlFalah Nipa students; (2) Measure the average increase in poetry writing scores after the DI intervention; (3) Describe the stages of learning implementation according to the "I do, We do, You do" model in

poetry learning. In addition, this study also aims to provide practical recommendations for madrasah literature teachers to adopt effective learning models. With the achievement of this goal, it is hoped that there will be a more systematic and significant increase in literacy in the MTs environment.

## METHODS

This study uses a quantitative approach with a quasi-experimental research design, more specifically in the form of a pretest-posttest one-group design. This design was chosen because the researcher did not randomize the class, but used one existing class (intact group) and was given a treatment in the form of direct learning (Direct Instruction). According to AlGerafi et al. (2023), a pseudo-experimental design is used when the researcher cannot fully control the assignment of subjects into experimental and control groups, but still allows evaluation of the effects of treatment on dependent variables. In this context, the ability to write poetry is a dependent variable, while the direct learning model is an independent variable.

### Research Subject

The subjects in this study are 25 students in grade VII at MTs Al-Falah Nipa for the 2024/2025 school year. The selection of classes was carried out by a purposive sampling technique based on the results of discussions with subject teachers and madrasah heads, which showed that the class represented a heterogeneous level of writing ability. The use of purposive sampling in educational research is intended to obtain information from subjects that are considered most appropriate and relevant to the research objectives (Etikan et al., 2016). This class is considered an appropriate group to measure the effectiveness of hands-on learning in improving poetry writing skills.

### Research Procedure

The steps to implement this research refer to the learning cycle of the Direct Instruction model, which consists of five main phases: (1) orientation; (2) presentation of materials; (3) guided exercises; (4) independent training; and (5) feedback and reinforcement. The flow of the

implementation of activities is designed in two main stages: pre-treatment (pretest) and post-treatment (posttest). In the pretest stage, students are given the task of writing poems to find out their initial abilities. Then, learning interventions were carried out for three meetings (3 x 2 JP), each focused on strengthening poetry structure, language style, and imaginative expression. In the posttest stage, students were again asked to write poems independently with equivalent topics. During the process, the researcher acted as a facilitator and observer and used student involvement observation sheets.

### Research Instruments

The main instrument in this study is a poetry writing test developed based on the indicators in the 2013 Curriculum and the theory of evaluation of literary writing skills. The instrument includes 5 aspects of assessment: (1) thematic suitability; (2) the use of majas and diction; (3) imagination and originality; (4) the structure of the poem (typography, stanzas, and rhyme); and (5) the integrity of the content. Each aspect is rated on a Likert scale of 1–5. The content validation was carried out through discussion with two Indonesian language experts, and the reliability test was carried out with the Alpha Cronbach test, which produced a value of 0.87, indicating high reliability (Dirmawati et al., 2023). In addition, student engagement observation sheets and documentation of work are used to support quantitative data.

### Data Collection Techniques

Data was collected through two stages: (1) pretest and posttest poetry writing test, and (2) observation of student learning engagement. In the pretest and posttest stages, all students were asked to write poems with the same criteria, but with different topics to prevent the effect of repetition. Observations are made during the learning process to assess the extent to which students are actively involved in classroom activities, such as responding to teacher instructions, asking questions, discussing, and composing poems collaboratively. All data was collected by paying attention to research ethics, including permission from the head of the madrasah and the consent of the students.

### Data Analysis Techniques

The data obtained were analyzed by descriptive and inferential statistical tests. Descriptive tests are used to determine the average, median, and standard deviation values of pretest and

posttest results. Meanwhile, an inferential test was carried out using a paired sample t-test to determine the significance of increasing students' poetry writing scores before and after treatment. The normality test is carried out first with the Kolmogorov-Smirnov, and if the data is abnormal, the non-parametric Wilcoxon Signed Rank Test is used (Hermawati, 2023). All analyses were carried out with the help of SPSS software version 26.

## FINDINGS AND DISCUSSION

### Findings

To determine the effectiveness of the direct learning model in improving poetry writing skills, an analysis was carried out on students' pretest and posttest scores based on five main assessment aspects. These aspects include the suitability of the theme, diction and imagery, imagination, poetry structure, and the integrity of the content. Scores on each aspect were compared before and after the implementation of learning to measure the extent to which students improved their abilities. The test result data is then presented in the form of tables and graphs to facilitate interpretation. The following explanation describes these results in detail based on Table 1.

