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## The Influence of the Master's Copying Method on the Ability to Write Poetry with the Assistance of Canva Media

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### INFO ARTIKEL

ISSN: 2808-1307  
Vol. 4, No. 2, Agustus 2024  
<http://jurnal.ardenjaya.com/index.php/ajsh>

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### **Saran Penulisan Referensi:**

Latifah, S. M., & Kartikasari, R. D. (2024). The Influence of the Master's Copying Method on the Ability to Write Poetry with the Assistance of Canva Media. *Arus Jurnal Sosial dan Humaniora*, 4 (2), 1142-1149

### **Abstrak**

Tujuan penelitian ini adalah untuk mengetahui pengaruh metode pembelajaran *copy the master* dan hasil belajar bahasa Indonesia materi menulis teks puisi melalui penerapan metode *copy the master* pada peserta didik kelas X SMK Negeri 3 Tangerang Selatan tahun pelajaran 2023/2024. Hasil Penelitian ini yaitu kemampuan menulis puisi peserta didik menunjukkan dampak positif pada proses pembelajaran dan hasil tes peserta didik. Peningkatan hasil belajar ditandai dengan nilai rata-rata peserta didik Dalam proses pembelajaran peserta didik kelas eksperimen terlihat antusias karena berani menuangkan imajinasi pikiran dalam bentuk teks puisi. Penerapan *metode copy the master* meningkatkan pemahaman dan kemampuan menulis puisi peserta didik. Hasil tes menulis puisi yang diperoleh peserta didik kelas eksperimen yaitu 79,58 sedangkan pada kelas kontrol nilai rata-ratanya 66,40. Maka, nilai yang diperoleh kelas eksperimen lebih besar dari nilai kelas kontrol. Penerapan *metode copy the master* berpengaruh terhadap pembelajaran menulis puisi peserta didik kelas X di SMK Negeri 3 Tangerang Selatan. Hal ini dapat dilihat dari hasil perhitungan uji t-test yang mendapati hasil nilai signifikansi sebesar  $0,000 < 0,05$ . Jadi, dapat disimpulkan bahwa hasil dari nilai signifikansi  $0,000 < 0,05$ , maka  $H_1$  diterima dan  $H_0$  ditolak. Sehingga hal ini menunjukkan bahwa adanya pengaruh metode *Copy The Master* terhadap kemampuan menulis puisi pada murid kelas X di SMK Negeri 3 Tangerang Selatan.

**Kata Kunci** : metode *copy the master*, media pembelajaran, kemampuan menulis, teks puisi

### Abstract

The purpose of this study was to determine the effect of copy the master learning method and the learning outcomes of Indonesian language is poetry writing material through the application of copy the master method in class X students of SMK Negeri 3 South Tangerang in the 2023/2024 academic year. The results of this study are the students' ability to write poems. It shows a positive impact on the learning process and student test results. In the learning process of the experimental class, the students look enthusiastic because they dare to pour the imagination of the mind in the form of poem. The application of copy the master method improved learners' understanding and ability to write poem. The results of the poetry writing test obtained by experimental class students were 79.58 while in the control class the average value was 66.40. So, the value obtained by the experimental class is greater than the value of the control class. The application of copy the master method affects the learning of poetry writing toward class X students at SMK Negeri 3 South Tangerang. This can be seen from the results of the t-test calculation which found a significance value of  $0.000 < 0.05$ . So, it can be concluded that the result of the significance value of  $0.000 < 0.05$ , then  $H_1$  is accepted and  $H_0$  is rejected. Thus, this study shows that there is an effect of Copy The Master method on class X students' poetry writing ability at SMK Negeri 3 South Tangerang.

**Key Words:** copy the master method, learning media, writing ability, poem

### A. Introduction

The teaching and learning process involves a reciprocal exchange of knowledge and skills between students and educators, meaning both have distinct roles in the learning process. The four basic language skills are listening, speaking, reading, and writing. The goal of acquiring language skills is to develop effective communication abilities. Writing is the act of exchanging written messages or information with others using written language as a tool or resource. According to Sari et al. (2023), important aspects of writing include the use of proper and correct language, punctuation marks, and vocabulary that adheres to the Enhanced Spelling System (EYD).

