

IMPROVING LEARNING OUTCOMES IN WRITING POETRY THROUGH THE CONTEXTUAL TEACHING AND LEARNING (CTL)

David Rozala^{1*)}, Meet Jonas²⁾

¹⁾ Universitas Darussalam, ²⁾ Aarhanus University,
Address

*Corresponding Author, email: davidrozal@gmail.com

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ABSTRACT

The purpose of this research is to improve the learning outcomes of writing poetry through the Contextual Teaching And Learning (CTL) learning approach in fourth grade students of SD Negeri 1 Maluku Tengah. The subjects of this research were 24 fourth grade students , consisting of 10 male students and 14 female students. This research uses a Classroom Action Research design with a qualitative approach. The procedures/steps of classroom action research are: (1) determining the focus of the research problem, (2) implementing the cycle, (3) analyzing data, (4) planning follow-up, (5) ending the action. The instruments used in this research include: (1) tests, (2) observation sheets. The results of the poetry writing skills test for students in cycle II were classified as High, namely there were 21 students who completed (88%) and 3 students who did not complete (12%). This condition increased from the condition of cycle I where there were 12 students who completed (50%) and 12 students who did not complete (50%). Likewise, in the pre-cycle condition, only 3 students (12.5%) completed the task, and the remaining 21 students (87.5%) did not. Based on the data obtained in the pre-cycle condition, the condition in cycle I, and the condition in cycle II, it can be concluded that learning to write poetry using the Contextual Teaching and Learning approach in cycle II was successful. This can be seen from the results of observations of student learning activities in cycle II, which have reached the predetermined criteria. The percentage of student activity in cycle II was 82.3%. Therefore, the average score obtained by students in writing poetry successfully reached the minimum completion criteria (KKM) determined by the school. In addition, at least 75% of the total number of fourth-grade students obtained scores according to the KKM. (completed).

Keywords: *Contextual teaching and learning, Poetry, Writing*

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Introduction

National education plays a vital role in developing students' potential and shaping the character and civilization of a quality nation. The primary goal of national education is to enrich the nation's life by developing students into individuals who believe in and fear God, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible (Munib, 2014). To achieve this goal, teachers have a crucial role in creating an effective learning process. In this regard, proper learning planning is essential for a successful learning process. The learning process must be aligned with the established curriculum. The curriculum serves as a guideline for determining the objectives, content, materials, and learning strategies that will be implemented in each learning process (Hernawan, 2014). When implementing the learning process, teachers must adhere to the current curriculum, namely the 2013 Curriculum (K13). This curriculum contains learning objectives that students must achieve. To achieve these objectives, selecting the right approach is crucial. An approach is a set of interrelated assumptions that serve as the theoretical basis for a learning method. A language learning approach, for example, relates to the nature of language and language learning itself. (Djuanda, 2014). The approach used in language teaching serves as a general guideline for the steps, methods, and teaching techniques that will be used by teachers. By using an appropriate approach, it is hoped that the learning process will run effectively and learning objectives can be achieved.

Language plays a vital role in the intellectual, social, and emotional development of students, as outlined in the 2013 Curriculum (K13). Language is also a key determinant of student success in various fields of study, as it enables students to share experiences and learn from one another. Language skills comprise four interrelated components: listening, speaking, reading, and writing. In the era of advanced information and communication technology, writing skills are becoming increasingly important and require continued development. Writing is an activity undertaken by individuals to produce meaningful, understandable writing. reader.

The Indonesian language subject plays a vital role in daily life. Through Indonesian lessons, students can develop their writing, reading, speaking, and listening skills. These four skills are highly relevant and needed in various situations in daily life. Indonesian is also a compulsory subject for students to master, as it is a means of communication used within the family, school, and community. Public. One of the topics taught in the Indonesian language course in fourth grade is writing poetry. Poetry is a form of expression and interpretation of experiences through rhythmic language. Writing poetry is part of the competency requirements for elementary school students, as outlined in the 2013 Curriculum Competency Standards for fourth grade. These competency standards aim to enable students to express thoughts, feelings, and facts in writing, including summaries, reports, and poems.

