



EFFORTS TO IMPROVE POETRY WRITING SKILLS BY USING CTL METHOD OF GRADE VII STUDENTS OF SEMESTER II SMPN 2 SENDANGAGUNG

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Abstract

The essence of Indonesian language learning is learning to communicate and literature to appreciate people. One of the skills that need to be mastered by junior high school students is to write poems related to the beauty of nature. The purpose of this research is to improve the ability of students in Writing Poetry of Natural Beauty with the approach of CTL (Contextual Teaching and Learning) SMP Negeri 2 Sendangagung Sendangagung Subdistrict. This research method uses Class Action Research (PTK) which is researching about students' teaching and learning activities in Writing Poetry of Natural Beauty with CTL (Contextual Teaching and Learning) approach. The population in this study is all students of grade VII Semester II SMP Negeri 2 Sendangagung Sendangagung Subdistrict, with the number of samples taken as many as 32 students. Analyze the data that the author performs by calculating the level of completion per indicator and comparing the results of each cycle performed. Based on the analysis of research data that the author can conclude that there is an increase in the ability of grade VII students of Semester VII SMP Negeri 2 Sendangagung Sendangagung Subdistrict in writing poems related to natural beauty. The average score of the first test was 67.4 with a percentage of completion reaching 60.6%. The average score of the second test was 68.35 with a completion percentage of 87.8%. The average score of the third test was 71.72 with the number of students achieving completion as many as 33 students and the percentage of completion reached 100%. This indicates an increase in students' ability to write poetry about the beauty of nature.

Keywords: Ability, Poetry Writing, CTL Method, Sendang

INTRODUCTION

Language plays a central role in the intellectual, social, and emotional development of learners and is a support for success in studying all fields of study. Language learning is expected to help learners get to know themselves, culture,

express ideas, and feelings, participate in societies that use the language, and discover and use the analytical and imaginative abilities that exist within them. The education process can be through formal or non-formal education. Through education, students are directed to have the competence set out in the educational curriculum. The curriculum of all educational institutions in Indonesia is based on national education, namely the philosophy of the State of Pancasila and the 1945 Constitution, as stated in the GBHN that the general purpose of national education is to improve intelligence, skills, enhance ethics, strengthen personality, strengthen the spirit of nationality to grow people who can build themselves, piety towards God Almighty, and responsibility to the nation and country. Teaching efforts and the formulation of learning objectives are very important and the teaching process is always directed to achieve the goals that have been set. The purpose of Learning Bahasa Indonesia is to improve the ability of participants to be educated to be skilled in speaking Indonesian properly, both oral and written, as well as to foster an appreciation for Indonesian literature and communication skills. It is oriented to the nature of language learning is learning to communicate and literature is to appreciate people. Language is a means to express what is in the mind, a means of conveying messages and means of communication as well as a form of cultural development of a nation.

As a nation that has a variety of tribes, Bahasa Indonesia has the privilege of a National Language. Language of unity. Therefore, Indonesian Language and Literature Education not only includes the provision of training and materials but should be given stimulation for intelligence and triggers the onset of ethics. In this time full of competence, the ability to express opinions both oral and written is a plus that students have. The themes and discourses were given always lead to the environment and daily life so that students feel easily absorbed. This is given so that the teaching and learning activities carried out are more meaningful and understood by students. Based on the Curriculum level of the Education Unit in the subjects of Indonesian Language and Literature Grade VIIB Semester II listed in the Competency Standard "Expressing the beauty of nature and experience through creative poetry writing activities". Basic Competency: Writing creative poetry about the beauty of nature. Indicators: Able to write arrays of poems containing the beauty of nature, Able to write poetry with the right choice of words and interesting rhymes. In writing poetry learners are expected to improve ideas or ideas that exist with daily life. Because it will feel more memorable and beautiful results when what they write or learn based on the natural objects of learners.

In the pre-research that the author conducted at SMP Negeri 2 Sendangagung Sendangagung Subdistrict, Central Lampung Regency by interviewing teachers in the field of study obtained information that, poetry literature works to date are still considered as difficult material and lack meaning. This is seen when the process of teaching and learning activities takes place, many students have difficulty pouring their imagination into poetry works. Many learners who have difficulty in pouring the right diction represent their ideas. The author suspects that the teaching and learning process carried out at SMP Negeri 2 Sendangagung still uses an approach. Conventional learning, which is a teaching and learning process that is still centered on teachers. Teachers in classroom learning rarely associate the subject matter with

the experience and knowledge that students have. Students are less involved in learning activities and students are more passive. Thus, students have difficulty finding and building their ideas or ideas that students have.

