

EFFECTIVENESS OF STRATEGIC INTERVENTION MATERIAL (SIM) IN WRITING POETRY: AN EXPERIMENTAL STUDY

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ABSTRACT

This study aims to examine the effectiveness of using the Strategic Intervention Material (SIM) in teaching poetry writing to Grade 8 students at Carmen National High School. Creative writing, particularly in the form of poetry, is an essential literary skill that should be nurtured among students. However, many students struggle with writing poetry due to limited understanding of literature, lack of creative thinking, and excessive dependence on technology. For this purpose, the researcher employed an experimental design to determine whether the use of SIM has a significant effect on students' learning. Statistical analyses, such as the Paired Samples t-Test and Independent Samples t-Test, were used to examine the differences between the pre-test and post-test scores. The participants of the study consisted of 40 students divided into two groups: the experimental group, which used SIM, and the control group, which was taught using traditional teaching methods based on the K-12 Curriculum. Pre-tests and post-tests were administered to measure the students' knowledge and skills in writing poetry. The results revealed that the students from the experimental group showed significant improvement in their literary skills compared to the control group. Hence, the study recommends the use of SIM as an alternative material for teaching poetry. The findings demonstrate that SIM effectively helps enhance students' interest, understanding, and creative skills in poetry writing.

Keyword: Strategic Intervention Material, poetry writing, creative writing, literature teaching, Grade 8

1. INTRODUCTION

Many students struggle to write poetry due to a lack of skills and a shallow understanding of literature. Recent studies reveal that poetry writing remains a challenge for many students due to the lack of creativity, limited literary understanding, and excessive dependence on technology.

In the context of China, Zhao and Li (2024) discussed that the excessive emphasis on strict adherence to the traditional form of poetry leads to fatigue and a loss of interest among students in creative writing. These findings indicate that in various parts of the world, there is a profound problem in developing poetry writing skills: a lack of creativity, fear of making mistakes, and an overreliance on structure rather than creative thinking. Therefore, it becomes essential to adjust teaching strategies to truly develop students' abilities in creative poetry writing.

In the Philippines, recent studies highlight the importance of poetry in language learning and cognitive skill development, as well as the challenges faced in poetry writing. In Cebu, Kilag et al. (2023) found in a study at Lahug Elementary School that while integrating poetry into English language teaching helps expand vocabulary and comprehension, many students still struggle to write original poems due to a lack of creative thinking and an excessive dependence on technology.

This issue is also evident in public schools in New Corella, Davao del Norte. In fact, based on data from the school's guidance office, the results of the 2019 National Achievement Test (NAT) showed that students from a public school in New Corella obtained only 33.16% in reading comprehension, which includes vocabulary skills.

These results indicate that students perform poorly in tasks related to vocabulary, suggesting a low level of proficiency across all competencies in the English subject.

Due to the continued decline in the quality of poetry writing among Grade 8 students at Carmen National High School, there is a need for a thorough study to identify effective strategies for teaching poetry. Although existing strategies, such as the use of the traditional lecture method, are in place, the goal of enhancing students' creative abilities has not yet been fully achieved.

1.1 Review Related Literature

Analysis of Poetry. In the global context, Gönen (2018) and Tareq and Alam (2025) examined how poetry can be integrated into language teaching, emphasizing its role in enhancing creative thinking and emotional engagement. "Meanwhile, in the Philippines, Reyes et al. (2024), Tobis and Mascuñana (2020), and Nieves and Recillo (2021) conducted studies on the effectiveness of strategies for teaching poetry in the Literature and Filipino subjects. These studies demonstrated various methods of analyzing poetry and their impact on student learning."

Challenges in Writing Poetry. According to the study by Efrianto, Afrita, and Ulya (2024), many students struggle with writing poetry due to a lack of creative thinking. Their research demonstrated that students with higher levels of creative thinking performed better in poetry writing compared to those with lower levels. The study recommends using a constructivist learning approach to improve students' poetry writing skills. "Teaching Strategies in Learning in the classroom has been the subject of research in both global and local contexts. Numerous studies have emphasized the role of poetry in enhancing students' linguistic, cognitive, and emotional skills. On a global scale, Gönen (2018) and Tareq and Alam (2025) examined how poetry can be integrated into language teaching, highlighting its role in fostering creative thinking and emotional engagement."