Writing poetry is an important skill for elementary school students, as explained in the 2013 Curriculum Competency Standards for Grade IV. Students are expected to have the ability to express their views, feelings, and realities in written poetry (Alya & Nur, 2022). In writing poetry, students are given the freedom to create beautiful words. Poetry writing skills need to be taught to enhance students' imagination and develop their writing skills in the form of poetic verses (Putri & Maryam, 2021). Writing poetry also provides students with the opportunity to express themselves through language. One learning approach that can be used to teach students to write poetry is Contextual Teaching and Learning (CTL), which can encourage students to develop poetry writing skills (Wati, 2019). With this CTL learning approach, it is hoped that students can understand learning more meaningfully, where the learning process occurs naturally as an exercise in student understanding, not simply the absorption of knowledge from the teacher to the students. student.

After reviewing the observation results, researchers realized that Indonesian language learning in fourth grade had not achieved the expected results. Students experienced difficulties in writing poetry, as evidenced by the irregular word order in their poems. They were not yet able to express their ideas in beautiful written language and tended to imitate existing poems in books or the work of their peers. The learning methods used by teachers in teaching poetry were not yet effective, resulting in low student interest in the lesson. Furthermore, teachers also did not provide intensive guidance to students in writing poetry.

In the learning process, teachers have not implemented diverse approaches and methods, resulting in students being less interested and actively involved in learning. Learning activities still focus on the teacher's role as a provider of information. Furthermore, learning always takes place in the classroom without providing opportunities for students to interact with their surroundings. As a result,

students lack concrete learning experiences related to their surroundings. These facts negatively impact student learning outcomes, particularly in English writing skills. Indonesia.

Based on observations and interviews with fourth-grade teachers it was discovered that students experience difficulties in learning Indonesian, particularly in writing poetry. Students struggle to understand the concept of writing poetry and lack the skills to choose appropriate words and arrange rhymes in poetry. Learning to write poetry tends to be done only in the classroom without providing opportunities for students to develop their creativity and writing skills outside the classroom. Student learning outcomes also show a low average class score, namely 62, below the Minimum Completion Criteria (KKM) score which should be 65. This is caused by the lack of variety in approaches and learning methods used by teachers, which has an impact on students' lack of interest and motivation in participating in learning.

Learning still tends to be teacher-centered, resulting in students receiving less opportunity to interact with their surroundings. This results in students receiving less direct learning experiences related to real life and their surroundings. Factors that can influence student learning include internal and external factors. Internal factors include physical and psychological aspects of students, including fatigue, while external factors involve the role of family, school, and community in supporting student learning (Slameto, 2015).

Based on the analysis of learning outcomes and the learning process, the author attempted to improve learning methods to enhance students' poetry writing skills. One method used was the Contextual Teaching and Learning (CTL) approach. This approach connects learning materials to students' daily lives, both within the family, school, community, and as citizens. The aim of this approach is to provide relevant meaning to students' lives in studying the material (Komalasari, 2013). This contextual approach is expected to be effective in improving poetry writing learning outcomes because it involves students directly and provides real-life experiences in the learning process, so it is hoped that it can improve students' poetry writing skills.

Contextual Teaching and Learning (CTL) approach applied in poetry writing instruction aims to solve problems in learning. Teachers connect learning materials with students' daily lives. This approach does not only focus on transferring knowledge from teachers to students through memorizing concepts separate from real life, but rather emphasizes efforts to facilitate students to develop life skills from what is learned. The Contextual Teaching and Learning (CTL) learning approach links learning materials with students' real lives, whether in the family, school, community, or as citizens, with the aim of providing relevant meaning to students' lives in learning the material.

The following are the steps in the Contextual Teaching and Learning (CTL) approach (Dewi et al., 2019): 1) Encourage students to understand that learning will be more meaningful when they work independently, discover for themselves, and build new skills and knowledge, 2) invite students to actively seek and find information related to the topic of the learning material, 3) Develop students' curiosity educate by encouraging them to ask and seek answers to their own questions, 4) Providing learning media that serve as examples and real examples in learning, 5) Conducting reflection with students at the end of the learning session to review the learning process and understanding that has been obtained, 6) Providing authentic assessments by using various assessment methods that are appropriate to the learning context. These steps aim to activate students in the learning process, encourage them to think critically, seek solutions, and feel the relevance of the material to their daily lives.