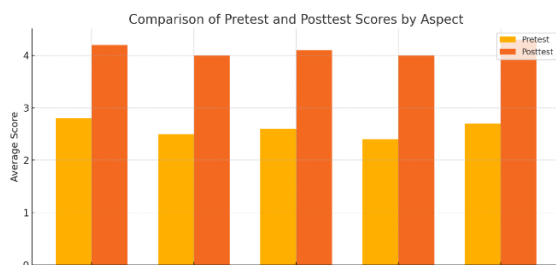
**Table 1.** Pretest and Posttest Results for Writing Poetry

Assessment Aspect	Pretest Score	Posttest Score
Theme Compatibility	2.8	4.2
Diction and Majas	2.5	4.0
Imagination	2.6	4.1
Poetry Structure	2.4	4.0
Integrity of the Content	2.7	4.3

The research findings in Table 1 above show an increase in the average score of writing poetry in five aspects of assessment. The highest pretest score was found in the "Theme Suitability" aspect of 2.8, while the lowest score was in the "Poetry Structure" aspect of 2.4. After the implementation of hands-on learning, posttest scores improved significantly in all aspects. The "Integrity of Content" aspect has increased the most, from 2.7 to 4.3. An average increase above 1 point indicates that learning interventions have a

positive impact on the quality of poetry produced by students.

To clarify the difference in the results of students' poetry writing skills before and after the implementation of direct learning, the data that has been presented in Table 1 is visualized in the form of a bar graph. This visualization aims to show the pattern of score improvement in each aspect of the assessment more clearly and comparatively. This graph also provides a comprehensive overview of the contribution of each aspect to the overall improvement of poetry writing ability. Thus, readers can see firsthand the effectiveness of the applied learning model through visual comparison. The following description describes the information contained in the graph of Figure 1.



**Figure 1.** Comparison Chart of Pretest and Posttest Scores on Each Aspect

The bar graph makes it clear that there is a significant difference between pretest and posttest scores on all aspects of the assessment. Each aspect shows consistent improvement, indicating the effectiveness of hands-on learning in guiding students' creative processes. The sharpest improvement occurred in the "Structure of Poetry", which was initially the main weakness of the students. Interventions that emphasize explicit stages in writing give positive results to elements of poetry forms. Overall, the data show that the hands-on learning model successfully improves poetry writing skills across the board.

## Discussion

The findings of the study show that the direct learning model has a significant impact on improving the poetry writing ability of grade VII students. Learning that emphasizes demonstrations, guided exercises, and reflection provides a systematic structure of thinking. This is in line with the theory that explicit learning can form cognitive patterns that support writing skills (Sundari et al., 2021). When students gain concrete direction and direct feedback, they find it easier to compose poems with organized ideas. This condition is proof that interventions based on the Direct Instruction model

are effectively applied in the context of junior secondary education. This effectiveness can be seen from the increase in scores in all aspects, especially the structure and integrity of the content of the poem. Improvements in aspects of diction and language style show that students have developed in choosing words and using majuscules. An explicit practice process that emphasizes concrete examples and discussions of model poetry contributes to vocabulary enrichment. According to Rodli and Umayya (2024), strategies based on the exploration of majas and diction are very helpful in shaping students' aesthetic sensitivity. Live learning allows teachers to provide detailed guidance on students' word choices. This makes students able to create more expressive and meaningful poems. The pedagogical implication is the importance of scaffolding learning in teaching literary writing.

The imagination aspect in poetry has also experienced a significant increase. This signifies that students are beginning to be able to pour out original ideas creatively. These results support research by Meiliyana and Hikmat (2022), who stated that a learning model that frees up creative exploration while remaining in structure will increase students' imagination. In Direct Instruction, the "guided exercise" stage allows the teacher to provide examples of imaginative poems, which are then followed by the production of the student's work. With this model, students not only imitate but also create with a personalized approach. This forms a strong literary literacy character from an early age. The increase in the score in the aspect of poetry structure from 2.4 to 4.0 shows that students can understand the form of poetry technically. This is important considering that many students were previously unaware of the elements of typography, stanzas, and rhymes. The application of a direct learning model that emphasizes step-by-step explanations makes students better understand the technicalities of poetry composition. A study by Eliana (2016) also found that the understanding of the form of poetry can be improved through explicit instructional methods. This proves that teaching strategies that emphasize exploration and practice are very effective in aspects of literary form and technique.