Strategies for Teaching Poetry. According to Hanauer (2023) and Medina (2022), the use of personal connection in poetry—such as writing one's own poem and narrating personal experiences—effectively deepens students' understanding and engagement.

1.2 Theoretical Framework

The conceptual framework for the study on the effectiveness of Strategic Intervention Materials (SIM) in teaching poetry writing to Grade 8 students is designed to compare the outcomes of using SIM with the existing methods prescribed by the K–12 curriculum. It is structured to offer a clear and systematic approach for evaluating the impact of instructional strategies on students' understanding, interpretation, and engagement in poetry writing. By incorporating both an experimental group and a control group, the framework ensures a comprehensive assessment of SIM's effectiveness. This analysis emphasizes the potential benefits of using innovative teaching strategies, such as SIM, to enhance poetry education.

The experimental group will use Strategic Intervention Materials (SIM), which are specifically designed to enhance poetry writing skills through structured, interactive, and engaging learning resources. These materials aim to address the shortcomings of traditional teaching methods by providing students with more practical and creative ways to learn poetry.

On the other hand, the control group will continue using the existing teaching methods prescribed by the K–12 Curriculum. These approaches represent the standard way poetry is currently taught within the education system.

This study is anchored in Jerome Bruner's Constructivist Learning Theory (1960), which explains that learners actively construct their own knowledge through meaningful experiences. According to this theory, learning is not merely the passive reception of information but rather a process of building understanding based on prior knowledge and experiences.

