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The Effect of Learning Model and Motivation to Students' Ability in Writing Poetry Text in Grade VI SDN 066667 Perumnas Mandala Medan

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Abstract : *This study aims to (1) describe the effect of writing poetry skills of grade 6 SDN 066667 Perumnas Mandala Medan which is taught by CIRC and Contextual model; (2) to describe the effect of writing poetry ability of grade 6 SDN 066667 Perumnas Mandala Medan with high motivation and low motivation, (3) to describe the interaction between learning model and learning motivation to writing poetry skill of grade VI SDN 066667 Perumnas Mandala Medan. The population and this study are all students of class VI SD Negeri 066667 Perumnas Mandala consisting of three classes with the number of students as much as 120 students. Selection of this school as a population of research based on the assumption that the students have relatively similar characteristics. 80 students were taken by random cluster sampling that is class VI-A which is taught by CIRC learning model and class VI-B which is learned by using Contextual model. The method used in this research is quasi experimental method (quasi experiment) with 2 x 2 factorial research design. To collect the data used the test. The test of poetry writing ability is used poetry writing test and student learning motivation using questionnaire. The data analysis technique used is descriptive and inferential statistic technique. The result of the analysis showed that students' poetry writing ability taught by CIRC model obtained the lowest score of 22 and the highest score 35, the average score 28,53, the mode 26,5, median 28,16 and standard deviation 3,69. This result proves that there is influence of students' writing ability taught with CIRC. While the ability of students to write poetry text using contextual learning model obtained the lowest score 22 and the highest score 33, the average score 27, mode 27.9, median 27.1 and standard deviation 2.9. These results prove that the influence of students' text writing skills taught by the CIRC model is better than the Contextual model. The findings of the study indicate that (1) there is a significant difference between the result of poetry writing poetry skills taught by CIRC and the result of poetry writing skill that is taught with contextually tested truth. This is evident from f¬hitung = 88,530> ftabel = 3,991) at a significant level of 5%. It can be concluded that learning by using CIRC model is better than Contextual, (2) there is difference of poetry writing skill skill in students who have high learning motivation with students who have low-tested learning motivation. This is evidenced from F ¬ count = 103,060> Ftable = 3,991 at a significant level of 5%. In other words, it can be concluded that poetry writing skills in students who have high learning motivation is better than students who have low learning motivation, and (3) there is interaction between learning model with learning motivation in influencing poetry writing skill. This is evidenced from F ¬ count = 90.250> Ftable = 3.991 at a significant level of 5%.*

Keywords – *learning model, learning motivation, writing poetry ability*

I. INTRODUCTION

Writing is part of the language skills that are considered a communication activity to deliver the message (information) in writing to other parties by using written language as a tool or media. Dalman says that writing is a process of pouring ideas in the form of written, creative, logical and critical writing to record, record, tell, convince, portray, entertain and influence others.

In making a writing, the author must be able to produce various forms and colors of writing in accordance with the creative goals and objectives. It can be seen from the writer's ability to link words with words, sentences, and paragraphs because writing forms a text that can train students to be creative, imaginative, and reasoning. Nugroho said that writing is one of the most important language skills for students because writing skills train students to be creative, imaginative, and reasoning. In this case it can be explained that the activity of writing leads students to be creative, imaginative, and reasoning against a particular purpose in writing poetry text [2].

Writing poetry text is an effective language skill to foster student character and character. Oemarjati revealed that the teaching of literature in addition to improving language skills as well as an effective vehicle in developing and fostering the character and character of learners [3]. This explains that literary learning carried

out in schools can indeed foster the ability of students to appreciate and understand literature as something meaningful in everyday life, besides literary learning can also develop the sensitivity of students' thoughts and feelings, enrich the development of student insight and student character.

Writing poetic texts requires the ability to express thoughts, feelings imaginatively. Waluyo defines poetry as a form of literature that expresses the imaginative thoughts and feelings of poets and is constructed by concentrating all the power of language, concentrating on its physical structure and inner structure [4]. Therefore good poetry should be based on some elements of poetry builders such as themes and mandates, imagery (imagination), rhythm, and point of view. Supriyadi (2006: 67) mentions that there are six elements of poetry builder: (1) theme and message, (2) imagery, (3) rhyme, (4) diction, (5) rhythm, and (6).

