Expressing Emotions in Activity Write a Poetry: an Investigation of Literacy Abilities
(Ekspresi Emosi pada Aktivitas Menulis Puisi: Sebuah Investigasi Kemampuan Literasi)

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Article info	A B S T R A C T
	Penelitian ini berupaya menawarkan dan menyajikan pembelajaran bahasa Indonesia yang menarik melalui pengungkapan emosi dalam kegiatan menulis puisi sebagai upaya meningkatkan kemampuan literasi berdasarkan pengalaman belajar bahasa siswa sekolah dasar di Indonesia. Jenis penelitian ini adalah eksperimen semu (Quasi Eksperimental). Penelitian ini mengambil sampel sekolah dasar di Jakarta, Bekasi dan Cirebon dengan jumlah sampel sebanyak 107 responden. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah angket, tes, dan observasi. Hasil penelitian diperoleh rata-rata hasil belajar siswa kelas eksperimen sebesar 68,52 dan kelas kontrol sebesar 53,70. Hal ini menunjukkan bahwa pembiasaan literasi melalui ekspresi emosi membaca puisi cocok untuk meningkatkan kemampuan literasi bahasa siswa, sehingga pembiasaan literasi dapat menjadi alternatif bagi guru untuk meningkatkan kemampuan literasi bahasa siswa.
	This research seeks to offer and present interesting Indonesian language learning through conveying emotions in writing poetry activities as an effort to improve literacy skills based on the language learning experiences of elementary school students in Indonesia. This type of research is quasi-experimental (Quasi Experimental). This research took samples from elementary schools in Jakarta, Bekasi and Cirebon with a total sample of 107 respondents. The data collection techniques used in this research were questionnaires, tests and observations. The research results showed that the average learning outcome for experimental class students was 68.52 and that of the control class was 53.70. This shows that literacy habituation through the emotional expression of reading poetry is suitable for improving students' language literacy skills, so that literacy habituation can be an alternative for teachers to improve students' language literacy skills.

INTRODUCTION
Skills in reading and writing have an important role in life because almost all knowledge is understood through reading and writing (Suwandi, 2019; Setyarum &

Kustriyono, 2020; Noveliana & Ghani, 2022). Therefore, reading and writing skills are important requirements for students to gain knowledge and must be mastered early in order to familiarize themselves with the culture of reading and writing. The culture of literacy or reading and writing is a habituation that is deliberately created to be able to generate new thoughts or innovations in developing science (Nisak, 2023).

Reading and writing are also able to improve our ability to understand words, improve creative thinking skills and can come up with new ideas (Abbas & Syaifullah, 2023). Reading and writing are actually quite easy and light activities but in reality are rarely done by many students (Mohd-Asraf, Abdullah, Mat Zamin, 2016; USAID, 2021). One of the indicators of an advanced society is the high culture of reading and writing owned by the community. Almost all knowledge is acquired through the process of reading and writing. Because of the importance of reading and writing culture, it should be developed early (OECD, 2020).

The importance of literacy was also conveyed by the Ministry of Education and Culture (Setiawan, Aji, & Aziz, 2019; Ernawati et al., 2023). That the culture of literacy embedded in learners affects learners' success rates and ability to understand information analytically, critically, and reflectively (Praheto et al., 2021; Maruti, 2022). The government has also launched the National Literacy Movement (GLB) program which aims to foster children's ethics through a culture of literacy (reading and writing and writing) in order to have good language competence (Rahmania, 2021; Anggawirya & Floriani, 2023).

As one of the findings of the problem that researchers found and became a gap problem found that This language ability will later help them to communicate and live life. Language skills can also be useful if trained, guided and taught well and earnestly. There are many ways that can be taken to improve students' language skills, one of which is by holding a literacy movement, this is stated in the Permendikbud (Regulation of the Ministry of Education and Culture) Number 23 of 2015 concerning the Growth of Ethics which strengthens the formation of a culture of reading and writing (literacy) (Wandasari, 2017; Aswan & Amiruddin, 2020; Mahdiyah, 2021)

Ironically, the rapid development of information and technology today has actually brought this nation a decline in terms of literacy, so that today's students are lacking in language literacy skills. Students now spend more time watching TV or spending their time in front of a smartphone. The results of observations in the field also show that in one of the research locations, namely MI Nurul Huda Jakarta, apparently has not implemented the School Literacy Movement optimally due to the Covid-19 pandemic that has been experienced for the past 2 years.