The competency standards for Indonesian Language and Literature subjects focus on the essence of language and literature learning. Language is a form of communication or conveying messages to others through spoken, written, or sign forms, while literature involves expressing one's soul through imaginative works such as poetry, prose, or drama. Monotonous learning processes can demotivate students from engaging in poetry reading activities. Fun and varied learning methods can stimulate student interest and participation in reading. The learning process should align with the material and student characteristics to ensure effective learning. Currently, the learning system appears boring and fails to enhance student activity in self-improvement, especially in Indonesian language subjects. A key factor in successful teaching is the teacher's ability to develop and create a more engaging classroom environment. Essentially, writing poetry is an effort to appreciate poetry. In the process, writers strive to recognize, understand, inspire, provide meaning, encourage critical thinking, and develop sensitivity. All aspects of literary work, including rhyme, rhythm, imagery, diction, and style, are understood and valued. Writers aim to translate each stanza to weave together the intended meaning of the poem. They offer appreciation, interpretation, and insight into the text they write. Once sufficient understanding is achieved, the writer can effectively read and present the poem.

The factors affecting this issue include individual factors, such as students' lack of interest in writing poetry. Teachers face challenges in choosing the right method for teaching poetry writing, and students struggle to write poems that meet various aspects like thematic coherence, imagery, figures of speech, rhyme, and diction. In Indonesian language classes, teachers often use monotonous and unengaging methods, leading to student boredom. Teachers have not yet implemented methods that support the learning process effectively. To enhance students' poetry writing skills, researchers propose using the "copy the master" method, which involves mimicking existing masters by studying their examples.

### The essence of writing

According to Sakila (2019), writing skills are akin to speaking skills and are considered productive skills because writers actively generate ideas and information in a comprehensible language for readers to respond to. Writing allows the communication of ideas, thoughts, and

feelings, serving as a gateway to knowledge and success. Similarly, Kartikasari and Jauzaa (2019) argue that writing is a complex skill and a medium for preserving and disseminating knowledge. It conveys information both directly and implicitly. Thus, writing is the skill of expressing ideas, thoughts, and feelings in written language so that readers can understand the content well. Writing skills are not innate but developed through intensive practice.

the nature of the poetic text

Conventionally, literature comprises three genres: poetry, prose, and drama. Poetry is one of the oldest genres. There are many definitions of poetry. Traditionally, poetry is considered a literary form characterized by elements such as rhythm, rhyme, meter, lines, and stanzas. According to Aminudin (in Wahyudi et al., 2022), poetry is a branch of literature that uses words as a medium to evoke illusion and imagination. Kosasih (2012: 97) defines poetry as a form of literary work that employs beautiful and meaningful language. The beauty of a poem is attributed to its diction, figures of speech, rhyme, and rhythm, which result from the compression of various linguistic elements. Herman (in Sisilawati et al., 2023: 310) states that poetry is a literary work that conveys the emotions experienced by the poet. Poetry is closely related to words, as words are essential for expressing the beauty and meaning intended to be communicated. Based on these perspectives, it can be concluded that poetry is a literary form that represents the poet's thoughts, ideas, and expressions, created using beautifully meaningful language.

### **Benefits of learning methods**

We know that learning is a system, meaning that learning is viewed as a simultaneous collaboration of various elements or components of learning: teaching materials, presentation methods, learning aids, and assessments, which are systematically directed to achieve the predetermined learning objectives. The benefits of studying learning methods include:

- a) Teachers can present lesson materials effectively and in a manner that is well-received by students. As mentioned earlier, Indonesia is a heterogeneous nation, so it is insufficient to develop just one teaching method. This would inevitably lead to internal conflicts for each student who feels that the method does not suit them. The situation would be different if the teacher masters various methods and applies them directly.
- b) Teachers will find it easier to control the class. By mastering many methods, teachers can freely manage their class to rely on a learning process. This not only conserves the teacher's energy but also speeds up the teaching and learning process. With various methods, teachers can more easily identify which students are active and which are passive.
- c) Teachers will be more creative in managing the classroom atmosphere. The more methods they have, the more creative they will be in creating a pleasant classroom environment. A teacher who is rich in methods will always make the atmosphere enjoyable for their students, ensuring that the teaching and learning activities run smoothly.
- d) Creativity in imparting knowledge to students will be more varied. The more methods a teacher masters in delivering lessons to students, the easier it will be for them to convey their knowledge, even when facing the diverse differences among students."

