

IMPROVING LEARNING OUTCOMES IN WRITING POETRY THROUGH CONTEXTUAL TEACHING LEARNING (CTL) IN CLASS V STUDENTS

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ABSTRACT

The purpose of this study was to determine whether the learning outcomes of Indonesian language poetry writing materials for fifth grade students could be increased through the application of the contextual teaching and learning (CTL). This research is classroom action research (CAR). The results showed an increase in student learning outcomes. In the first cycle, the average score reached 71 with a learning completeness percentage of 68%. In the second cycle, the average value reached 79.25, an increase of 8.25 points from cycle I with a percentage of learning completeness of 92%. Based on the data on learning outcomes in cycle I and cycle II, it can be concluded that learning has been considered successful because cycle II has met the learning mastery criteria of 75%. From the results obtained, it can be concluded that the use of the Contextual Teaching and Learning (CTL) approach can improve student learning outcomes.

Keywords: Approach, Contextual Teaching and Learning, Learning Outcomes, Writing Poetry.

INTRODUCTION

One of the national goals of the Indonesian nation stated in the fourth paragraph of the Preamble to the 1945 Constitution is to educate the life of the nation. Efforts to educate the nation's life can be done through education. Education plays an important role in improving the quality of Human Resources (HR). Education is a conscious effort made by humans in order to develop their potential through the learning process (Munib, 2010: 139).

National education goals are educational goals to be achieved nationally which are based on the philosophy of a country (Hernawan, 2007: 1.19). Teachers are required to be able to create an effective learning process in order to achieve these goals. To create an effective learning process, a set is needed.

The learning process must be adapted to the curriculum. The curriculum functions as a reference in setting goals, content, materials, and strategies in each learning process that takes place (Lapono, 2008)

From the description above it can be concluded that education is a conscious effort made by humans in order to develop their potential through an effective learning process. The learning process must be adapted to the

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 10 Number 3 December 2022

curriculum. The curriculum functions as a reference in setting goals, content, materials, and strategies in each learning process in order to achieve educational goals.

Writing poetry is part of the competencies that elementary school students must have, as stated in the KTSP class V 2006 competency standards. The competency standards are that students are expected to be able to express thoughts, feelings and facts in writing in the form of summaries, reports and poetry. In writing poetry, students are required to be able to create poetry. Students in writing poetry still experience difficulties. Students have to look for words with their own ideas which causes students to become less interested in Indonesian language lessons, especially poetry writing material. This also happened at SD Negeri 68 Kassijala, Maros Regency, class V, where the researcher conducted the research.

Based on the results of observations and interviews with fifth grade teachers, SD Negeri 68 Kassijala Maros Regency experienced difficulties in learning Indonesian, especially in writing poetry. Students feel less understanding in writing poetry. In general, learning to write poetry is only done in class. Students find it difficult when they have to find words with their own ideas to describe ideas or poetry objects because students only imagine the object of the poem. When writing poetry students have not been able to choose words properly and appropriately. In addition, students also have not paid attention to the use of rhyme in writing poetry. This is evidenced by the learning outcomes of class V students who show learning outcomes are still lacking. Of the 25 students, the class average score was 62. The class average score achieved by students was still low, because less than 65 was the Minimum Completeness Criteria (KKM). This happens because the teacher has not used a variety of learning approaches and methods, causing students to be less interested in participating in learning. Learning at SD Negeri 68 Kassijala, Maros Regency is still centered on the teacher. Students are given less opportunity to interact with the environment in school.

This causes students to get less direct learning experience from real life and the surrounding environment. Factors that influence student learning include internal factors and external factors. Internal factors include physical factors, psychological factors and fatigue factors, while external factors include family factors, school factors and community factors (Slameto, 2010: 54).

Internal factors are factors from within students that influence student learning outcomes. External factors are factors from outside the student self that can affect student learning outcomes. According to Anni (2007: 14) the factors that influence student learning are internal factors (from inside the student) and external factors (from outside the student). Factors from within students that affect learning include: (1) physical conditions such as the health of organs, (2) psychological conditions such as intellectual and emotional abilities, and (3) social conditions such as the ability to socialize with the environment. Factors from outside the student's self that affect student learning include: (1) the variety

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 10 Number 3 December 2022

and degree of difficulty of the material being studied, (2) the place of study, (3) the climate, (4) the atmosphere of the environment, and (5) the learning culture of the community. If the factors above are already supportive, it will lead to study. From several opinions of experts it can be concluded that the factors that influence students in learning are internal factors and external factors. These factors in many ways are often interrelated and influence one another. Internal and external factors in learning, must be considered so as to create conditions that support students in learning. If these factors already support it will lead to motivation to learn in students.

Motivation is not only important because it is a factor that causes learning, but also facilitates learning and learning outcomes. The CTL learning model is a learning model that encourages teachers to make connections between the material being taught and students' real-world situations while also encouraging students to make connections between the knowledge they have and its application in their own lives.

Based on the background above, the writer is interested in raising the title: "Improving Learning Outcomes in Writing Poetry Through the Contextual Teaching and Learning (CTL) Approach to Class V Students". It is hoped that through the Contextual Teaching and Learning (CTL) learning approach this can improve the quality of learning Indonesian with the material of writing poetry in class V.

