



## RESEARCH ARTICLE

## Does the Acrostic Technique Improve Poetry Writing Skills? A Study on Indonesian Language College Students

Sakrim\*

STKIP PGRI Bangkalan, East Java, Indonesia

ARTICLE INFO	ABSTRACT
Received: Dec 24, 2024	This study aimed to investigate the effect of the acrostic technique on improving poetry writing skills among Indonesian Language and Literature Education students. An experimental design with a Post-Test Control Group Design was employed, involving 24 students from the class of 2023, divided into two groups: a control group (12 students) and a treatment group (12 students). The treatment group received instruction on the acrostic technique, while the control group followed conventional poetry writing methods. Poetry writing skills were measured using a test that assessed students' abilities to create poetry using the acrostic technique, focusing on aspects such as ideas, use of figurative language, organization, and creativity. Data were analyzed using SPSS 25, including a Shapiro-Wilk normality test followed by an Independent Samples T-Test to compare the poetry writing skills between the two groups. The findings indicated a significant difference in the poetry writing skills of students who received the acrostic technique compared to those who did not, suggesting that the acrostic technique positively influences students' abilities in writing poetry. The findings from the Mann Whitney test indicated that Asymp. Sig. The (2-tailed) value is 0.000, indicating that the alternative hypothesis ( $H_1$ ) is supported. This shows a significant difference in poetry writing skills between the control and treatment groups. These results highlight the potential of the acrostic technique as an effective method for enhancing skill in poetry writing.
Accepted: Feb 4, 2025	
<b>Keywords</b>	
Acrostic Technique Poetry Writing Skills Language College Students	
<b>*Corresponding Author:</b> sakrim@stkip PGRI-bkl.ac.id	

### INTRODUCTION

Writing serves as a way for individuals to convey their thoughts and feelings using written words (Julianto, 2024). Writing poetry is a creative and fruitful endeavor, and the skill to craft poetry can be enhanced through structured teaching and regular practice (Apriliyani et al., 2023). Studying poetry provides many advantages for students, enabling them to articulate their thoughts and enhance their vocabulary (Wijayanti, 2023). Furthermore, it aids students in grasping how to proficiently employ language to express ideas and information to readers, while also fostering their thought development (Endah et al., 2020).

A technique is commonly seen as a method or strategy employed to address particular issues. In education, learning strategies denote effective methods utilized throughout the learning experience. A method employed in poetry composition is the acrostic approach. This technique consists of placing a name or word in a vertical format and choosing words that begin with the same initials to creatively and imaginatively convey personal experiences, feelings, or dreams (Huliatunisa, 2020).

The acrostic technique aims to foster students' creativity and assist them in comprehending and remembering the material introduced more readily (Gema et al., 2024). This technique consists of utilizing the first, central, or last letters of words to create a sentence or phrase, facilitating content retention for learners. It acts as a useful resource for educators to improve students' capacity to remember and interact with the content (Lestuny & Grietje, 2021). The process of composing poetry through the acrostic method starts with the instructor delivering a school-wide overview of the

poetic material prior to presenting the acrostic technique. The instructor clarifies that this method entails extracting the letters from the poem's title, positioning them vertically, and creating lines inspired by these letters. Subsequently, the educator involves students by activating their existing knowledge to aid their comprehension of the concept and offers support for enhancing their poetry by tackling pertinent topics (Zaidin & Karumpa, 2022). Students subsequently develop ideas by concentrating on descriptions of a topic, choosing the most intriguing aspects, and revisiting and enhancing their selected content with guidance from the teacher. They compile a collection of words and phrases for their poem, making sure that each line begins with a letter from the title. Ultimately, the instructor assesses the learners through a poetry-writing exam or similar inquiries to gauge their skill in effectively employing the acrostic method (Amalia et al., 2023). The acrostic method makes crafting creative poetry easier by employing keywords at the start of each line to direct the progression of the lines. This technique facilitates faster information retrieval and also improves long-term memory. Consequently, the acrostic technique proves to be an efficient approach for instructing students in crafting imaginative poetry.

Composing poetry is a powerful way to enhance significant literacy, providing many benefits (Razgathioğlu & Ulusoy, 2022). Research shows that incorporating poetry into teaching improves students' self-awareness and their capacity to relate to others and their surroundings. Moreover, it encourages emotional expression, analytical thinking, and general enhancement of learning. Poetry acts as a channel for individual expression, allowing students to examine their feelings and thoughts while fostering a richer comprehension of language (Fithriani, 2021).