Even though the literacy skills of the students at MI are still relatively low. They are less interested in reading various types of reading texts. In addition, the resource person mentioned other factors such as inadequate facilities and infrastructure to support literacy activities in schools (Sholikhah et al., 2023). One of them is that schools have to hold book updates. Reading and writing aloud is an activity for this activity to be carried out to foster students' interest in reading and improve reading and writing skills so that the knowledge they already have will be better (Triwidayati & Utami, 2020). According to Silvia & Djuanda (2017) stated that the reading material contains ethical values, in the form of local, national, and

global wisdom that will be delivered of course in accordance with the stage of development in students.

Reading and writing skills are one of the most important aspects in supporting the success of students to learn other fields of study. Burn argues that quoted from Aryani, Samdhy, & Sismulyasih (2013) gests that the ability to read and write is a vital activity in an educated society. Learning activities cannot be separated from reading and writing activities. The more students' reading and writing skills become skilled, the easier it will be for students to learn other fields of study, but there are still many students who do not realize the importance of reading and writing in learning activities, the more difficult it will be for students to learn these fields of study.

According to Rahayu quoted Wandasari (2017) that Indonesia needs a strategy to create a culture of school literacy. This activity is carried out every day for approximately 15 minutes before class time begins, students read and write books silently (sustained silent reading) or all school residents read and write aloud (read aloud).

According to research, there are several activities that can develop reading and writing skills and habits, namely: (1) Organizing visits to the library to read and write and tell stories; (2) Give reading and writing assignments and summarize; (3) Make abstractions; (4) Motivate by creating wall magazines; (5) Organizing competitions on reading and writing; (6) Hold a clipping competition; (7) Publish school newsletters or magazines; (8) Hold a book fair with the theme of historical anniversaries and major days; (9) Provide opportunities for students to assist librarians in the library; (10) Organizing innovative reading and writing programs; (11) Provide guidance on reading and writing techniques.

One of the learning activities in schools that also contributes to this literacy agenda is the learning of writing poetry as a means of student reflection to express the expressions, emotions and feelings of the learning experience that has been passed (Yantama, R, & Afnita, 2013; Siregar, 2022). Poetry for Pradopo is intended as a work that expresses thoughts that evoke feelings, which stimulates the imagination of the five senses in a rhythmic arrangement. They matter in terms of what is recorded and expressed, expressed interestingly, and makes an impression. Poetry is intended as an important recording and interpretation of human experience, composed in its most memorable form (Razanah & Solihati, 2022) (Sophia, Rustanti, & Arti, 2023).

Reading and writing poetry is one of the activities for literacy, reading and writing poetry encourages students to like to read and write, this is in line with the application of the school literacy movement (Oktaviana, Yudha, & Ulfa, 2018; Kartika, 2021; Ulfa, 2021). The literacy movement is a movement to use language and images in various forms such as reading and writing, writing, listening, speaking, seeing, presenting and thinking critically about ideas according to Abidin (Abidin & Mulyati, 2018). This literacy movement aims to develop a culture of literacy.

Language Literacy as one of the processes off lexion is a term related to classroom learning between teachers and students. Reflection is carried out in the learning process to look back at the learning process that has been carried out in more detail, reflection is a very important thing to do, but it is often forgotten.

Reflection is related to assessment or feedback after conducting or following the teaching and learning process for a certain time (Ati & Widiyarto, 2020).

Reflection in another sense is an activity carried out in the teaching and learning process in the form of written and oral assessment by the teacher for students and by students for the teacher to express constructive impressions, messages, expectations, and criticisms throughout the learning process. With reflection, positive information will be obtained about how teachers can improve the quality of learning, as well as being material for the extent to which learning outcomes are achieved (Sulasmono & Dwikurnaningsih, 2012).