In fact there are still many students who are unable to write poetic texts because they are less able to search and use words appropriate to the poetry language. It all happens because poetry is more demanding expression through various linguistic expressions such as various forms of pengajasan. This indicates that the value of students' writing poetry writing ability is low. This fact also occurs in grade 5 students at SD Negeri 066667 Perumnas Mandala Medan. From the results of the monthly repetition of students note that there are still many students have not met the Minimum Passing Criteria (KKM) for Indonesian language subjects, especially writing poetry. Only 25% of the 120 students who passed the KKM where the determined KKM score is 70. The low ability of students to write poetry text of students is also known through the journal Zainudin with the title Improving the ability to write poetry for fourth graders SDN 1 Dongko With Practice Method [5]. The result of the research proves that students' writing poetry ability is low because students have difficulty finding ideas, determining words in writing poetry, difficulty in starting writing, lack of vocabulary mastery, and difficulty writing poetry because they are not accustomed to express their feelings, thoughts, imagination, between the imaginary world and the real world into poetry. In addition, student problems are also known through less effective teaching models for improving the ability to write poetry.

Teaching model that is often used by Indonesian teachers in learning is still monotonous that is using the lecture and task models. This learning model does not give much contribution to the improvement of students ability, especially writing poetry text. Therefore, to solve the problem of students in learning, especially in writing poetry text, teachers can apply a model of learning that is able to stimulate the imagination of students in pouring ideas and ideas into writing. The learning model describes the overall sequence of steps that are generally followed by a series of learning activities. A syntax of learning shows clearly what activities need to be done by teachers and students, and the specific tasks that students need to do. By using the model of learning, the task of teachers in delivering the material will be easier and students will also get direction to improve their ability in learning.

Cooperative Integrated Reading and Composition (CIRC) learning model is one of integrated learning model that can help students in improving the ability to write poetry in which each group of students can issue ideas to understand a concept and complete the task (task), so that formed the understanding that and long learning experience. Fogarty says that by virtue of its cohesiveness, CIRC learning is a model in one discipline that is connected and nested, interdisciplinary model sequences, shared (webbed), theaded (fluted) and integreted (integrated), and models in cross-students. This makes the ability to write student poems can be developed well.

Slavin says that the CIRC model is a comprehensive program to teach reading and writing in elementary and secondary school grades. This opinion explains that the CIRC model guides elementary students to understand reading and writing in improving learning. Furthermore, Suyitno said the advantages of CIRC model are (1) improving students' skills in solving problem solving problems, because students get prose text as an illustration to facilitate in expressing ideas in making a poem, (2) teacher dominance in learning is reduced because in this learning emphasizing student activeness, (3) students are motivated on the results carefully, because in groups emphasize the role of each individual to work, (4) students can understand the meaning of questions and check each other's work because they are given prose text and asked to find main themes and ideas to be a poem, (5) to help weak students in learning, because each individual helps each other so that the results achieved will be good, (6) improve learning outcomes, especially in solving the problem on prose text [6].

From the two opinions above can be explained that by applying the CIRC model in Indonesian language learning, in particular improving the ability to write poetry, students will be more focused on the object to be written in the poem. Where the advantages of CIRC learning model is an illustration made very easy for students to express ideas in making a poem. Activity of students in groups strongly motivates students to define themes and ideas in writing poetry. Motivation will lead students to study harder, tenacious, diligent and have full concentration in the learning process of learning. Motivation motivation in learning is one of the things that need to be raised in the effort of learning in school, especially writing poetry text. Sardiman said that the motivation to learn is the overall driving force that is in the students that lead to learning activities and ensure the continuity of learning activities so that the desired goal by the subject of learning can be achieved. In

other words, learning motivation has a very important role in learning activities because it is a mental force that encourages, moves and directs students' learning will [7].