So the value of the ability of grade VII students, especially poetry writing lessons has not reached the specified KKM of 60. The number of unfinished students is 24 out of 33 students or 70%. This can be seen in the table of student learning results below:

Table 1 Student Learning Outcomes Grade VIIB Semester II SMP Negeri 2 Sendangagung Sendangagung Subdistrict in Writing Poetry.

No	Interval/Value	Frequency	Percentage	Category
1.	60-100	9	30	Complete
2.	<60	24	70	Incomplete
Jumlah		33	100	-

Based on Table 1 student learning presentation above, the author concluded that the ability of students at SMP Negeri 2 Sendangagung in Poetry Writing is still low. The low results of teaching and learning are thought to be due to the inappropriate approach used by teachers in delivering materials. As an alternative to the problem, the author tries to research by involving learners in learning activities. To help them relate the subject matter to the real-life context they face. The learning approach is the CTL (Contextual Teaching & Learning) approach, which is an approach that will direct learners to connect the subject matter with context. So they will easily master the learning materials provided by educators. Researchers who are writers conducted at SMP Negeri 2 Sendangagung district Sendang Agung Lampung Tengah in grade VII Semester II conducted by collaborating with teachers in the field of study class, teachers in the field of study will deliver sub-subjects writing poetry of natural beauty. While the author serves as an independent observer in charge of recording, analyzing cycles, and concluding the results of research based on the data obtained.

RESEARCH METHODS

This research is a class action research (PTK) conducted at SMP Negeri 2 Sendangagung Sendangagung Subdistrict, Central Lampung Regency on this subject is writing poetry of natural beauty. This research was conducted to improve the ability of learners in writing poetry. Researchers try to use the contextual learning and teaching (CTL) approach, namely by inviting students to observe the surrounding environment and personal context of the students themselves, then present the observations and experiences in the form of poetry by working together or group work. The grouping of students has been determined that each group must have one student who has more abilities than his friend.

The implementation of this research was carried out in three cycles. This research data is in the form of student learning results in the form of poetry writing skills based on established indicators. The procedure of the research cycle is to compile the student's learning outcomes. That is, the implementation of each cycle is adjusted to the results of the reflection of the cycle that becomes the reference. Student learning outcome data is obtained based on tests given to students after

completion of the implementation of actions in each cycle. In finding these values, the researchers used the calculation of the results of the study as follows.

$$S = \frac{R}{N} \times SM$$

Description:

S : Score achieved

R : Raw score obtained by students

SM : Nark Standard (Desired Valuation Scale Size)

Example: 1-10 or 1-100 (Ngalim Purwanto, 1986)

In this study, the authors used a scale of 1-100. After each student's score was obtained, then the researchers looked for the percentage of the average score as low as the student by using the formula:

$$X = \frac{\sum X}{N}$$

Description:

X : Average student rating

$\sum X$: Total score of all students

N : Number of Students (Suharsimi Arikunto, 2007 :264)

The expected indicator of success in this study is the ability of students in writing poetry based on the criteria of completion, with the KKM standard ≥ 60 . Instruments that researchers use to find out the results of students' study in the form of essay-shaped question tests, which refers to the indicator of learning: Students can write arrays of poems containing natural beauty, the right choice of words, interesting rhymes. The assessment criteria on the ability to write poetry are as follows:

Table 2. poetry writing ability score based on indicators

NO	INDICATOR	SCORE
1	Writing poetry arrays	1 - 3
2	Choice of words	1 - 3
3	Rhyme (repetition of words and final sounds)	1 - 3
		3 - 9

Source: Processed Author.

RESULTS OF RESEARCH AND DISCUSSION

RESULT OF RESEARCH

The data of the research on students' ability to write poetry of natural beauty is obtained from the results of tests conducted in each final cycle of learning. From the observations during the study, data was obtained that the use of Contextual

Teaching And Learning methods to improve the ability to write poetry of natural beauty has improved in each cycle.