This reflection activity can be used for review of a class so as to get an idea of the condition of a class. This makes the potential of each individual and a group more visible. Reflection is an activity that can be carried out to improve continuous and tiered evaluation activities. Meanwhile, for students, reflection activities can be useful for channeling expressions from the learning process that takes place and is carried out. Whether the learning process takes place well or not.

Writing poetry is one of the skills taught when studying Indonesian in school. In a broader sense, writing poetry is interpreted as an attempt to communicate thoughts, feelings, knowledge, ideas, and experiences by condensing the elements of language creatively, aesthetically, and originally (Indah, 2020; Misbahillah et al., 2023). In the context of learning in school, writing poetry emphasizes the ability of students to explore linguistic forms that run in aesthetic corridors aimed at expressing ideas, ideas and feelings implicitly. Who are informed, critical, creative, and think and act in a unique way (Ulumuddin & Wismanto, 2014).

However, field facts suggest that poetry tends to be interpreted as a literary work that expresses a temporary overflow of emotions (Rustandi, 2019; Sukron, 2022). Therefore, the learning of writing poetry in schools tends to be mechanical and does not lead students into the creative process (Şener, Türk, & Tas, 2015; Zubaidah et al., 2017). In order to produce quality works of poetry and allow the process of forming the student's personality, students need to be directly involved in the creative process, so that their imagination is formed as the realization of their ideas increases. Translating ideas and aesthetics into a more concrete picture (Latham & Ewing, 2017).

In teaching the ability to write poetry, teachers tend to instill these abilities by involving students in experiences that they do not actually have or that are different. For example, assigning a student to write a poem about the beauty of nature uses only pictures, but the student has never experienced the natural atmosphere that the teacher uses as a reference. Another example is when a student is assigned to write a poem that raises social issues about street children or poverty, but students do not understand or see social problems firsthand. The attribution factor, which is often considered trivial and sufficient, results in students becoming less involved in the creative process of writing poetry. This is because the source of poetry does not come from the life experiences that students experience, feel, or live. The lack of student involvement in the creative process leads to a decrease in motivation and the emergence of various student difficulties in writing poems.

Based on these conditions, this study seeks to be able to offer and present interesting literacy activities in an effort to improve language literacy skills through literacy activities. Through this literacy activity, it is hoped that it can improve the language literacy skills of the students and can develop and stimulate their language

literacy skills, creativity, imagination, and also the knowledge of the students. The research seeks to be able to offer and present interesting Indonesian learning through the disclosure of emotions in poetry writing activities as an effort to improve reflective abilities based on the language learning experience of elementary school students in Indonesia.

METHOD

This type of research is quantitative experimental research, and we using questionnaires, tests, observations..This type of research is a quasi-experimental experiment, which means that in its implementation it does not use random assignments but uses existing groups. For the determination of the k of the experimental group and the control group determined by the researcher himself (Creswell & Creswell, 2018). In this design, both the experimental group and the control group were given a pre-test and then the results were sought. After that the experimental group got the treatment while the control group did not get treatment. Then the two of them got a posttest to find out the results of the treatment that had been carried out. This research aims to reveal the influence of literacy activities on the language literacy skills of elementary school students in Jakarta, Bekasi and Cirebon with a total sample of 107 respondents. Because this study is a quantitative study, all observed symptoms are measured and changed in the form of numbers, so it is possible to use statistical analysis techniques.

Data collection techniques are a method used by researchers in collecting their research data. The data collection techniques used in this study were questionnaires, tests, observations. And the data collection steps that will be carried out are the questionnaire and test.

The questionnaire given is a closed questionnaire that contains indicators of literacy habituation, Bform a statement and will be given three choices then the respondent must choose one of the options. With the measurement indicators are i.e.: 1) There are 15 reading activities that are carried out daily (at the beginning, middle, or end of learning); 2) 15 reading activities have been running for at least 1 semester; 3) Teachers take part in literacy activities, such as reading together; 4) There is a team in charge of literacy formed by the principal; 5)The availability of adequate facilities and infrastructure for literacy activities (such as libraries, book collections, etc.).;6) There are posters of reading campaigns in the school premises; 7) There is a schedule for each class to read in the library; 8) The school library provides a variety of reading books (textbooks and non-lessons such as fiction and non-fiction); 9) There is a library or reading corner in each classroom that is comfortable with a collection of non-learning books; 10) There are various follow-up activities (from habituation of 15 minutes of reading) in the form of measuring students' language literacy skills (reading, writing, listening and speaking)

The test will be distributed before and after the habituation begins. With a total of 10 multiple choice questions that include: (1) ability to read; (2) ability to search; (3) ability to process and understand information; (4) ability to analyze; (5) Ability to respond.