The advantages of using the Contextual Teaching and Learning (CTL) model in learning are as follows: 1) Learning becomes more meaningful and relevant to students' real lives. By linking learning materials to students' daily lives, they can more easily understand and relate the concepts learned to situations around them (Hosnan, 2014). 2) Learning becomes more productive because students are encouraged to actively seek and discover knowledge on their own. This is in accordance with the philosophical approach of constructivism, where students build their understanding through their own experiences and thoughts rather than simply memorizing information; 3) Students play a more active role in the learning process, so they become more experienced in finding solutions and solving problems; 4) The learning process becomes more concrete and real, because students can experience it themselves how the concepts

Literature Review

A. Writing A Poetry

Writing skills are one of the four language skills, namely listening, reading, speaking, and writing. Writing skills are used to communicate indirectly. In writing, a person can express ideas, opinions, or messages in writing. Therefore, writing skills play an important role because the message is not conveyed directly but through writing. One important aspect of language skills is writing skills (Yantama, et al., 2018). Writing is the activity of organizing ideas, thoughts, or thoughts in written form using cohesive sentences. In the field of literature, writing skills can be in the form of prose such as short stories, novels, fairy tales, romances, and so on, poetry such as pantun and modern poetry, as well as drama texts (Jaya, et al., 2013). Writing is a process that begins with observing, thinking, creating, and reflecting, then transcribing it into a work. Poetry, on the other hand, is an expressive expression of the author's soul (Alcheca, 2019). From this explanation, it can be concluded that writing poetry is an activity in which students can indirectly express their feelings his feelings by using beautiful words and having meaning deep.

Through writing poetry, one can express their feelings using creative imagination and beautiful words. Learning poetry has broader benefits than just improving students' language skills and mental sensitivity. It can also enrich students' outlook on life and shape their personalities (Harmoon et al., 2018). Poetry is a form of literature that has high value, especially with the use of typography that differs from other literary works. Poetry writing often uses a unique layout, with the aim of making the writing look beautiful and interesting when viewed, read, or listened to (Handayati et al., 2013). As a teacher, it is important to understand literary theory, including theories on poetry and drama (Sukma et al., 2016). Literature learning in schools must be able to arouse students' interest in exploring the world of literature, getting to know literary works, and forming their own views about them (Sukma, 2017).

In general, writing poetry can be described as a form of linguistic expression that depicts the poet's imaginative, emotional, and intellectual experiences through the use of specific techniques to evoke certain feelings in the reader or listener. When writing poetry, there are several aspects that need to be considered, such as rhythm, diction, figures of speech, and imagery. Word choice is closely related to style (Bulderita, et al., 2018). Style itself is study in stylistics. Style Language is part from word choice or diction that questions the appropriateness of the use of certain words, phrases, or clauses in the linguistic hierarchy, both at the level of individual words, phrases, clauses, sentences, and the entire discourse.

Poetry places a strong emphasis on aesthetics. Beauty or aesthetics is the primary focus of a poem. Therefore, writing poetry requires special attention. Writing skills are crucial in poetry. Writers must pay attention to the use of words (diction), rhythm, and appropriate imagery. Writers must also be able to create poems that sound beautiful when read aloud. Poetry writing skills play a crucial role in learning Indonesian language and literature, both at the elementary and secondary levels. The curriculum emphasizes that students must be able to write poetry well and correctly as one of the skills that must be mastered. achieved. Through writing poetry, students have the opportunity to express their ideas, feelings, and experiences poetically. Teachers play a crucial role in helping students generate and develop ideas, as well as organize them into poems. Therefore, writing poetry involves various skills, such as generating ideas, developing them, using appropriate word choice, and organizing ideas to produce meaningful and beautiful poems.