Cycle I Data Analysis

Based on the data above, the percentage of students' ability for each indicator is as follows:

- 1) Writing poetry arrays
The total score of students 65 maximum score 99 Student abilities
- 2) Word selection (diction)
Total student score 74, maximum score 99 Student abilities
- 3) Rhyme (repetition of words and final sounds)
Total student score 61, maximum score 99 Student abilities

From the table above, it can be known that efforts to improve the ability to write poetry natural beauty by using contextual teaching and learning approach obtained a total score of 200 students from a maximum score of 297 so that the percentage of student ability can be calculated as follows: In the first cycle, it can be known that the number of students who are complete and incomplete in learning to write poetry of natural beauty by using contextual teaching & learning approach as follows:

Table 3. Distribution of the first test of the use of Contextual Teaching & Learning approach in writing poetry of natural beauty.

No	Range Value	Number of student	Percentage	Categori
1	60-100	20	60,6 %	Complete
2	0-59	13	39,4 %	Incomplete

From the table above can be seen that in the first cycle using the contextual teaching & learning approach the complete category is 60.6% or as many as 20 students and the incomplete category is 39.4% or as many as 13 students. The authors continued the research by focusing on students who had not achieved the expected KKM.

1. Reflection

Learning using the CTL approach in cycle I have not shown optimal results, because there are still students who have not achieved KKM. However, the CTL approach can improve students' abilities when compared to previous days of learning. Looking at the learning outcomes of students in cycle I that still do not meet expectations, the process of learning activities must be improved. Therefore, the action will be reworked in the second cycle with several improvements including:

- 1) Pay attention to the allocation of time, due to the availability of less time.
- 2) Re-explain the rules of implementation of CTL learning, namely working well in completing the task given. Because there are still students who have not cooperated well in the group. As well as re-direction of competency reaches based on specified criteria.
- 3) Ask students to optimize their cooperation in completing assignments, because there are still students who work individually.

Cycle II Data Analysis

Based on the data above, the percentage of students' ability for each indicator is as follows:

- A. Writing poetry arrays
Total student score 75 maximum score 99 Student abilities
- B. Word selection (diction)
Total student score 66, maximum score 99 Student abilities
- C. Rhyme (repetition of words and final sounds)
Total student score 62, maximum score 99 Student abilities

From the table above, it can be known that efforts to improve the ability to write poetry natural beauty by using contextual teaching and learning approach obtained a total score of 203 students from a maximum score of 297 so that the percentage of students' ability can be calculated as follows: In this second cycle, it can be known that the number of students who are complete and incomplete in learning to write poetry of natural beauty by using contextual teaching & learning approach as follows:

Table 4. Distribution of the second test, the use of Contextual Teaching & Learning approach in writing poetry of natural beauty.

No	Range Value	Number of student	Percentage	Categori
1	60-100	29	87,8 %	Complete
2	0-59	4	12,2 %	Incomplete

From the table above can be seen that in the second cycle using the contextual teaching & learning approach the complete category is 87.8% or as many as 29 students and the incomplete category of 12.2% or as many as 4 students.

1. Reflection

The use of the CTL approach in cycle II began to provide quite optimal results when compared to cycle I, the learning results showed improvement. This is because students have started to be able to work with their groups. The group of students had been actively discussing and began to ask a lot of questions to the teacher, but there are still students who have not reached KKM. Thus researcher makes improvements again including:

- 1) Provide improvements to students who make improvements.
- 2) Emphasizing to students, each member of the group to maximize cooperation in the group, namely by discussing an active group and not shy to ask the teacher about the task they will complete.

The author continued the research by focusing on students who have not yet achieved the expected KKM by continuing to involve other students as enrichment materials.

Cycle III Data Analyze

Based on the data above, the percentage of students' ability for each indicator is as follows:

- A. Writing poetry arrays
Total student score 66 maximum score 99 Student abilities
- B. Word selection (diction)
Total student score 81, maximum score 99 Student abilities

C. Rhyme (repetition of words and final sounds)

Total student score 62, maximum score 99 Student abilities

From the table above, it can be known that efforts to improve the ability to write poetry of natural beauty by using contextual teaching and learning approach obtained a total score of 213 students from a maximum score of 297 so that the percentage of students' ability can be calculated as follows: In this third cycle, it can be known that the number of students who are complete and incomplete in learning to write poetry of natural beauty by using contextual teaching & learning approach as follows:

Table 5. Distribution of the third test uses contextual teaching & learning approach in writing poetry of natural beauty

No	Range Value	Number of student	Percentage	Categori
1	60-100	33	100%	Complete
2	0-59	0	0%	Incomplete