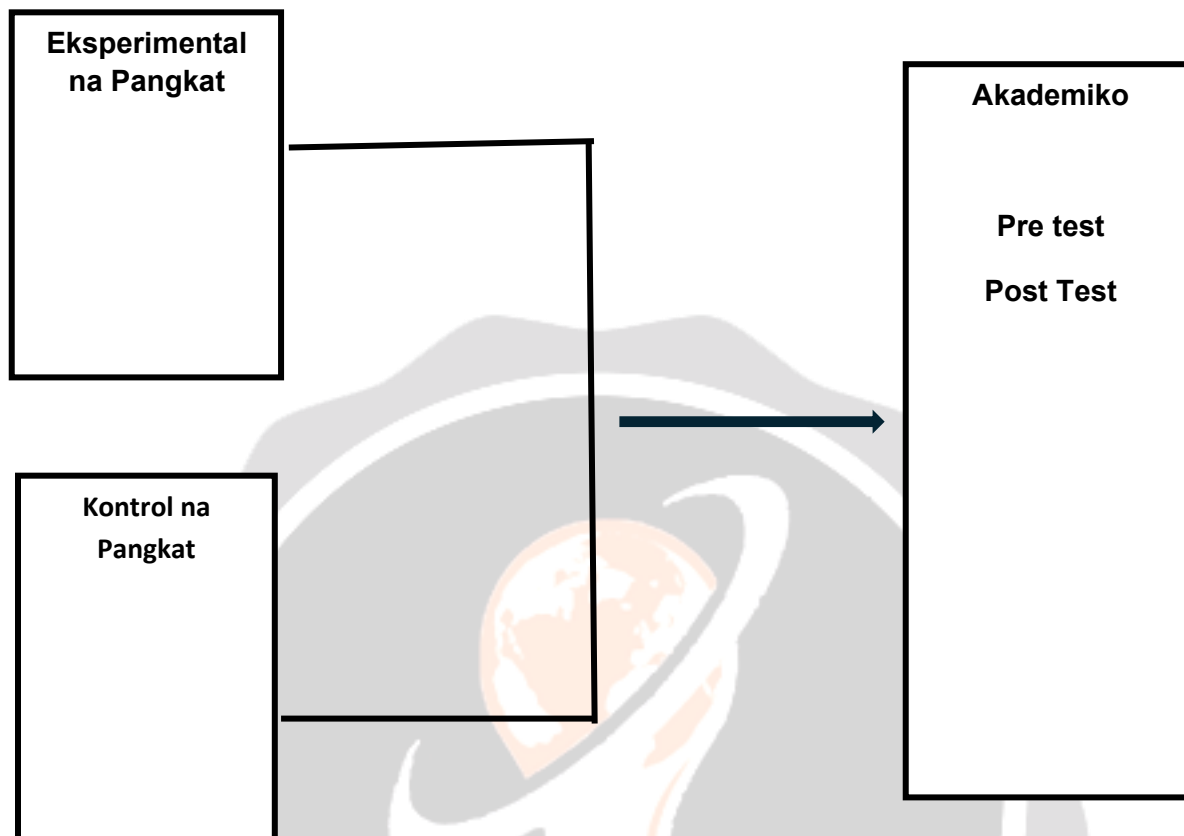


Figure 1: Conceptual Framework

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1.3 Research Questions

This study aims to address the challenges in teaching poetry writing to Grade 8 students using the prescribed strategies of the K–12 Curriculum. Despite the use of various teaching methods, the effectiveness of these approaches in deepening students' understanding, interpretation, and appreciation of poetry remains uncertain. This research seeks to examine the effectiveness of the Strategic Intervention Material (SIM) in enhancing these aspects compared to existing teaching methods.

Specifically, the study aims to answer the following questions:

1. What are the pre-test scores of the control and experimental groups?
2. What are the post-test scores of the control and experimental groups?
3. Is there a significant difference between the pre-test and post-test scores of the control group?
4. Is there a significant difference between the pre-test and post-test scores of the experimental group?
5. Is there a significant difference between the post-test mean scores of the control and experimental groups?

2. METHODS

This chapter aims to clearly and comprehensively present the methodology employed in this study. It discusses the research design, participants, instruments and materials used, as well as the procedures for data collection and analysis. The purpose of this chapter is to demonstrate the systematic approach undertaken to evaluate the effectiveness of the Strategic Intervention Materials (SIM) in teaching poetry writing.

2.1 Research Design

In this study, three primary instruments will be utilized to achieve the objectives of the research: the Strategic Intervention Material (SIM) for poetry writing, a detailed lesson plan aligned with the standards of the K–12 Curriculum, and a rubric to be used in assessing the students' written poems.

The lesson plan is based on the K–12 Curriculum Guide in Filipino, specifically aligned with the standards for Grade 8. It outlines the specific objectives, topics to be discussed, teaching strategies, expected outputs, and assessment methods. The lesson plan ensures that the use of the Strategic Intervention Material (SIM) is systematically implemented in the classroom and addresses the required Most Essential Learning Competencies (MELCs) in creative writing, particularly in poetry writing.

According to Bhashin (2020), ethical considerations refer to the beliefs and principles that must be taken into account and observed throughout the entire research process. Based on this, the researcher ensured that ethical standards were strictly implemented at every stage of the study.

Location of the Study

This study was conducted specifically at Carmen National High School, under the Division of Davao del Norte.

Research Instrument

This study employed a quantitative method and an experimental research design to assess the effectiveness of SIM in two distinct groups.

Participants of the Study

The participants are Grade 8 students from Carmen National High School. These eighth-grade learners were selected to enhance their educational experience through focused and innovative teaching strategies. The students were randomly assigned to either the experimental or control group to ensure that any differences in outcomes could be attributed to the intervention and not to preexisting differences between groups. Each group comprised 20 students, resulting in a total of 40 participants in the study.

3. RESULTS

This chapter presents the findings derived from the conducted analysis, structured according to the specific research problems.

The presentation of data is organized in accordance with the sequence of the research questions. It shows the students' levels of proficiency in poetry writing on the pre-test and post-test, as well as an analysis of whether there are significant differences in performance within the control and experimental groups before and after the use of Strategic Intervention Material (SIM) versus traditional teaching methods.

This section presents the results addressing the first research problem, which examines students' proficiency levels based on their pre-test scores. The students' performance on the pre-test is displayed in Table 1, offering a comparative view of the mean scores between the control and experimental groups.

Talahanayan -1
Marka sa Pretest Scores ng Kontrol
At Experimental na Pangkat

Pangkat	Bilang ng Kalahok	Mean na Iskor	Propesyensi	Antas ng Pagganap
Experimental	20	8.2	41%	Fairly Satisfactory
Kontrol	20	7.6	38%	Fairly Satisfactory

The data presented in Table 1 show that the experimental group achieved a mean score of 8.2, equivalent to 41%, while the control group obtained a mean of 7.6, or 38%. The difference is minimal (only 0.6 points), indicating that the two groups had comparable proficiency levels before the intervention. Moreover, both group performances fall within the "Fairly Satisfactory" range, suggesting that students initially possessed a relatively low competence in poetry writing. This also underscores the need for a suitable intervention to enhance their skills.