Findings from an initial study in the Indonesian Language and Literature Education Study Program at STKIP PGRI Bangkalan revealed that the poetry writing abilities of students were classified as insufficient. Drawing from interviews with instructors and observations of poetry composition tasks, the majority of students found it challenging to formulate imaginative concepts and translate them into polished poems. Moreover, difficulties persisted in employing figurative language, choosing suitable diction, and following correct poetic form. Examination of the students' poetry showed a deficiency in linguistic diversity and clarity in expressing ideas. Factors contributing to these inadequate poetry writing skills included limited practice, teaching approaches that did not adequately promote creativity, and a lack of comprehension of effective poetry writing methods.

The results of the study indicated that employing the acrostic method enhanced students' abilities in composing poetry on senior high school students (Amalia et al., 2023). The acrostic method can significantly boost the motivation and poetry composition abilities of junior high school students (Apriliany et al., 2023). The evaluation of Grade IV students' poetry writing abilities at SDIT ALIF utilizing the acrostic technique revealed that 75% of the 61 samples fulfilled the requirements for composing acrostic poems. Although the overall performance in poetry composition was fairly strong, a few students continued to have difficulty matching their vertical word arrangements with the poem's content and title, as well as articulating their thoughts clearly within the poem. This study is regarded as somewhat successful, since 75% of the 60 poetry samples showed the students' capability to articulate their ideas, experiences, thoughts, feelings, and imaginations in a coherent way, enabling readers to grasp the meaning or message intended in their writing (Wijayanti, 2023). The study was carried out across three phases. In the initial cycle, the outcomes of the learning test were classified as "Poor" (K), while the results of the learning process were assessed as "Sufficient" (C). In the second cycle, there was progress, as both the test scores and learning process results attained the "Good" (B) level. By the third cycle, the results of the tests and the outcomes of the learning process had improved even more to the "Excellent" (A) level. These results indicate that the acrostic method significantly improves the poetry writing abilities of fourth-grade learners (Nurbina et al., 2024). During the first cycle, students obtained an average score of 64.72, demonstrating a mastery level of 49%. During the second cycle, the mean score rose to 83.90, with the level of learning mastery achieving 92%. From this analysis, it can be concluded that the poetry writing skills of fourth-semester students in the FKIP Elementary School Teacher Education Study Program enhanced when implementing the acrostic technique (Juwita & Husna, 2023). The acrostic method

has demonstrated its efficacy in improving poetry writing abilities in thematic learning for fourth-grade elementary school pupils (Huliatunisa, 2020). The research showed that, during the early stage, students' poetry writing skills with the acrostic method did not reach the required proficiency levels (Milawasri & Suryadi, 2021).

While many studies have shown that the acrostic technique is effective in improving poetry writing abilities in elementary, middle, and high school students, there is limited research exploring its use in higher education settings, particularly with college students. Furthermore, this is corroborated by a preliminary study's findings, which indicated that students in the Indonesian Language and Literature Education program possess low-level writing skills. The majority of earlier studies have focused on its effects at the lower education levels, resulting in a lack of insight into the technique's impact on college students' poetry writing abilities. As college students have developed higher-level critical and complex thinking skills, they need a wider range of diverse and challenging methods for poetry writing instruction. Thus, this research is important to examine how the acrostic method affects poetry writing abilities in college students, a subject that has not been thoroughly studied in earlier investigations.

Earlier research mainly concentrated on PTK (Classroom Action Research), which seeks to improve classroom learning via action cycles. Although PTK research plays a vital role in enhancing teaching methods, it has constraints in terms of result generalization since it lacks a control group. To gain a deeper insight and evaluate the impacts of applying particular methods in a regulated setting, experimental research is essential. In experimental research, the sample may be split into two categories: an experimental group subjected to the acrostic method and a control group that is not given the treatment. This method facilitates a more impartial comparison between the two groups and yields more compelling evidence regarding the efficacy of the acrostic technique in improving students' poetry writing abilities.

Drawing from the previously mentioned context, this research seeks to investigate the effect of acrostic techniques on the poetry composition abilities of students enrolled in the Indonesian Language and Literature Education Study Program at STKIP PGRI Bangkalan.

## **METHOD**

This research used an experimental design featuring a Post-Test Control Group Design to evaluate the effect of treatment on poetry writing abilities in Indonesian Language and Literature Education students from the 2023 cohort. The population of the study included students from this cohort, with a total sample size of 24 students split into two groups: the control group (12 college students) and the treatment group (12 college students), chosen at random. The ability to write poetry was evaluated through a test aimed at gauging students' skills in creating acrostic poems, emphasizing factors like concepts, figurative language usage, organization of poetry, and inventiveness. The treatment group was taught the acrostic method, whereas the control group participated in traditional poetry instruction. After the learning sessions, both groups completed a post-test on writing poetry. The gathered data underwent analysis with SPSS 25, beginning with a normality test through the Shapiro-Wilk test to assess data distribution, and then an Independent Samples T-Test was conducted to compare the poetry writing abilities between both groups. The tested hypotheses included the Null Hypothesis ( $H_0$ ): There is no notable difference in the poetry writing abilities of students who underwent the acrostic treatment and those who did not, and the Alternative Hypothesis ( $H_1$ ): There is a notable difference between the two groups.