From the observations made at SDN 066667 Perumnas Mandala Medan is known that there are still many students have low motivation. This can be understood from the lack of active attitude of students to the subjects studied, the lack of student responses to the subject matter, and lack of interpretation of the tasks of each subject under study so that students look less eager in following the learning process, especially writing text poetry. This certainly gives a bad influence for the improvement of learning ability in school. Based on the facts that occurred, the authors want to do research to answer the problems contained above. The research that will be conducted is aimed to improve the poetry writing skills of grade V students SDN 066667 Perumnas Mandala through learning model and learning motivation

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II. METHOD

This research is a quasi experimental research with two group pretest-posttest design. The population of this research is the students of the elementary school class 066667 Perumnas Mandala Medan class VI. The sample in this research was taken by cluster random sampling, that is class VI-A totaling 40 people into experimental class with CIRC learning model and class VI-B totaling 40 into control class by using contextual model. The instrument of this research is using test of poetry writing ability and student's learning motivation using questionnaire consisting of 30 questions that are 18 positive questions and 12 negative questions that have been validated. The resulting data were analyzed using an anava 2 pathway with the help of SPSS.

III. RESULT AND DISCUSSION

Result

The data that has been presented in this research consists of students' skill score writing poetry text of grade 6 students of SD Negeri 066667 Perumnas Mandala which is taught by CIRC learning model which is grouped on high and low learning motivation and poetry writing skill score which is taught with contextual learning model grouped into high and low learning motivation. The description of the data displayed informs about mean, median, variance, standard deviation, maximum score and minimum score and comes with its frequency distribution table and histogram graph.

The Capability of Writing Text of Poetry Taught by the CIRC Learning Model Based on the data obtained can be seen that the score of the ability to write poetry text students who were taught by CIRC model obtained the lowest score 22 and the highest score 35, the average score 28.53, 26.5 mode, median 28.16 and standard deviation 3.69 . To see the scores of students used interval class is the score between, the absolute frequency is the number of students who have score ability to write the poetry text of students, and the relative frequency of the percentage score of the ability to write poetry text students. The description of the ability to write poetry text using CIRC model is shown in the following table.

Table 1 Description of Data Capability of Writing Text of Poetry Taught by CIRC Model

Number	Class Interval	F Absolut	F Relatif (%)
1	22-24	5	15.6
2	25-27	9	28.1
3	28-30	7	21.8
4	31-33	8	25
5	34-36	3	9.3
Total		32	100

From Table 1 above, it can be concluded that the ability of writing poetry text by using CIRC model is 7 persons or 21.8% are in average class, 14 persons or 43.7% are below average, whereas 11 people or 34.3% are above average.

Based on the data obtained it can be seen that the score of the ability to write poetry text students who were taught using the contextual model obtained the lowest score of 22 and the highest score 33, average score 27, mode 27.9, median 27.1 and standard deviation 2.9. To see the scores of students used interval class is the score between, the absolute frequency of the number of students who have a score of writing ability of poetry text students, and the relative frequency of the percentage score of the ability to write poetry text. The description of the ability to write poetic text using a contextual model is shown in Table 2 below.

Table 2 Description of Text Writing Capability of Poetry Data Learned by Using Contextual Models

Number	Class Interval	F Absolut	F Relatif
1	22-23	4	12.9
2	24-25	6	19.4
3	26-27	7	22.6
4	28-29	8	25.8
5	30-31	4	12.9
6	32-33	2	6.45
Total		31	100

From Table 2 above, it is found that the ability to write poetry text of students who were taught by using the contextual model, obtained 7 people or 22.6% are in the average class, 10 people or 32.3% are below average, whereas 14 person or 45.1% is above average.

Based on the data obtained can be seen that the score of the ability to write poetry text students who have high motivation obtained the lowest score 22 and the highest score 35, the average score 28.26, 27.83 mode, median 28.13 and standard deviation 3.7. To see the scores of students used interval class is the score between, the absolute frequency of the number of students who have a score of poetry writing ability, and the relative frequency of the percentage score of the ability to write poetic text. A description of the ability to write poetry text of highly motivated students is shown in Table 3 below:

Table 3 Description of Text Writing Capability Writing Data of Highly Learning Motivational Students Learned by Using CIRC and Contextual Models

Number	Class Interval	F Absolut	F Relatif
1	21-23	4	11.8
2	24-26	7	20.6
3	27-29	11	32.4
4	30-32	6	17.6
5	33-35	6	17.6
Total		34	100

From Table 3 above, it is found that the ability to write poetry text of students who have high learning motivation, obtained 11 people or 32.4% are in the average class, 11 people or 32.4% are below average, while 12 people or 35.2% above average.