B. Learning Approach

A learning approach describes the model used to achieve curriculum objectives and provides guidance to teachers regarding the steps to be taken in achieving these objectives (Fauza, 2017). A learning approach refers to a general view of the learning process, which provides a theoretical framework and inspiration for learning methods. An approach is an initial perspective in viewing the learning process. The term "approach" refers to a view of how the process occurs in general. Based on this understanding, an approach is the initial step in forming ideas in understanding a problem or object of study, which will influence how these ideas are implemented in describing the treatment given to the problem or object of study to be handled (Wina, 2016). Approach in the context of learning refers more to the philosophical framework that serves as the basis for individuals to achieve certain goals, such as humanist, liberal, theological, quantum, and other approaches. These approaches are often considered theories. Each philosophical basis used in education will impact different methodological frameworks and techniques, even though they appear similar at first glance. Based on this view, it can be concluded

that the learning approach is a starting point or perspective on the learning process that has a general and philosophical nature, which underlies, inspires, strengthens, and base the learning method on a specific theoretical basis in order to achieve the learning objectives that have been set.

The primary variables in learning activities are teachers and students. Learning cannot occur without these two variables. In this context, there are two general approaches to learning: teacher - centered approaches and student-centered approaches (Abdullah, 2017). A learning approach can be defined as a perspective or framework used in the learning process. This approach encompasses various learning methods and techniques based on specific theories (Komalasari, 2013). Several groups of learning approaches exist, including individual learning approaches, group learning approaches, and classical learning approaches. Furthermore, approaches can also be classified based on the teacher's role in delivering the material, including expository learning and inquiry learning. Another perspective divides learning strategies into expository and discovery learning and group -individual learning (Wina, 2016).

C. Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) approach is a learning method that involves introducing real-world situations into the classroom. with the aim of motivating students to understand the subject matter and relate it to their daily lives. Teachers using the CTL approach must create a connection between the knowledge taught and its application in students' lives as individuals involved in families and communities. The CTL approach helps teachers relate the subject matter to the context of students' lives, making learning more meaningful and relevant (Shoimin, 2014; Riyanto, 2012).

Based on the above opinion, it can be concluded that the Contextual Teaching and Learning (CTL) approach is a learning approach that connects subject matter with students' real-world situations and encourages students to relate their knowledge to its application in everyday life as individuals, family members, communities, and nations. Learning with the CTL approach involves seven main components, namely constructivism, questioning, inquiry, learning communities, modeling, and authentic assessment. The goal of the CTL approach is to make learning more relevant, meaningful, and actively involve students in the learning process. Learning with the CTL approach involves seven main components: constructivism, questioning, inquiry, learning communities, modeling, and authentic assessment. The goal of the CTL approach is to make learning more relevant, meaningful, and actively engage students in the learning process (Riyanto, 2012; Shoimin, 2014). This approach assumes that the mind naturally seeks meaning from context. in accordance with real situations around a person, and this can occur through the search for reasonable and useful relationships. By integrating learning materials with the context of students' daily lives in contextual learning, a deep understanding will be formed where students have a rich understanding of problems and ways to solve them.

Contextual learning can be considered a learning approach that recognizes and reflects the natural conditions of knowledge. Through relationships established inside and outside the classroom, a contextual learning approach makes experiences more relevant and meaningful for students in building knowledge that they will apply throughout their lives. Contextual learning presents a concept that connects the subject matter learned by students with the context in which that material is used, and is related to how a person learns or the student's learning style. Context provides significant meaning, relevance, and benefits to the learning process. Study Teaching and Learning (CTL) is a learning concept that helps teachers connect learning materials to students' real-world situations and encourages students to establish connections between their existing knowledge and its application in everyday life (Sarminah, 2018). Students acquire knowledge and skills through their own efforts in constructing new knowledge and skills as they learn (Muslich, 2014). There are five elements that need to be considered in contextual learning practices (Tanidireja et al.,2013), namely: a) activating existing knowledge (activating knowledge) ; b) acquiring new knowledge (acquiring knowledge) by studying the whole thing first, then paying attention to the details; c) understanding knowledge (understanding knowledge) by formulating a temporary concept (hypothesis), sharing it with others to get feedback (validation), and improving the concept based on that feedback; d) applying knowledge and experience (applying knowledge) ; and e) reflecting (reflecting knowledge) on the knowledge development strategy the.