Talahanayan -2
Marka sa Post test ng Kontrol
At Experimental na Pangkat

Pangkat	Bilang ng Kalahok	Mean na Iskor	Propesyensi	Antas ng Pagganap
Experimental	20	17.3	86.5%	Outstanding
Kontrol	20	10.45	52.25%	Satisfactory

Based on Table 2, it can be observed that the experimental group obtained 86.5%, equivalent to the level of Outstanding, while the control group obtained only 52.25%, which is at the level of Satisfactory. This indicates that the performance of students who used the Strategic Intervention Material (SIM) was higher compared to those who were taught using the traditional method. The large percentage gap shows that SIM is more effective in enhancing students' skills in writing poetry.

Talahanayan –3
Kaibahan ba sa Pagitan ng Pretest at Post Test na mga Marka ng Kontrol
na Pangkat

This section presents the result of the third research problem, which examines whether there is a significant difference between the pre-test and post-test scores of the control group. The results of this analysis are shown in Table 3 using the Paired Samples t-Test.

Paired Sample T-Test				
		t	df	p
Kontrol Pretest	Kontrol Post Test	-10.40	19	< 0.05

Based on the obtained p-value of less than 0.001, which is below the established significance level of 0.05, there is a significant difference in the scores of the control group from pre-test to post-test. The t-value of -10.40 indicates a substantial improvement in the students' performance, which means that even though the traditional teaching method was used, it effectively contributed to enhancing their skills in writing poetry. The data confirms that the intervention and the study had a positive effect on the students' performance.

Talahanayan –4
Kaibahan ba sa Pagitan ng Pretest at Post Test na mga Marka ng Eksperimental
na Pangkat

This section presents the result of the fourth research problem, which examines whether there is a significant difference between the pre-test and post-test scores of the experimental group. The results of this analysis are shown in Table 4 using the Paired Samples t-Test.

Paired Sample T-Test				
		t	df	p
Eksperimental Pretest	Experimental Post Test	-16.63	19	< 0.05

Based on the obtained p-value, which is lower than the set significance level (0.05), a significant improvement was identified in the scores of the experimental group from pre-test to post-test. The high absolute t-value (-16.63) indicates a substantial increase in their performance following the use of the Strategic Intervention Material (SIM). This result suggests that the SIM had a clear and positive effect on enhancing the students' skills in writing poetry, as evidenced by the significant increase in their scores.

Talahanayan –5
Kaibahan ba sa Pagitan ng Post test Mean Scores sa pagitan ng
Kontrol at Eksperimental na Pangkat

Independent Sample T-Test			
	t	df	p
Kontrol	-16.06	38	<.0.05

Post Test ng Kontrol at Experimental na Pangkat

Descriptive Statistics		
	Kontrol	Eksperimental
Valid	40	20
Missing	0	20
Mean	13.88	17.30
Std. Deviation	3.715	1.455
Minimum	8.000	15.00

Based on the table, there is a significant difference in the mean post-test scores between the control and experimental groups. The experimental group, which used the Strategic Intervention Material (SIM), achieved higher scores compared to the control group that employed the traditional teaching method. This indicates that the SIM is more effective in enhancing students' skills in writing poetry. Furthermore, the experimental group's scores were more consistent, confirming the positive impact of the SIM on student learning.

4. CONCLUSIONS

Based on the study's findings, it was determined that the students' skills were nearly equal before the intervention, with both groups performing at a Fairly Satisfactory level. This indicates that both groups required appropriate strategies to develop their poetry writing skills. After the teaching intervention, there was a clear improvement in the performance of both groups; however, the increase was more pronounced in the experimental group, which achieved an Outstanding level, compared to the control group that remained at the Fairly Satisfactory level.

Therefore, the use of Strategic Intervention Material (SIM) was proven to be more effective than the traditional teaching method in teaching poetry writing. The higher and more consistent post-test mean scores of the experimental group demonstrate that SIM significantly contributed to enhancing the students' skills. Consequently, it is recommended to use SIM as the primary instructional strategy to further improve students' proficiency in poetry writing.

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