Based on the data obtained can be seen that the score of the ability to write poetry text students who have low learning motivation obtained the lowest score 22 and the highest score 33, the average score 27, 25.5 mode, median 26.7 and standard deviation 2.8. To see the scores of students used interval class is the score between, the absolute frequency is the number of students who have score ability to write the poetry text of students, and the relative frequency of the percentage score of the ability to write poetry text students. The description of the ability to write poetry text of students with low learning motivation is shown in Table 4 of the following pages.

Table 4 Description of Text Writing Capability Data of Poetry with Low Learning Motivation Learned by Using CIRC and Contextual Model

Number	Class Interval	F Absolut	F Relatif
1	22-23	3	10.34
2	24-25	7	24.14
3	26-27	7	24.14
4	28-29	5	17.24
5	30-31	5	17.24
6	32-33	2	6.9
Total	29	100	

From Table 4 above, it is found that the ability to write poetry text of students who have low learning motivation, obtained 7 people or 24.1% are in the average class, 10 people or 34.4% are below average, while 12 people or 35.3% above average. Based on the data obtained it can be seen that the score of the ability to write poetry text students who were taught by CIRC model based on high learning motivation obtained the lowest score 25 and the highest score 35, the average score 30.7, mode 32.5, median 31 and standard deviation 2 , 9. To see the scores of students used interval class is the score between, the absolute frequency is the number of students who have score ability to write the poetry text of students, and the relative frequency of the percentage score of the ability to write poetry text students. The description of students' poetry writing skills learned by CIRC model based on high learning motivation is shown in the following Table 5.

Table 5 Description of Text Writing Capability Writing Capability of Students Learned by CIRC Model Based on High Learning Motivation

Number	Class Interval	F Absolut	F Relatif
1	24-25	1	5.5
2	26-27	2	11.1
3	28-29	3	16.6
4	30-31	3	16.6
5	32-33	6	33.3
6	34-35	3	16.6
Total		18	100

From Table 5 above, it is found that the ability to write poetry text of students who were taught by CIRC model based on high motivation, obtained 3 people or 16.6% are in average class, 6 persons or 33.2% are below average, while 9 people or 49.9% were above average.

Based on the data obtained it can be seen that the ability to write poetry text of students who learned using CIRC model based on low learning motivation obtained the lowest score 22 and the highest score 30, the average score 25.7, 25.5 mode, median 25.7 and standard deviation 2.33. To see the scores of students used interval class is the score between, the absolute frequency is the number of students who have score ability to write the poetry text of students, and the relative frequency of the percentage score of the ability to write poetry text students. The description of students' poetry writing skills learned by CIRC model based on low learning motivation is shown in Table 6:

Table 6 Description of Text Writing Text Ability Capability of Students Learned by CIRC Model Based on Low Learning Motivation

Number	Class Interval	F Absolut	F Relatif
1	21-22	1	7.14
2	23-24	3	21.4
3	25-26	5	35.7
4	27-28	3	21.4
5	29-30	2	14.3
Total		14	100

From Table 6 above, it can be concluded that the ability to write the poetry of students who were taught by CIRC model based on low learning motivation was 5 persons or 35.7% were in the average class, 4 persons or 28.5% average, while 5 people or 35.7% were above average. Based on the data obtained can be seen that the score of the ability to write poetry text students who were taught by using a contextual model based on high learning motivation obtained the lowest score 22 and highest score 29 average score 25.75, mode 27.5, median 26 and standard deviation 2 , 51. To see the scores of students used interval class is the score between, the absolute frequency is the number of students who have score ability to write the poetry text of students, and the relative frequency of the percentage score of the ability to write poetry text students. The description of students' poetry writing skills taught using contextual models based on high learning motivation is shown in Table 7 below:

Table 7 Description of Text Writing Text Ability Capability of Students Learned by Using Contextual Models Based on High Learning Motivation

Number	Class Interval	F Absolut	F Relatif
1	21-22	2	12.5
2	23-24	4	25
3	25-26	3	18.75
4	27-28	4	25
5	29-30	3	18.75
Total		16	100.00

From Table 7 above, it is found that the ability to write poetry text of students who are taught by using contextual model based on high learning motivation, obtained 3 people or 18.75% are in the average class, 6 people or 37.5% are below the average , while 7 people or 38.75% were above average. Based on the data obtained can be seen that the score of the ability to write poetry text students who were taught by using contextual model based on low learning motivation obtained lowest score 24 and highest score 33 average score 28.36, mode 30.1, median 28.75 and deviation raw 2.74. To see the scores of students used interval class is the score between, the absolute frequency of the number of students who have a score of poetry writing ability, and the relative frequency of the percentage score of the ability to write poetic text. The description of students' poetry writing skills taught using a contextual model based on low motivation is shown in Table 8 below:

Table 8 Description of Text Writing Text Ability Capability of Students Learned by Using Contextual Models Based on Low Learning Motivation

Number	Class Interval	F Absolut	F Relatif
1	24-25	3	20
2	26-27	3	20
3	28-29	3	20
4	30-31	4	26.67
5	32-33	2	13.33
Total		15	100

From Table 8 above, it was found that the ability to write poetry of students who were taught using a contextual model based on low learning motivation, obtained 3 people or 20% were in the average class, 6 people or 40% were below average, while 6 people or 40% are above average.

Submission of Analysis Requirements

Normality test is done by Liliefors test. The normality test of the students' writing poetry writing ability capability using the CIRC Model obtained by Liliefors counted 0.0966 while the value of Liliefors table was 0,1566 at $\alpha = 0,05$. Thus it is known that the value of Liliefors count is smaller than the value of Liliefors table that is 0,0966 <0,15661 it is concluded that the data ability of writing poetry text of students who learned by using mode; CIRC is normally distributed.

Test normality data ability to write poetry text of students who learned by using contextual model obtained Liliefors counted 0.0774 while the value of Liliefors table of 0.1591 at $\alpha = 0.05$. Thus it is known that the value of Liliefors count is smaller than the value of Liliefors table that is 0.0774 <0.1591 it is concluded that the ability to write poetry text students are taught by using a normal contextual distribution model. Test the normality of data writing ability of poetry text of student with high learning motivation which is learned by CIRC and contextual model obtained by Liliefors counted 0,0874 while Liliefors table value equal to 0,1519 at $\alpha = 0,05$. Thus it is known that the value of Liliefors count is smaller than the value of Liliefors table that is 0,0874 <0,1519 it is concluded that the data ability of writing poetry text of students with high learning motivation that dibelajarkan with CIRC model and contextual normal distribution.

Test of normality of data writing ability of poetry text of student with low motivation which is taught by CIRC and Contextual Model obtained liliefors count equal to 0,1059 whereas value of liliefors table 0,1645 at $\alpha = 0,05$. Thus, 0.1059 <0.1645, it is concluded that the data ability of writing poetry text of students with low learning motivation that is taught by CIRC and contextual model of normal distribution. Test of normality of data writing ability of poetry text of student with high motivation which is learned by using CIRC model obtained Liliefors count equal to 0,1072 while Liliefors table value equal to 0,2088 at $\alpha = 0,05$.

Thus it is known that the value of Liliefors count is smaller than the value of Liliefors table that is 0.1072 <0.2088 it is concluded that the data ability of writing poetry text of students with high learning motivation that is learned by using CIRC model normal distribution.

Test normality data ability to write poetry text of student with high learning motivation which is learned by using contextual model obtained Liliefors count equal to 0,1121 whereas value of Liliefors table equal to 0,2215 at α = 0,05. Thus it is known that the value of Liliefors count is smaller than the value of Liliefors table that is 0.1121 <0.2215 then it is concluded that the data ability of writing poetry text of students with high learning motivation that is learned by using contextual model of normal distribution.