Data analysis by describing data that has been collected during the research process and is quantitative. Furthermore, before the data analysis test was carried out, the prerequisite analysis test was first carried out, namely by testing normality

and homogeneity between the subjects in the experimental group and the control group.

This normality test aims to find out whether the research data that has been collected is normal or not. The statistical test used to test the normality of the data is the Chi Square statistical test. Criteria in normality testing, if the Chi-Square test value calculates ≤ table value or significance value ≥ 0.05 then it can be stated that the population in the group is normal.

Test this hypothesis using a t-test. The t-test was used to determine whether or not there was a significant difference between the post-test results of the experimental group and the control group. The t-test in the study was carried out twice. The first t-test for pre-test data is intended to determine the initial condition of the research subjects of the two groups. Second, calculating the t-test for post-test data intended to determine the influence of the teaching and learning process which can be seen based on the final condition of the research subject after being given treatment.

RESULT AND DISCUSSION

Based on the observations of researchers in the field during observations, in MI Jakarta, Bekasi and Cirebon who have carried out literacy habituation, such as accustoming students to read for at least 15 minutes every day at school, providing libraries or reading corners in each class, and compiling a schedule for each class to visit the library to read books. However, the habituation of literacy is still not optimally carried out, especially during the Covid-19 pandemic that has emerged in the past 2 years. Even during the pandemic, this habituation of literacy has almost stopped. But with a smartphone, it can help teachers to monitor their students to read 15 minutes at home.

In addition, there are several factors that make this literacy habituation less than optimal. Among them are inadequate facilities and infrastructure, collections of books that have been too long (old books), and lack of motivation for students to read. In this study, literacy habituation was carried out by habituation to reading at least 15 minutes before learning activities, when learning and after learning took place so that the results of data analysis were as follows:

The language literacy ability of students who do literacy habituation is significantly better than students who do not apply literacy habituation. Here's the N-Gain data of the Experiment and Control classes.

Experimental Class

Pretest	24,08	Postest
44,44		68,52

Control Class

Pretest	10,37	Postest
43,33		53,70

Table 1. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest_Kontrol	.205	107	.005	.925	107	.052
Posttest_Eksperimen	.172	107	.040	.926	107	.056

Because the researchers tested two samples from each school, the sig value used was Shapiro Wilk. From the test results, obtained:

1) The sig value of the Postes control class = 0.052 > 0.05. Then H0 is accepted (Normal data distribution)
2) Experiment sig postest value = 0.056 > 0.05. Then H0 is accepted (Normal data distribution)

From the test results obtained:

The value of the sig. postes control class and experiment class = 0.189 > 0.05 then H0 is accepted, so homogeneous data variance.

Thus, the Average Difference Test of Sample Bebas as follows:

Table 2. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
S C O R E	Equal variances assumed	1.769	.189	-2.590	107	.012	-14.815	5.720	-26.293	-3.336
	Equal variances not assumed			-2.590	49.920	.013	-14.815	5.720	-26.305	-3.325

The test results of the difference between the two average N-gains of the experimental and control classes using the t-test (Independent Sample t-test) with α = 0.05 obtained a P-value (Sig.) value of 0.012. The result obtained is a sig(2−tailed) value < α (significance level) or 0.012 < 0.05 in other words H0 is rejected and H1 is accepted. Thus, based on the results of these statistical tests, it was concluded that students who learned using games had better learning outcomes than students who did not use them significantly.

Based on the test results (pretest and postest) used to measure students' language literacy skills, researchers revealed that initially students' language literacy skills were relatively low. This is evidenced by the average pretest value of 44.44. After habituation of literacy, then the researcher gives the same posttest t questions as the pretest t questions. The average student posttest result reached 68.52. This shows that students' language literacy skills are improving. It can be concluded that students' language literacy skills through low emotional expression activities can be improved by habituation of literacy in schools. In the implementation based on this observation of the literacy movement in schools, it has 3 stages in its implementation, namely:

Habituation stage

At this stage, the school provides a variety of books that can attract students' reading interest in reading books such as fairy tale books and folklore and create an atmosphere of activities that can attract students' reading interest, for example creating a text-rich environment so as to attract students' attention to read them.