### **Understanding the Copy The Master Method**

The 'copy the master' method involves imitating an existing master by observing the example of a master who is already established. However, it is important to note that only certain aspects can be imitated while adjusting to the instructions given by the teacher who applies the method. By 'imitating,' it is not meant to plagiarize. This method uses the same model but with different content, providing concrete examples to give students a real experience from their imagination. This method focuses on what they read and understand in a poem by a master. The presence of the master will provide a high level of stimulus for them to explore and foster a desire to write poetry. Although it fundamentally involves imitation, it does not mean copying verbatim, as this would be considered plagiarism. Instead, it provides a means and experience for students to develop their imagination based on what they see and understand, all within the framework of the 'copy the master' method using the 3M process (Imitate, Process, and Develop), which serves as a tool for conducting experiments in this study.

Marahimin (in Susilowati, 2020: 1128) offers the 'copy the master' method, which involves learning to write articles by following a model that is liked and familiar to the prospective writer. Essentially, this method requires exercises based on the model provided through a

combination of a process approach and a model analysis approach. According to Ila Septeria et al. (2020), the 'copy the master' learning method has several advantages: it helps stimulate students' imagination in expressing their experiences, provides real examples from the master presented, assists educators by relating to teaching media, and can serve as a benchmark for beginners since the master provided must be of guaranteed quality and have been published or created by an expert literary figure.

### **The Nature Of Learning Media**

The word 'media' comes from Latin and is the plural form of the word 'medium,' which literally means intermediary or messenger. Media are intermediaries or conveyors of messages from the sender to the receiver. The term 'educational media' is often used interchangeably with the terms 'teaching aids' or 'communication media.' Communication will flow smoothly and yield optimal results if assisted by tools known as communication media. Meanwhile, according to Hajar et al. (2023), learning media is anything that can be used to convey messages and information in teaching, attract students' attention and interest in learning, and help them receive visual material, stimulating students' creativity and imagination. According to Miarso (in Rizal, 2016: 9), learning media is defined as anything used to convey messages and can stimulate the thoughts, feelings, attention, and willingness of learners, thereby encouraging a deliberate, purposeful, and controlled learning process. The use of learning media is a very important factor in improving students' learning outcomes and increasing their motivation to learn, as learning media greatly supports the development of the knowledge possessed by individuals, especially in students during the learning process (Audie, 2019: 588).

From the various opinions above, it can be concluded that learning media are tools used to convey messages or information (learning materials) in teaching and learning activities to stimulate students' thoughts, feelings, attention, and interest in learning. The use of media is expected to facilitate the learning process so that learning objectives can be achieved effectively.

### **The Essence Of Canva Media**

Canva is an application that can be used to design various graphic design needs for teachers. It can be used to design learning materials that will be used or provided by teachers to their students (Sari et al., 2023). Learning media based on the use of the Canva application can assist in creating learning materials. According to Pelangi (in Hajar et al., 2023: 6405), Canva is an online design program that provides various interesting features, such as presentations, pamphlets, posters, brochures, banners, resumes, and more. The Canva application is very easy to use and can be used by all groups, as it is available online. It can help educators present learning materials in a very engaging way and assist students in developing their creativity and imagination. The visual representation provided through Canva can foster better student interest in learning.

#### **a) Advantages of Canva**

According to Abdahamidah (2022: 317), there are five advantages of Canva as a media tool. It offers a variety of graphic designs, animations, templates, and appealing sheets. It is capable of adjusting the time needed to design effective learning media. Learning media design can be done anytime and can be created using a mobile phone or laptop. The application is easily accessible for both educators and students. Using Canva encourages educators to be creative and innovative.