## **RESULTS**

In this part, the findings of the descriptive analysis, normality assessment, and influence examination are shown. The descriptive analysis offers a summary of the gathered data, whereas the normality test checks if the data satisfy the criteria for a normal distribution. Furthermore, the influence test analyzes notable differences in poetry writing abilities between the control and treatment groups.

These analyses seek to provide an in-depth insight into how the acrostic technique improves students' skills in writing poetry.

**Table 1. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Control	12	60	66	61,58	2,065
Treatment	12	76	82	78,67	1,670
Valid N (listwise)	12				

Based on the results of the descriptive analysis, it shows that the average writing skills of students are higher in the treatment group compared to the control group with an average score of 78.67 for the experimental group and 61.58 for the control group. Following the descriptive analysis, a test for normality will be performed, and this will be succeeded by a test for influence.

**Table 2. Test of Normality**

	Shapiro-Wilk		
	Statistic	df	Sig.
Kontrol	,783	12	,006
Treatment	,960	12	,787

The results of the normality test indicated that the control group had a significance value of 0.006 (< 0.05), while the treatment group's value was 0.787 (> 0.05). Consequently, subsequent analyses employed nonparametric methods.

**Table 3. Mann Whitney U Test**

	Results
Mann-Whitney U	,000
Wilcoxon W	78,000
Z	-4,188
Asymp. Sig. (2-tailed)	,000
Exact Sig. [2*(1-tailed Sig.)]	,000 <sup>b</sup>

According to the table provided, the Asymp. Sig. The (2-tailed) value is 0.000, signifying that the alternative hypothesis ( $H_1$ ) is accepted. This indicates a notable disparity in poetry writing abilities between the control and treatment groups.

## DISCUSSION

The results of this study indicate that there is a significant influence of the acrostic technique on college students poetry writing skills. The results of this study coincide with earlier research done on students in the Economics Study Program, where advancements were noted in poetry writing through the acrostic method. The research indicated that performance improved from 36.7% in the initial cycle to 63.3% in the subsequent cycle, involving a total of 30 students, while the comprehension level also increased to 56.3%. This signifies a substantial enhancement in the efficacy of the acrostic technique. Moreover, utilizing the acrostic technique led to various enhancements in student skills, such as: 1) students grew more analytical in evaluating the imagery shown, 2) they exhibited improved comprehension of material application through given examples, and 3) they developed greater confidence in articulating their viewpoints during discussions (Suherman, 2022).

The acrostic method can improve poetry writing abilities, probably because it helps students cultivate their ideas and creativity while crafting poems. This approach prompts students to tap into their creativity, making the experience of learning to write poetry more captivating and pleasurable, which subsequently enhances their abilities (Musfirah et al., 2022).

The use of acrostic techniques in the creative process of creating meaning can help lecturers and students in developing poetry writing skills. This creative method has a positive impact on the

development of poetry writing skills. This shows that students' understanding can be significantly improved if they receive useful guidance during the learning process. The results of the study showed that the use of the acrostic method in teaching poetry can improve students' skills. In addition, the imaginative encouragement given by educators helps students in producing meaningful and useful poetry (Julianto, 2024). The success of implementing the acrostic technique in teaching poetry writing is also likely influenced by the guidance given by lecturers when students begin to express their ideas through words, lines, and stanzas. Therefore, as educators, it is important to be patient and provide encouragement at every stage of the poetry writing process. This support helps maintain students' enthusiasm and motivation as they arrange words into meaningful lines and stanzas (Suherman, 2022).

## CONCLUSION

The results of this research show that the acrostic method greatly improves the poetry writing abilities of Language and Literature Education students at STKIP PGRI Bangkalan. The recommendation based on the results of this study is that research needs to be carried out to develop the Acrostic technique to improve poetry writing skills.