Development stage

At this stage, it aims to develop a process of proficiency in literacy, for example reading books with the right intonation, writing stories and discussing a story material.

Learning stage

At this stage, the school organizes various types of activities that aim to increase and maintain students' interest in reading through textbooks, for example, such as holding game activities in learning that are rich in useful texts so that students are able to maintain their interest in their activities.

In carrying out the implementation of the school literacy movement, the school has designed various efforts in realizing that this school literacy movement can run optimally, along with the implementation of the school literacy movement, such as:

Add an interesting book

In books that attract elementary school children such as fairy tale books and folklore but in fact most of the books provided in schools are textbooks compared to fairy tale books and folklore Efforts to increase the number of books that can attract students' attention, namely the first is that the school asks for help in the first way, namely submitting a proposal to the education office to get books through a special allocation fund and then the government will provide funds library, the second can be through BOS (School Operational Assistance) funds, the third can also be by cooperating with parents, by asking for help from parents such as providing storybooks that attract students' interest in reading, and the fifth by promoting book donation, such as teachers promoting book donations from this the number of book needs can be met but it is a bit difficult to do.

Reading activity 15 minutes before learning

Reading 15 minutes before learning in this case is a process of habituation of students in order to foster interest in reading in students. Through this activity students are asked to read various books that they are interested in for 10 minutes and then after finishing reading they are asked to write down the meaning of the reading or tell books from which students read this aims to instill ethics through the stories they read. The reading activity carried out in the high class is to do a 15-minute reading activity, students are told to read and then appointed to tell the content of the story read and take the moral message contained in the reading and then in the lower class usually the teacher does it by storytelling.

Create a reading journal

In making this reading journal as a program the teacher in supervising students to be fond of reading. In this case the student creates a reading journal that aims to find out the reading book he is reading and find out the meaning learned from the book. In supervising teachers will correct their journal books every morning before learning to find out the books read and find out whether students are reading books at home or not.

Create a literacy corner and text-rich environment

In making a literacy corner, make it interesting so that it can foster students' interest in reading and also add books that attract students in reading, in making a literacy corner make a board with the student's name if students often read books from the literacy corner are given stars so as to provoke other students to read. Creating a text-rich environment can also affect students' interest in reading because a text-rich environment has an effect on fostering elementary school reading interest.

Carrying out various competitions that support literacy activities

Various types of competitions that support literacy activities such as poetry reading competitions, reading speeches and other activities that can support literacy activities. In this activity, it can be carried out at the semester break or the end of the semester. With the competition held, this competition can improve students' skills in reading and this also triggers students' enthusiasm in reading and especially with the awarding of the award will trigger student motivation in reading.

Create a library that grabs students' attention

This library is a place of knowledge that is rich in various books that can attract students. Many students do not visit the library due to the lack of interest or less attractive students' attention in reading books. In this case, it must be prevented by decorating the library to attract the attention of students with the pasting of pictures that attract the attention of students, to attract the attention of students also by making a certificate of appreciation with students who read most often and visit the library where from this will provoke motivation and enthusiasm of students in reading books that are in the library.

CONCLUSION

Based on the results of the study and discussion, several conclusions can then be drawn as follows that the N-Gain data of the Experimental class of 24.08 and the Control class of 10.37 were obtained. This proves that students who do literacy habituation have better language literacy skills than students who do not use it. Judging from the average score of the learning outcomes of the experimental class

students of 68.52 and the control class of 53.70. This shows that literacy habituation through emotional expression in reading poetry is suitable for improving students' language literacy skills. Thus, literacy habituation can be an alternative for teachers to improve students' language literacy skills by : Add an interesting book, Reading activity 15 minutes before learning, Create a reading journal, Create a literacy corner and text-rich environment, Carrying out various competitions that support literacy activities, and Create a library that grabs students' attention

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