#### **b) Disadvantages of Canva**

According to Susanti (2021: 157), the disadvantages of Canva as a media tool are. Users must have internet access to operate Canva, as the application can only be used online. Not all features provided, such as designs and templates, are available for free; some require payment. Different users may end up using similar designs or templates, leading to potential similarities in their work, although this ultimately depends on each individual's creativity.

## **B. Methodology**

According to Sugiyono (2015: 6), "Research methods are essentially scientific ways to obtain data with specific purposes and uses." The aim of this study is to observe the influence of the "copy the master" method aided by Canva media on poetry writing skills. In line with the research problem and objectives, an experimental method is used. The experimental research

method can be defined as a research method used to find the effect of a particular treatment on another under controlled conditions (Sugiyono, 2015: 107).

In this study, the researcher uses a true experimental design (a real experiment). According to Sugiyono (2015: 112), through true experimental design, all external variables that could impact the experiment can be controlled by the researcher. The researcher uses a posttest-only control design, which is a form of true experimental design. Sugiyono (2016: 112) states that there are two groups that will be randomly selected: the experimental group, which is given the treatment, and the control group, which is not given the treatment. The research design used can be described as follows.

Table 1. Posttest Research Design Only Control Design

group	class	treatment	posttest
Experimental	X MP3	X	O <sub>1</sub>
Control	X MP2		O <sub>2</sub>

Sugiyono (2015:110)

Information:

X : Learning using the copy the master method.

O<sub>1</sub> : Test for experimental class.

O<sub>2</sub> : Test for control class

The following will explain the steps of teaching in the experimental class and the control class in poetry reading skills.

### C. Result and Discussion

#### Hypothesis Testing Requirements

The basic requirement for the validity of comparative analysis is that the data obtained must meet the conditions for normality and homogeneity tests. These requirements are used to determine whether the sample being studied comes from a normally distributed population and whether the groups form homogeneous samples. After these two tests, further testing can be conducted, namely hypothesis testing.

##### 1. Normality test

In research, obtaining data in the experimental class and the control class can use a normality test to determine whether the data is normally distributed or not. The normality test for the population used is the Lilliefors test (Kolmogorov-Smirnov). This test is commonly used for discrete data that is not presented through interval data. According to Sundayana (2016:83), data normality testing can be performed using the Lilliefors test. The calculations are as follows:

Table 2. Experimental Class Data Normality Test

	Tests of Normality			Hipotesis	Conclusion
	Kolmogorov-Smirnov		Sig.		
	Statistic	df	Sig.		
Pre-Test Exsperimental	0.130	40	0.088	H <sub>1</sub> Accepted	Normality
Post-Test Exsperimental	0.117	40	0.176	H <sub>1</sub> Accepted	Normality

The normality test for the experimental class data, using the Kolmogorov-Smirnov test, shows that the data has a normal distribution because the values are greater than the 5% significance level. The pre-test data has a value of 0.088, which is greater than 0.05, and the post-test data has a value of 0.176, which is also greater than 0.05, indicating that H<sub>1</sub> is accepted. This suggests that the sample comes from a normally distributed population.

Table 3. Control Class Data Normality Test

	Tests of Normality			Hipotesis	Conclusion
	Kolmogrov-Smirnov		Sig.		
	Statistic	df			
Pre-Test Control	0.138	40	0.053	H <sub>1</sub> Accepted	Normality
Post-Test Control	0.136	40	0.059	H <sub>1</sub> Accepted	Normality

The normality test for the control class data, using the Kolmogorov-Smirnov test, shows that the data has a normal distribution because the values are greater than the 5% significance level. The pre-test data has a value of 0.053, which is greater than 0.05, and the post-test data has a value of 0.059, which is also greater than 0.05, indicating that H<sub>1</sub> is accepted. This suggests that the sample comes from a normally distributed population.