From the table above can be seen that in the second cycle using the From the table above, it can be seen that in the third cycle using Contextual Teaching & Learning approach, students' completion reaches 100% or as many as 33 students. Test results on each cycle can be seen in the following table:

Table 6. Recapitulation of test results cycle I, cycle II, cycle III

No	Name of Student	Cycle I		Cycle II		Cycle III	
		Score	Value	Score	Value	Score	Value
1	Afrian Arif Wibowo	6	66,67	5	55,56	6	66,67
2	Agus triyani	5	55,56	6	66,67	6	66,67
3	Ahmad syarifuddin	7	77,78	7	77,78	6	66,67
4	Andi mei diapto	8	88,89	7	77,78	7	77,78
5	Anisa yulianti	6	66,67	6	66,67	6	66,67
6	Awaluddin	5	55,56	5	55,56	6	66,67
7	Dewi liyani	7	77,78	6	66,67	7	77,78
8	Doni saputro	5	55,56	6	66,67	6	66,67
9	Eri susanto	5	55,56	6	66,67	6	66,67
10	Fahmi prayoga	7	77,78	7	77,78	7	77,78
11	Febri fathul ulum	5	55,56	6	66,67	6	66,67
12	Febria safitriyani	5	55,56	5	55,56	6	66,67
13	F yola selviana	6	66,67	7	77,78	7	77,78
14	Hera retno widianti	7	77,78	7	77,78	6	66,67
15	Indah mutiarasari	7	77,78	6	66,67	7	77,78
16	Lia ayu safitri	6	66,67	7	77,78	7	77,78
17	Mada wahyu guntoro	6	66,67	6	66,67	7	77,78
18	Miswati	7	77,78	7	77,78	6	66,67
19	Novi fitriana sari	5	55,56	6	66,67	6	66,67

20	Novi susanto	5	55,56	6	66,67	7	77,78
21	Nuraini	7	77,78	6	66,67	7	77,78
22	Rendy triono	6	66,67	6	66,67	7	77,78
23	Reni mualifah	5	55,56	6	66,67	6	66,67
24	Rianti oktariana	7	77,78	7	77,78	6	66,67
25	Sadarlis	5	55,56	6	66,67	7	77,78
26	Surani	7	77,78	6	66,67	6	66,67
27	Sutriyono	7	77,78	6	66,67	7	77,78
28	Tri wahyuni	7	77,78	7	77,78	6	66,67
29	Wahyu tri nugroho	6	66,67	6	66,67	6	66,67
30	Yuda santoso	5	55,56	6	66,67	7	77,78
31	Yuli trianaingsih	7	77,78	5	55,56	7	77,78
32	Yulius riska setiawan	5	55,56	6	66,67	6	66,67
33	Zulton nugroho	6	66,67	6	66,67	7	77,78
Amount		200	2222,33	203	2255,66	213	2366,76
Average		6,06	67,34	6,15	68,35	6,45	71,72

Source: data processing cycle I, cycle II, and cycle III

DISCUSSION

The findings of the study using the Contextual Teaching and Learning (CTL) method as an effort to improve the ability to write poetry of natural beauty can be discussed based on each cycle as follows:

1. Cycle I

Cycle I is held on Mondays and on Tuesday dates with learning materials to write poetry of natural beauty with the right choice of words and interesting rhymes.

A. The process of action in cycle I

At the first meeting, the researchers carried out the learning process using the CTL approach. Before starting the learning students are given the motivation and achievement indicators specified in this study. Furthermore, students are divided into 8 learning groups and then given 20 minutes of diving learning, which is continued by giving tasks that must be completed by the group for 30 minutes. The teacher assigns the student to observe the designated school environment, then assigns the student to write a poem. The results of learning in cycle I can be seen as follows:

Table 7. the results of students writing poems containing the beauty of nature

Cycle I	Number of Students	Student Score ≥ 60		Total Score	Class Average
		Many Students Of Completion	Percentage		
I	33	20	60,6 %	2222,33	67,34

Source: learning outcomes cycle I

From the data above, it appears that the CTL approach in cycle I have been able to improve students' ability to write poetry containing natural beauty, but out of 33 students there are still 13 students who scored below KKM.

a. Reflection

Learning using the CTL approach in cycle I have not shown optimal results, because there are still students who have not achieved KKM. However, the CTL approach can improve students' abilities when compared to previous days of learning. Looking at the learning outcomes of students in cycle I that still do not meet expectations, the process of learning activities must be improved. Therefore, the action will be reworked in the second cycle with several improvements including:

- 1) Pay attention to the allocation of time, due to the availability of less time.
- 2) Re-explain the rules of implementation of CTL learning, namely working well in completing the task given. Because there are still students who have not cooperated well in the group. As well as re-direction of competency reaches based on specified criteria.
- 3) Ask students to optimize their cooperation in completing assignments, because there are still students who work individually.