Teaching and Learning (CTL) is focused on the REACT principle (Relating: learning in the context of life experiences, Experiencing: learning in the context of search and discovery; Applying: learning when knowledge is introduced in the context of its use; Cooperating: learning through the context of interpersonal communication and sharing; Transferring: learning to use knowledge in a new context or situation. The following is an explanation of each of the principles of contextual learning:

1. Relatedness, relevance (relating)

The learning process should have a connection (relevance) with the knowledge that students already have (relevance between internal factors), such as knowledge, skills, talents and interests, as well as real-life experiences (external factors).

2. Hands-on experience (experiencing)

In the learning process, it is important for students to gain hands-on experience through exploration, discovery, inventory, investigation, research, and the like. This hands-on experience is considered the core of contextual learning. The learning process will progress quickly if students are given the opportunity to manipulate equipment, use learning resources, and actively participate in various research activities. other.

3. Application (applying)

Applying learned facts, concepts, principles, and procedures in different situations and contexts is a form of higher-level learning, beyond mere memorization. A student's ability to apply learned material and use it in different situations represents the actual use of those facts, concepts, principles, or procedures, and represents the achievement of learning objectives in the form of real-life applications.

4. Cooperation (cooperating)

Cooperation in the context of sharing thoughts, asking and answering questions, interactive communication between students, between students and teachers, and between students and resource persons, problem solving, and group work are the main learning strategies in the learning approach. contextual.

5. Knowledge transfer (transferring)

Contextual learning emphasizes students' ability to transfer their existing knowledge, skills, and attitudes to different situations. In this context, students' knowledge and skills are not merely memorized but can be applied and utilized in a variety of situations and conditions. Contextual Teaching and Learning (CTL) approach can be applied across various curricula, subject areas, and classes, not limited to specific situations. Implementing the Contextual Teaching and Learning (CTL) approach in the classroom is also relatively easy

Methods

This research will be conducted at SD Negeri 1 Maluku Tengah, located in Basilam Village, Bukit Lembasah, Langkat Regency. The researcher chose this school because it is where the researcher will conduct the KKN (Community Service Program) and Educational Internship III activities. This research will be conducted in the even semester of the 2022-2023 academic year. This study adopted a Classroom Action Research (CAR) design. Classroom Action Research (CAR) is a method used to improve the quality of classroom learning through planned and implemented actions repeatedly (Arikunto, 2019). CAR is conducted with the aim of improving the quality of classroom learning practices (Kunandar, 2016). This study involved an iterative cycle consisting of four main stages: planning, implementation, observation, and reflection.

This research uses a qualitative approach, which aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals or groups (Sugiyono, 2019). CAR is conducted through an iterative cycle involving four main stages:

The procedures or steps in classroom action research are as follows:

1. Problem Focus Determination Study

Classroom action research begins with the recognition of a problem occurring in the classroom. The problem selected for research must be relevant and beneficial to learning. The source of the problem can be students, teachers, subject matter, curriculum, learning outcomes, or learning interactions. Once the problem is identified, priority is determined. The problem selected for research must be a top priority.

needs to be resolved. Next, the problem is further analyzed to gain a deeper understanding. Based on the analysis results, researchers clearly formulate the problem to be solved. The problem formulation must include the causes of the problem so that appropriate actions can be planned to resolve it.

2. Cycle Implementation Study

After determining the focus of the problem, the next stage is to implement the classroom action research cycle. The implementation of the classroom action research cycle consists of four stages of activity, namely: action planning, action implementation, observation, and reflection. Action planning is carried out in accordance with the nature of the problem and takes into account the causes of the problem. Action planning activities include: (1) preparing a learning implementation plan, (2) preparing learning media, (3) preparing research instruments, and (4) preparing assessment tools. Planning must be carried out optimally to achieve maximum results.

After the action planning is complete, the planned activities will be implemented in the classroom. The implementation of the action must be carried out as well as possible to achieve optimal results. Researchers must strive to implement the action according to the plan to achieve the stated objectives. During the action implementation stage, researchers also observe and reflect on the actions taken.