2. Data Homogeneity Test

Based on the normality test of the data distribution that was conducted, the data is normally distributed, so the analysis proceeds with testing for homogeneity. The homogeneity test used in this research is the inferential statistical test, the test of homogeneity of variances, using SPSS 25 for Windows. The criteria for this test are as follows: if the significance value  $(p > 0.05)$ , then the data indicates that the population variances are the same (homogeneous). However, if the significance value  $(p < 0.05)$ , then the data indicates that the population variances are not the same (not homogeneous). The results of the homogeneity test can be shown in the following table.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	2.907	1	78	.092
	Based on Median	.810	1	78	.371
	Based on Median and with adjusted df	.810	1	70.291	.371
	Based on trimmed mean	2.710	1	78	.104

Based on the output results of the homogeneity of variances test using the Levene Statistic test shown in the figure above, the result of the population variance homogeneity test indicates that the Significance (Sig.) Based on Mean is  $0.092 > 0.05$ , where  $(p > \alpha)$ , with  $(\alpha = 0.05)$ . Therefore, it can be concluded that the variances of the post-test data for the control class and the post-test data for the experimental class are the same or homogeneous.

3. Hypothesis Testing

The hypothesis test used in this study is an inferential statistical test (t-test), specifically a paired samples test, aimed at testing 80 samples using SPSS. The testing criteria are as follows: the alternative hypothesis (H<sub>1</sub>) is accepted if the calculated t-value is greater than the t-table value. Conversely, H<sub>1</sub> is rejected if the calculated t-value is less than the t-table value. In other words, the hypothesis is accepted if the calculated t-value is greater than or equal to the t-table value at a significance level of 0.05. The results of the t-test for the experimental class are shown in the following table. The test used is the t-test. The results obtained from the normality and homogeneity tests indicate that the samples come from a normally distributed population and a homogeneous population.

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	PostTest Kontrol - PostTest Eksperimen	-13.175	18.576	2.937	-19.116	-7.234	-4.486	39	.000

Based on the output results shown in the figure above, the significance value (sig. 2-tailed) is 0.000. Since the significance value of 0.000 is less than 0.05, it can be stated that there is an

effect of the Copy The Master method on the poetry writing skills of Grade X students at SMK Negeri 3 South Tangerang. Therefore, it can be concluded that with a significance value of  $0.000 < 0.05$ ,  $H_1$  is accepted and  $H_0$  is rejected. This indicates that there is an effect of the Copy The Master method on the poetry writing skills of Grade X students at SMK Negeri 3 South Tangerang.

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Kontrol	40	33	81	54.30	14.979
PostTest Kontrol	40	42	91	66.40	15.927
PreTest Eksperimen	40	45	89	64.00	13.074
PostTest Eksperimen	40	57	100	79.58	12.521
Valid N (listwise)	40				

Based on the figure above, it can be seen that the effect of the Copy The Master method on the poetry writing skills of Grade X students at SMK Negeri 3 South Tangerang in the control class is 66.40, while the effect in the experimental class is 79.58. This indicates that the application of the experimental model using the Copy The Master method can improve the poetry writing skills of Grade X students at SMK Negeri 3 South Tangerang.

#### **D. Conclusion**

From the discussion of the research in Chapter IV, the researcher can conclude two things related to the research questions as follows.

1. The use of the Copy The Master method for poetry writing skills among students shows a positive impact on both the learning process and the test results of the students. Students responded well during poetry writing lessons. In the learning process, students in the experimental class appeared enthusiastic because they dared to express their imagination in the form of poetic texts. The implementation of the Copy The Master method improves students' understanding and ability to write poetry. The poetry writing test results obtained by the students in the experimental class were 79.58, while the average score in the control class was 66.40. Thus, the score obtained by the experimental class is higher than the score of the control class.
2. The application of the Copy The Master method affects the poetry writing learning of Grade X students at SMK Negeri 3 South Tangerang. This can be seen from the results of the t-test calculation, which found a significance value of  $0.000 < 0.05$ . Therefore, it can be concluded that with a significance value of  $0.000 < 0.05$ ,  $H_1$  is accepted and  $H_0$  is rejected. This indicates that the Copy The Master method has an effect on the poetry writing skills of Grade X students at SMK Negeri 3 South Tangerang.

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