## REFERENCES

- Amalia, R., Tryanasari, D., & Mukoliyah, A. (2023). Online Acrostic Techniques in Increasing The Poetry Writing Skills of Class X Students in The Independence Curriculum. *International Journal of Education and Literature (IJEL)*, 58–64. <https://doi.org/10.55606/ijel.v2i1.56>
- Apriliyani, L., Wardiah, D., Fitriani, Y., & Negeri, S. (2023). Acrostic Techniques as an Effort to Increase Motivation And The Ability to Write Poetry VIII Grade Students of SMP14 OKU. *Jurnal Pendidikan Tambusai*, 5(1), 2323–2330. <https://doi.org/10.31004/jptam.v5i1.1675>
- Endah, P., Smk, S., Karya, T., & Kebumen, M. P. (2020). Improving Poetry Writing Ability Using Acrostic Technique in Class X Students of Vocational School Taman Karya Madya Pertambangan. *Notion: Journal of Linguistics, Literature, and Culture*, 2(2), 110–113. <https://doi.org/10.12928/notion.v2i2.6973>
- Fithriani, R. (2021). Poetry Writing in EFL Classrooms: Learning from Indonesian Students' Strategies. *KnE Social Sciences*, 59–75. <https://doi.org/10.18502/kss.v5i4.8667>
- Gema, R., Hutabarat, N., Abi, K., Hutapea, G., & Siahaan, R. (2024). Elevating Vocabulary Mastery: Implementing the Acrostic Poem Technique for Eighth Grade Students at SMP Negeri 9 Medan. *JOURNAL ON EDUCATION AND PEDAGOGY*, 1(1), 22–30.
- Huliatunisa, Y. (2020). Upaya Meningkatkan Kemampuan Menulis Puisi Melalui Penggunaan Teknik Akrostik Pada Pembelajaran Tematik. *DIDAKTIKA TAUHIDI: Jurnal Pendidikan Guru Sekolah Dasar*, 7(2), 121. <https://doi.org/10.30997/dt.v7i2.2847>
- Julianto, I. R. (2024). Inovasi Pembelajaran Keterampilan Menulis Puisi di Sekolah Menengah Pertama dengan Teknik Akrostik. *Jurnal Pendidikan Dan Pemikiran*, 19(2), 1521–1529. <https://doi.org/10.55558/alihda.v19i2.157>
- Juwita, P., & Husna, T. (2023). Application of Acrostic Techniques to Improve Poetry Writing Ability by UMN Al-Washliyah Students in The Literature Appreciation Course for Elementary Children. In *West Science Interdisciplinary Studies* (Vol. 01, Issue 12). <https://doi.org/10.58812/wsis.v1i12.631>
- Lestuny, C., & Grietje, K. H. (2021). The Effect of Acrostic Techniques on Increasing The Mastery of German Prepositions on Students of German Language Education Study Program. *Edu Sciences J*, 2(1), 49–54.
- Milawasri, F. A., & Suryadi, E. (2021). Upaya Meningkatkan Keterampilan Menulis Puisi dengan Menggunakan Teknik Akrostik Pada Mahasiswa Semester IV Universitas Tridnanti Palembang. *Jurnal Bindo Sastra*, 5(2), 37–46. <https://doi.org/10.32502/jbs.v5i2.3502>
- Musfirah, Agussalim, H., Nurzin Kasau, M. R., Khalik, S., & Lanta, J. (2022). Pengaruh Teknik Akrostik Terhadap Kemampuan Menulis Puisi Siswa. *Cakrawala Indonesia*, 7(1), 2686–6471. <https://doi.org/10.55678/jci.v7i1.656>

- Nurbina, A., Ilmi, N., & Sultan, M. A. (2024). Application of the Acrostic Technique in Improving the Poetry Writing Ability of Elementary School Students in Sidrap Regency. *PINISI JOURNAL OF EDUCATION*, 4(4), 263–278. <http://creativecommons.org/licenses/by/4.0/>
- Razgathioğlu, M., & Ulusoy, M. (2022). The Effect of Activity-Based Poetry Studies on Reading Fluency and Creative Writing Skills. *International Journal of Progressive Education*, 18(3), 226–243. <https://doi.org/10.29329/ijpe.2022.439.15>
- Suherman, A. (2022). Upaya Meningkatkan Kemampuan Menulis Puisi Menggunakan Metode Akrostik (Penelitian Tindakan Kelas). *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, 5(1), 33–48. <https://doi.org/10.31540/silamparibisa.v5i1.1720>
- Wijayanti, I. (2023). Poetry Writing Skills for Grade IV SDIT ALIF Students Using the Acrostic Technique. *LADU: Journal of Languages and Education*, 3(4), 171–177. <https://doi.org/10.56724/v3i4.217>
- Zaidin, M. A., & Karumpa, A. (2022). Poetry Writing Skills and Literary Appreciation Behavior. In *Proceedings of the 5th International Conference on Language, Literature, and Education (ICLLE-5 2022)* (pp. 180–190). Atlantis Press SARL. [https://doi.org/10.2991/978-2-494069-85-5\\_21](https://doi.org/10.2991/978-2-494069-85-5_21)