3. Observation

Observation is the act of recording all events or activities that occur during the implementation of a lesson. Data obtained from observations are collected using observation sheets. In this study, the things that need to be observed include student learning activities and teacher performance during the learning process. Observations are conducted from the beginning to the end of the learning session.

4. Reflection

Reflection aims to conduct a comprehensive evaluation of the actions taken. In the reflection stage, the actions taken are evaluated to improve subsequent actions. Through reflection, the strengths and weaknesses of the classroom learning process during the research can be identified.

Data collection techniques are a crucial step in research, as the primary goal is to obtain the required data (Arikunto, 2019). In this study, data were collected using two techniques: tests and non-tests. Tests were used to collect quantitative data, such as student learning outcomes. Non-tests were used to collect qualitative data, such as student learning activities and teacher performance in teaching. By combining these two techniques, researchers were able to obtain comprehensive and varied data in accordance with the objectives. study.

1. Technique Test

Test techniques were used in this study to collect data. Quantitative data. Researchers used written tests in the form of essays to measure students' poetry writing abilities. The tests were administered twice, at the end of each research cycle. The use of essay tests has the advantage of measuring students' ability to organize thoughts, express opinions, and express ideas using their own words or sentences (Sulistiasih, 2018). Based on these advantages, essay tests are an appropriate method for assessing students' poetry writing skills. Essay tests encourage students to boldly express their own opinions, ideas, and words in writing poetry. Through essay tests, students' writing skills can be determined. poetry.

2. Non-technical Test

This study used non-test techniques to collect qualitative data. Data collection was conducted through observation. The tool used in this non-test technique was an observation sheet. Observations were conducted on both students and the researcher. Observations of the students focused on their activities during the learning process, while observations of the researcher focused on their performance during the learning process. By using non-test techniques, the researcher was able to collect data on student activities and researcher performance, which served as indicators in this study

Result and Discussion

Cycle I activities began on Thursday, February 13, 2023. The teacher began the learning activities by greeting, praying, and checking the students' readiness. Before starting the lesson, the teacher conducted an apperception by asking oral questions to the students, namely: 1) Have you ever seen someone reading poetry?; 2) Have you ever written poetry? After that, the teacher conveys the learning indicators that will be studied, namely the ability to write poetry according to the steps that

have been learned. After students understand the material to be studied, the teacher explains the Contextual Teaching and Learning (CTL) approach that will be used in learning This.

In this first meeting, the teacher divided the fourth graders into six groups, each with students of varying abilities. The purpose of this group division was to ensure that activities outside of class could be carried out in an orderly manner. After the group divisions were completed, the teacher assigned each group to work on a Student Worksheet (LKS) to create a poem about the red and white flag based on their observations. his group. In this first meeting, the teacher divided four fourth-grade students into six groups with varying ability levels. This group division was carried out to ensure that activities outside of class could proceed orderly. After completing the group division, the teacher assigned each group to complete a Student Worksheet (LKS) in which they would create a poem about the red and white flag based on the results of their group work. observations made together his group.

The teacher gives students the opportunity to leave the classroom to observe and find the red and white flags around the school. Before leaving, students listen to the teacher's explanation of the procedures for implementing Contextual Teaching and Learning (CTL) .While outside the classroom, students were asked to observe the red and white flag. While observing, students discussed with group members. Afterward, the teacher conducted a question-and-answer session with students regarding the red and white flag, the subject of the poem. From observing the object (the idea of the poem) and the question-and-answer session, each student recorded data or information needed to develop their poem.

2) Meeting Second

The second meeting of Cycle I was held on February 20, 2023. The learning activities carried out in the second meeting of Cycle I were the same as those carried out in the first meeting. The activity began with students praying. After that, the teacher delivered an introduction and then took attendance. Next, the teacher provided a review of the previously taught material, namely writing free verse using appropriate word choice. The teacher then conveyed the objectives and benefits of the learning, explained the learning activities to be carried out, and the assessment methods that would be used. Next, the teacher gives students the opportunity to rejoin the groups they formed previously. Afterward, the core learning activities begin immediately. The teacher displays examples of poems written in the previous meeting and explains the steps in writing poetry. Each group is then given an assignment to work on. Sheet Student worksheet (LKS) on synonyms. This aims to improve students' word choice when writing poetry.