2. Cycle II

Cycle II is carried out on Monday of the following week with the same learning material as in cycle I which is to write poetry of natural beauty with the right choice of words and interesting rhymes.

A. Process actions in cycle II

At the beginning of the lesson, the teacher invites students to rejoin the group. Teachers hold answers and questions repeat the material that has been delivered and re-relate the competency benefits that will be achieved in CTL. Then the students continue to do the group assignments given and hold class discussions.

The condition of learning activities in cycle II starts optimally, meaning that students in doing the task can already follow the rules of learning well. Then the test is done to find out the student's learning outcomes. The test results in cycle II can be seen as follows:

Table 8. the results of students writing poems containing the beauty of nature

Cycle II	Number of Students	Student Score ≥ 60		Total Score	Class Average
		Many Students Of Completion	Percentage		
I	33	29	87,8 %	2255,56	68,35

Source: learning outcomes cycle II

Looking at the table above, it can be known that the student's learning outcomes have shown a fairly optimal improvement, students who obtained a standard KKM score as many as 29 students. Although student learning outcomes have improved, there are still students who have not achieved KKM.

a. Reflection

The use of the CTL approach in cycle II began to provide quite optimal results when compared to cycle I, the learning results showed improvement. This is because students have started to be able to work with their groups. The group of students had been actively discussing and began to ask a lot of questions to the teacher, but

there are still students who have not reached kkm. Thus researchers make improvements again including:

- 1) Provide improvements to students who make improvements.
- 2) Emphasizing to students, each member of the group to maximize cooperation in the group, namely by discussing an active group and not shy to ask the teacher about the task they will complete.

2. Cycle III

Cycle III is held on Friday. No different from the previous two cycles of learning in cycle III remains focused on students who have not achieved KKM while still involving other students.

A. The process of action in cycle III

At the beginning of the lesson, the teacher instructs the student to rejoin the group. Then the teacher conducts a Q&A with students repeating the material that has been submitted, as well as reviewing the competency benefits that will be achieved in the CTL. Then the group of students is assigned to do the task, then carried out a test of learning activities cycle III to see the ability of students in writing poetry about the beauty of nature. The learning outcomes of students in cycle III can be seen as follows:

Table 9. the results of students writing poems containing the beauty of nature

Cycle III	Number of Students	Student Score \geq 60		Total Score	Class Average
		Many Students Of Completion	Percentage		
I	33	33	100%	2366,67	71,72

Source: learning outcomes cycle III

From the table above, it is seen that students' learning outcomes in cycle III have improved from cycle I and cycle II. The students who scored met the KKM numbered 33 students. The percentage of completion in cycle III reaches 100%. This shows that poetry learning with CTL has provided optimal results by research expectations.

a. Reflection

The CTL-based learning approach in cycle III has provided optimal results when compared to student learning outcomes in the previous cycle. These results in addition to showing an increase have also met the indicator of success. This is because students have been able to optimize their learning activities based on the conditions described by the teacher. This means that students respond to CTL and improving student learning outcomes.

CONCLUSION

The results of class action research conducted in grade VII students of semester VII SMP Negeri 1 Sendangagung Sendangagung Subdistrict, Central Lampung Regency can be concluded in cycle I obtained the average value of students in writing poetry of natural beauty of 67.4. Students who obtained a score of \geq 60 amounted to 20 students with a percentage of completion reached 60.6%. The results of learning in

cycle II obtained an average score of poetry writing of 68, 35, and students who obtained a score of ≥ 60 amounted to 29 students with a percentage of completion reached 87.8%, so it can be said that there is an increase in quite optimal. In cycle III the average value of writing poetry is higher when compared to the result in cycle I and cycle II of 71.72. with the number of students achieving completion as many as 33 students and the percentage of completion reached 100%. These learning outcomes are optimal and in line with research expectations.

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