Test the normality of data writing ability of poetry text of student with low learning motivation which learned by using CIRC model, obtained Liliefors count equal to 0,1120 while value of Liliefors table equal to 0,2367 at α = 0,05. Thus it is known that the value of Liliefors count is smaller than the value of Liliefors table that is 0.1120 <0.2367 it is concluded that the data ability of writing poetry text students with low learning motivation that is learned by using CIRC flash model normal distribution. Test the normality of data writing ability of poetry text with low learning motivation which is learned by using contextual model obtained by Liliefors counted 0,0890 while Liliefors table value equal to 0,2287 at α = 0,05. Thus it is known that the value of Liliefors count is smaller than the value of Liliefors table that is 0.0890 <0.2287 it is concluded that the data ability of writing poetry text of students with low learning motivation that was taught by using a normal contextual distribution model.

Homogeneity Test of Data Variance

The homogeneity test was conducted to find out whether the sample variance came from a homogeneous population or not. Homogeneity test is done that is comparing variance data poetry writing ability between treatment with learning model and learning motivation. Test of data homogeneity of writing ability of sample group poetry text with CIRC and contextual model obtained by value of Fcount equal to 1,60 whereas value Ftabel = 1,84 at α = 0,05 with dk of numerator 31 and dk denominator 30. It is known that value of Fhitung smaller than Ftable is 1.60 <1.84 it is concluded that both groups of samples have the same relative variance (homogeneous).

Test homogeneity of study result of sample group with high learning motivation and low learning motivation obtained Fcount value equal to 1,64 while value Ftabel = 1,69 at α = 0,05. It is known that the Fcount value is less than Ftable is 1.64 <1.69 it is concluded that both groups of samples have the same relative variance (homogeneous). Homogeneity test of interaction between learning model and learning motivation used Barlettt formula. Based on the calculation of Barlett formula obtained χ2count = 0.70 while the price χ20.95 (3) = 7.82. Thus it can be seen that χ2count <χ2tables so that it can be concluded that the data score of the ability to write poetry text students come from a homogeneous variance. After testing both requirements of the normality test and homogeneity test, it is certain that the requirements to be met by the research data in order to use the variance analysis technique (ANAVA) have been met, the analytical technique has been used.

Hypothesis testing

Hypothesis testing was performed using variance analysis technique (ANAVA). For the purposes of variance analysis, the required data can be seen in Table 9.

Table 9 Text Writing Text Writing Ability Data

Motivation to Learn (B)	Learning Model (A)		Total
	CIRC (A_1)	Contextual (A_2)	
High (B_1)	n_{A1B1} = 18	n_{A2B1} = 16	N_{KT} = 34
	$\bar{x}_{A1B1}$ = 30,77	$\bar{x}_{A2B1}$ = 25,75	$\bar{X}_{KT}$ = 3,7
	SD = 2,90	SD = 2,51	SD = 5,26
	Σx = 554	Σx = 412	Σx = 966
	Σx^2 = 17194	Σx^2 = 10704	Σx^2 = 17898
Low (B_2)	n_{A1B2} = 14	n_{A2B2} = 15	N_{KR} = 29
	$\bar{x}_{A1B2}$ = 25,64	$\bar{x}_{A2B2}$ = 28,4	$\bar{X}_{KR}$ = 27,02
	SD = 2,37	SD = 2,74	SD = 2,89
	Σx = 359	Σx = 426	Σx = 785
	Σx^2 = 9279	Σx^2 = 12204	Σx^2 = 21483

Motivation to Learn (B)	Learning Model (A)		Total
	CIRC (A_1)	Contextual (A_2)	
Total	N_{MF} = 32	N_{PP} = 31	n_{tot} = 63
	$\overline{X}$ = 28,21	$\overline{X}$ = 27,08	$\overline{X}_{tot}$ = 27,64
	SD = 3,69	SD = 2,91	SD = 3,30
	Σx = 913	Σx = 838	Σx = 1751
	Σx^2 = 26473	Σx^2 = 22908	Σx^2 = 49381

The result of ANAVA calculation as shown in Table 10, is a summary of 2x2 factorial analysis.