At this stage, the teacher gives students the opportunity to leave the classroom and explore the school environment. The teacher assists students in activities outside the classroom. Next, the teacher evaluates the students by assigning each student to write a poem. The poem is based on observable objects in the school environment, both inanimate and living things, as well as the interactions between living things. Based on their observations of the objects, each student records the data or information needed to develop their poetry writing. Each student writes a poem following the steps they have learned. The teacher assesses the students' work. At the end of the activity, the teacher conducts a reflection session on learning by holding a question-and-answer session on any unknown points.

c. Observation

The implementation of learning using the Contextual Teaching and Learning (CTL) approach at the first and second meetings showed an increase in students' poetry writing skills compared to the previous condition, namely the pre-cycle. It was apparent that students' poetry writing skills had improved based on the criteria of the scores obtained. Although thus, on learning cycle I, especially on meeting to-In Cycle 1 and 2, there were still several students who had low poetry writing skills and had not yet reached the completion criteria. The discussion usually begins with statements of findings (do not be repeated if combined results and discussion). The discussion gives interpretation and meaning to the study results in accordance with the theories and references used. Interpretation should be enriched with referencing, comparing, or contrasting with findings of the previous research. There are a link between the results obtained and the basic concepts and/or hypotheses. There should be a match or conflict with the results of other people's research. It is also suggested to write the implications of both theoretically and practically

Based on the results of the reflection on cycle I, it was apparent that although there was a slight improvement in poetry writing skills, the improvement was not yet significant. This was due to the new focus of learning on the idea aspect only, while the theme and word choice aspects still needed improvement. Based on the observer's direction and input from the supervising lecturer, the researcher decided to re-implement the poetry writing lesson by paying attention to the idea, theme, and word choice aspects. The implementation of the actions in cycle II will be carried out in 2 meetings with a time allocation of 2 x 35 minutes. Efforts to overcome existing deficiencies need to be made by teachers in teaching poetry writing. Considering the results of the analysis of student performance in cycle I, some students still experience difficulties in conveying ideas and determining themes. Therefore, in planning poetry writing lessons in cycle II, the focus will be emphasized on the aspects of ideas and themes in accordance with the assessment criteria in the K13 Curriculum for grade V. Researchers and teachers carry out steps to plan poetry writing lessons using the Contextual Teaching And Learning (CTL) approach . This planning stage includes:

- 1) Rewriting the Learning Implementation Plan (RPP) for Indonesian Language content in accordance with core competencies, basic competencies, indicators, and learning objectives that will be taught using the Contextual Teaching and Learning (CTL) approach which includes initial activities to... end.
- 2) Create an observation sheet for student activities and teacher activities to conduct an evaluation at the end of the cycle. I.
- 3) Compile end-of-cycle test sheets and create assessment rubrics to determine the level of poetry writing ability. student.

Cycle II began on Thursday, February 27, 2023. The material taught was poetry writing techniques, including generating ideas, determining themes, and choosing appropriate words. As an initial activity in the first meeting, students began with a prayer. Then, the teacher delivered an introduction and took attendance. Next, the teacher conducted a question-and-answer session regarding the previous material. After that, the teacher conveyed the learning objectives, which were to write poetry depicting everyday life with a natural theme. around. Students attentively listened to the teacher's explanation of the activities to be carried out. They conducted group observations of the stilt game and the visit to the community health center. After completing the observations, students were asked to present their findings by expressing their ideas, determining a theme, and choosing appropriate words to compose a written poem.

The teacher assesses students' work based on the relevance of ideas derived from observations, success in determining the theme, and the use of appropriate and correct words. Next, the teacher conducts reflection by providing an opportunity to students to ask if there are things that are unclear or need to be clarified.