The aspect of the integrity of the content of the poem is the highest achievement after the intervention. This shows that students have been able to compose a poem that is complete in terms of content, form, and impression. According to Nisak et al. (2023), the ability to compose a complete poem is influenced by a thorough understanding of meaning and a consistent language structure. In the hands-on learning process, students are given many examples and exercises to bring ideas, emotions, and structure together in a single poem text. This approach allows students not only to write, but also to edit and reflect on their writing. Success in this aspect is a strong indicator that the learning strategy has been effective.

The hands-on learning model also facilitates increased active student engagement in the classroom. Students become more responsive to the teacher's instruction, enthusiastic during discussions, and motivated to write. These results are in line with the findings from Nursalamah et al. (2023), who stated that active interaction in the classroom is directly proportional to the improvement in language skills learning outcomes. The stages in Direct Instruction allow for the creation of a participatory learning environment. Students feel more confident because they are allowed to try and improve their work directly. This encourages the development of more meaningful literacy skills.

The effectiveness of the direct learning model in the context of writing poetry is also supported by the characteristics of madrasah students who tend to require systematic direction. This approach is suitable to be applied at MTs Al-Falah Nipa, which has a patterned and religious learning culture. According to Oktayarni et al., (2025), the success of the learning model is largely determined by its suitability with the social and cultural context of the students. In this study, a planned learning structure helps students in expressing ideas in the form of poetry while maintaining religious and social values. This is evidence that adapting the model to a local context can significantly improve learning outcomes.

Although this study shows encouraging results, it should be noted that there are limitations in the generalization coverage aspect. The research was only conducted in one class without a control group, so it could not be compared with other learning models. Therefore, advanced research with pure experimental design is highly recommended. In line with the opinion of Mahulae et al. (2023), exploratory action research needs to be developed into a comparative study to see the relative

effectiveness between models. In addition, it is necessary to develop more varied instruments to assess the affective and motivational aspects of students. In this way, future research will be more comprehensive and useful.

Overall, direct learning has proven to be an effective solution in improving the poetry writing ability of grade VII MTs students. This model is suitable for classroom contexts that require explicit and step-by-step guidance. These findings enrich the treasures of literary learning strategies, especially in improving students' expressive literacy at the madrasah level. Based on these results, Indonesian language teachers are encouraged to adopt a hands-on learning model to support the achievement of more meaningful poetry writing skills. The integration between theory and practice is the key to successful learning transformation.

## CONCLUSION

The results of the study show that the direct learning model is effective in improving the poetry writing skills of grade VII students of MTs Al-Falah Nipa. Significant improvements occurred in five aspects of assessment, namely the suitability of the theme, diction and imagery, imagination, poetry structure, and the integrity of the content. The entire posttest score increased by more than 1 point compared to the pretest, which shows that students are systematically acquiring new understandings and skills. These findings are consistent with the formulation of the problem that asks about the effectiveness of the model as well as the improvement of writing ability after treatment. In addition, the stages of implementing the "I do, We do, You do" model have been proven to help students understand the structure and process of writing explicitly. This model also facilitates the active and reflective involvement of students during the learning process. Thus, direct learning is a reliable alternative strategy to improve literacy skills at the madrasah level.

The development prospects of the results of this research are wide open to be applied to various levels and other types of literary texts. In-person learning can be

combined with a digital or project-based approach to contextually expand students' learning experiences. Follow-up research can be conducted by involving control groups to compare the effectiveness of learning models. In addition, the development of more comprehensive evaluation instruments, including affective and motivational aspects, can enrich the results of the analysis. The application of the results of this research can also be a reference for teachers in compiling systematic and applicable poetry learning modules. This strategy supports efforts to strengthen students' cultural literacy and creative expression as emphasized in the Independent Curriculum. Therefore, direct learning has a strategic value in improving the quality of writing learning in schools based on local and national values.

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