Table 10 Summary of Factor Analysis 2x2

Source Varians	JK	dk	RJK	F_{acc}	F_{table}	Conclusion
Learning Model	35.381	1	35.381	5.007	3,96	Signifikan
Motivation to learn	28.22	1	28.2201	14.03	3,96	Signifikan
Interaction	233.79	1	233.791	33.08	3,96	Signifikan
Between groups	297.39	3	99.1307	-		
In Group	416.93	56	7.06653			
Total	714.32	62				

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Discussion

Based on the result of data analysis, it was found that the score of poetry writing ability of students who were taught by CIRC model got the lowest score of 22 and the highest score was 35, the average score was 28,53, the mode 26,5, the median 28,16 and the standard deviation 3,69. This result proves that there is influence of students' writing ability taught with CIRC.

This CIRC learning model is a comprehensive or extensive and comprehensive program for teaching reading and writing. In the CIRC learning model, students are placed in small, heterogeneous groups, consisting of 4 or 5 students. In this group is not distinguished by sex, ethnicity, or level of student intelligence. So, in this group there should be students who are smart, moderate or weak, and each student feels right for one another. In CIRC learning or integrated learning each student is responsible for group work. Each member of the group exchanges ideas for understanding a concept and completing a task, thus forming an understanding of that and a long learning experience. In this case the CIRC model focuses on a group of students with different skills to exchange ideas and work together in improving poetry writing skills so that students have optimal learning experience. This achievement is in accordance with Tarigan's opinion that cooperative learning is a learning strategy where students learn in small groups with different skills, and in such small groups students learn and work together to arrive at an optimal learning experience both individual experience and group experience [8]. While the ability of students to write poetry text using contextual learning model obtained the lowest score 22 and the highest score 33, the average score 27, mode 27.9, median 27.1 and standard deviation 2.9. These results prove that the influence of students 'text writing skills taught by contextual models is not very satisfactory for improving students' poetry writing skills.

The contextual learning model is a learning concept that helps teachers connect between the material they teach to the real-world situations of the students and encourages students to make connections between their knowledge and application in their daily lives. In other words it can be explained that contextual is a suitable teaching approach that produces meaning by linking the academic content to the context of everyday life.

In contextual learning, the concept of learning is based on a scientifically created environment, meaning learning will be more meaningful if children "work" and "experience" themselves what they learn, not just "find out". Learning is not just an activity of transferring knowledge from teachers to students, but how students are able to interpret what is learned. In this study, the ability to write poetry text students focused bgaimana students can work through the experience experienced by the students themselves. This is in accordance with Suyitno who said that contextual learning is a holistic educational process and aims to motivate students to understand the meaning of the subject matter they learned by linking the material to the context of their daily lives [9].

In this study, based on testing the first hypothesis obtained the application of learning by using the model of learning gives a significantly different effect on the skills of writing poetic text where fhitung> ftabel so for the first research hypothesis Ha accepted and H0 rejected. based on the results of research CIRC learning is more effective in improving students' poetry writing skills because students are motivated to have important

ideas to write poetry text based on group discussion so that in writing poetry text students are able to understand the concept of poetry and can easily complete the poem with good and beautiful .

On the other hand, contextual learning model is less effective to facilitate students in improving poetry writing skills, because in this study students only rely on teachers to guide and give attention in improving ketermapilan writing poetry text students who in the end students are less able to express ideas what want written in poetry. In other words this learning capital does not provide many opportunities for all students in the learning process. Based on data analysis it is known that the ability to write poetry text of students who have High Motivation obtained the lowest score 22 and the highest score 35, the average score 28.26, 27.83 mode, median 28.13 and standard deviation 3.7. These results prove that students who have High Motivation have the ability to write better poetry student text. Highly motivated students are students who have very strong reasons to achieve what they want to learn. Samsudin said that high motivation is a strong impulse of one's self in order to carry out something that has been determined [10]. In other words high motivation can be described that there will be a great effort to achieve what you want to achieve. In this study students who have high motivation will always try to increase the ability to write poetry text properly and correctly