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Table I. Students' Poetry Writing Activities in Each Cycle

No	Student Name	Pre Cycle	Cycle I	Cycle II	Information	
					M	TM
1	R1	6.00	8.00	15.00	√	-

2	R2	9.00	10.00	10.00	√	-
3	R3	4.00	7.00	14.00	√	-
4	R4	9.00	10.00	12.00	√	-
5	R5	6.00	7.00	11.00	√	-
6	R6	6.00	8.00	16.00	√	-
7	R7	8.00	9.00	16.00	√	-
8	R8	7.00	8.00	14.00	√	-
9	R9	5.00	8.00	14.00	√	-
10	R10	9.00	10.00	13.00	√	-
11	R11	6.00	9.00	12.00	√	-
12	R12	8.00	9.00	10.00	√	-
13	R13	5.00	8.00	13.00	√	-
14	R14	8.00	8.00	12.00	√	-
15	R15	6.00	10.00	13.00	√	-
16	R16	7.00	8.00	13.00	√	-
17	R17	5.00	5.00	13.00	√	-
18	R18	7.00	9.00	12.00	√	-
19	R19	6.00	6.00	15.00	√	-
20	R20	8.00	10.00	14.00	√	-
21	R21	5.00	5.00	16.00	√	-
22	R22	6.00	8.00	14.00	√	-
23	R23	5.00	5.00	14.00	√	-
24	R24	7.00	7.00	10.00	√	-
Amount		158	192	316		
Average		6.58	8.00	13.17		
Standard Deviation		1.44	1.59	1.81		
Variance		2.08	2.52	3.28		
Percentage of Student Activity		41.1%	50.0%	82.3%		

Based on the data obtained in the pre-cycle, cycle I, and cycle II conditions, it can be concluded that the learning to write poetry using the Contextual Teaching and Learning approach in cycle II was successful. This is evident from the results of observations of student learning activities in cycle II conditions, which have achieved the predetermined criteria. The percentage of student activity in cycle II was 82.3%. Thus, the average score obtained by students in writing poetry successfully achieved the minimum completion criteria. (KKM) as determined by the school. In addition, at least 75% of fourth-grade students must achieve a score that meets the KKM (completed).

The obstacles faced in each cycle were different. In Cycle I, the obstacles faced were: (a) low student ability in conveying ideas and determining themes due to students' lack of interest in learning to write poetry, (b) teachers' lack of success in guiding students to be more imaginative in writing, and (c) lack of effectiveness of the learning presented by the teacher. To overcome these obstacles, efforts were made in Cycle II, including: (a) encouraging students' interest in practicing writing poetry by encouraging them to interact with their surroundings in everyday life, and (b) using appropriate learning strategies to stimulate the development of students' potential and creativity in writing poetry.

In this section, the results of the study show that students' poetry writing skills in the Indonesian Language subject using the Contextual Teaching and Learning approach in Class IV SD Negeri 1 Maluku Tengah produced satisfactory results in accordance with the teacher's expectations, both in students' poetry writing skills and student learning activities. This study has proven that the Contextual Teaching and Learning approach can help students understand the subject matter by linking it to the context of their daily lives, both from a personal, social, and cultural perspective. culture.

Conclusion

Based on the discussion above, it can be concluded that learning using the Contextual Teaching and Learning approach has successfully improved the quality of the process and outcomes of students' poetry writing learning. This is supported by the following research findings:

1. The results of the poetry writing skills test before going through the Contextual Teaching and Learning (CTL) learning approach for fourth grade students at MIS Baiturrahman in the pre-cycle conditions were still low, namely only 3 students completed or (12.5%), and the remaining 21 students or (87.5%) did not complete.
2. The results of the poetry writing skills test after going through the Contextual Teaching and Learning (CTL) learning approach for fourth-grade students of SD Negeri 1 Maluku Tengah in the second cycle were classified as High, namely there were 21 students who completed (88%) and 3 students who did not complete (12%). This condition increased from the first cycle condition where there were 12 students who completed (50%) and 12 students who did not complete (50%). Likewise, the pre-cycle condition where there were only 3 students who completed (12.5%), and the remaining 21 students (87.5%) did not complete.

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