Conversely, the ability to write poetry text of students who have low motivation obtained the lowest score 22 and the highest score 33, average score 27, 25.5 mode, median 26.7 and standard deviation 2.8. These results prove that students who have Low Motivation does not provide a good enough effect for improving students' writing poetry writing skills. Low motivation can be characterized by lack of will or effort in achieving goals. Donald says that low motivation implies a lack of effort or a willingness to act so that what is desired will never be achieved [11]. In this research can be described that students who have low motivation are students who do not have the will to improve the ability menusli pusi text. In this study it is known that there are differences in the ability to write poetry text of students who have high learning motivation and students who have low learning motivation. Students who have high learning motivation will easily improve their poetry writing skills. But conversely students who have low learning motivation will be difficult to improve the skills of writing poetic text because of the limitations of learning motivation becomes an obstacle in exposing the information you want written in writing poetry text so that ultimately less can achieve maximum results. In this study, based on testing the second hypothesis proved that high-low motivation to learn to give a significantly different effect on the skills of writing poetic text where F-count> Ftabel, so for the first research hypothesis Ha accepted and Ho rejected.

Based on result of calculation of ANOVA factorial 2x2 obtained Fhitung = 33,08 whereas value Ftabel = 3,96 for dk (1,56) and level of real $\alpha = 0,05$. It turns out the value Fcount = 33.08> Ftable. This result proves that there is interaction between learning model and learning motivation to students' writing poetry writing ability. Learning with the CIRC model will help students in understanding the lesson materials with group friends so as to achieve a good learning achievement. Slavin explained that cooperative learning is a learning strategy where students learn in small groups, help each other to understand a learning material, examine and correct peer answers, and other activities with the aim of achieving the highest learning achievement [12]. This is the foundation that improves students' writing poetry writing skills by applying CIRC learning model. In contrast, in order to improve students' writing poetry writing skills, the application of contextual learning models is crippled in relation to the meaning of the lesson which means students find meaning in their lessons with the experience they have. Johnson says that linking contextual learning is an educational process that aims to help students see meaning in the lesson material they learn by linking it to the context of their daily lives, with the context of their personal, social and cultural environments [13].

From both of these learning models give influence to the ability to write poetry text students, especially when associated with the motivation of the students. In this study the motivation to learn is related to the students' self-will to achieve the goal of improving the ability to write poetry. Sardiman said that motivation to learn as a series of efforts to provide certain conditions so that someone wants and want to do something to achieve learning objectives. In this case, high student learning motivation will give good results from low self-motivation.

Furthermore, many factors affect the poetry writing skills of internal factors, external factors, and learning model factors, such as the completeness of individual learning facilities from students, or different perceptions of each in view of the subject. These factors are also in many ways often interrelated and affect each other, but do not rule out also if it does not affect each other. This may be because the student has high intelligence (internal factors) so it is more likely to choose a learning approach that only prioritizes learning outcomes only. Many other factors influence the skill of writing poetry.

IV. CONCLUSION

From the results of data analysis, the conclusion can be described as follows:

1. CIRC and Contextual learning model gives different influence to poetry writing skill in grade 6 students of SD 066667 Perumnas Mandala Learning Year 2017 / 2018. The result of research proves that learning by

using CIRC model is better than contextual.

2. Motivation to learn to give a different influence on poetry writing skills in grade 6 students Elementary School SD 066667 Perumnas Mandala Learning Year 2017 / 2018. The results proved that students who have high learning motivation will easily improve poetry writing skills than students who have motivation low learning. The greater the learning motivation that students have, the easier it is for students to understand, convey, and write information in poetry.
3. There is an interaction between the learning model and the motivation to learn poetry writing skill in grade 6 students at SD SD 066667 Perumnas Mandala Learning Year 2017 / 2018. The results showed that the application of learning with CIRC and Kontekstual gave the same effect significantly to poetry writing skills regardless of student learning motivation. It can be concluded through graphic drawing in which the two learning models CIRC and Kontektual are interrelated.

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