METHOD

Implementation of Classroom Action Research (CAR) begins with the first cycle which consists of planning, implementing, observing, and reflecting. If the location of the successes and obstacles to the actions implemented in the first cycle has been known, the researcher determines the plan for the second cycle. The activities in the second cycle were the same as the previous activities, but the activities in the second cycle were improvements from the first cycle. Additional improvements are intended to fix the obstacles and difficulties found in the first cycle. If in two cycles the formulated performance indicators meet the success criteria, then it is sufficient to conclude and interpret the results without having to add cycles. The subjects of this research were students of class V 2020/2021. There are 25 students in class V SD Negeri 68 Kassijala, Maros Regency, 16 male students and 9 female students. Researchers use a variety of techniques data collection to obtain data relevant to the research problem. Data collection techniques used are tests and non-tes. Test techniques are used to collect quantitative data, namely data on student learning outcomes. The non-test technique is used to collect qualitative data, namely data on student learning activities. The data collected in the research includes qualitative data and quantitative data. After the data is obtained, the steps taken are to analyze the data obtained. This section will describe the techniques used to analyze the quantitative and qualitative data that have been obtained.

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 10 Number 3 December 2022

FINDINGS AND DISCUSSION

Cycle I

Learning outcomes After the researchers applied the contextual teaching and learning (CTL) approach to Indonesian language learning, especially poetry writing material, basically what was expected had not been achieved. In the first cycle, the class average value was 71.

The class average in the first cycle met the minimum completeness criteria, namely 65. The percentage of classical learning mastery in the first cycle was 68%. The percentage of classical learning completeness in cycle I did not meet the success criterion of 75%. In response to this and by observing the various deficiencies and progress of students during the learning process in cycle I, it appears that the main obstacle for students in learning to write poetry through the contextual teaching and learning (CTL) learning model is students who are not familiar with the use of the contextual teaching and learning (CTL) approach.). During outdoor activities, there were some students who were not serious about observing objects, because students were given the freedom to determine the object of writing poetry. The object of writing poetry observed was in the school environment. The object of writing poetry that was freed turned out to make students take too long in determining what would be used as the object of writing poetry. A lot of time for doing formative tests is wasted because students take too long to determine what will be used as objects in Student learning activities Data regarding student learning activities can be obtained through observation during the learning process. In the first cycle students are not fully active in participating in learning. This can be read from the observed data obtained. The percentage of student learning activeness in cycle I was 73.88%. The percentage of student learning activities in cycle I has not yet reached the set success indicator of 75%. In the implementation of learning cycle I students still feel embarrassed to express their opinions or ask questions.

Students sit more quietly when learning takes place, there are some students who pay less attention the teacher's explanation, besides that the students were not serious when doing the assignments given by the teacher. In the results of observing the activities of the first cycle of students, there were several aspects whose values were not as expected due to the lack of enthusiasm of students to take part in learning activities, the lack of courage of students in expressing opinions. In the aspect of student enthusiasm for participating in learning activities, there are still many students who have not asked. In the aspect of students' courage in expressing opinions, there are still many There are several factors that cause the value of student activity on aspects of student enthusiasm to participate in learning activities and student courage in expressing opinions not as expected. This factor is that students feel afraid of being wrong if they want to ask questions and express opinions because if they ask or think wrong, their friends will make fun of them.

Based on the data obtained in cycle I, it shows that learning to write poetry using the contextual teaching and learning (CTL) approach did not go well. This

TEFL Overseas Journal

Teaching English as a Foreign Language Journal
ISSN 2461-0240 (Print), 2828-9544 (Online)
Volume 10 Number 3 December 2022

is because the teacher does not optimize the provision of motivation to students, so the researcher decides to carry out cycle II. This is because student learning outcomes and student learning activities in cycle I have not met the predetermined success criteria.

Cycle II

The use of the Contextual Teaching and Learning (CTL) approach in learning to write poetry in cycle II succeeded in improving the quality of learning Indonesian poetry writing materials for fifth grade students because students were getting used to using the contextual teaching and learning (CTL) approach in learning to write poetry.

Students have started to be serious when carrying out observing activities outside the classroom, students are also not ashamed to ask questions and express their opinions, besides that students have paid attention to the teacher's explanation with enthusiasm. This can be seen from the data obtained in the learning process cycle II. This criterion is the percentage of classical learning completeness of 75% with a minimum class average score of 65. In cycle II, the class average score is 79.25 with a classical learning completeness percentage of 92%. In cycle II learning, there were still 2 students who had not finished studying. This is caused by several factors from teachers and students. Factors from students include: (1) students' ability to accept subject matter is still low, (2) students' lack of seriousness when paying attention to the teacher exemplifies how to write poetry correctly according to the steps for writing poetry and (3) students' lack of seriousness in observing poetry objects. This causes learning outcomes to be low. In addition to factors from students, there are also factors from teachers that cause the learning outcomes of the two students to be low. Factors from the teacher, namely the teacher is less precise in arranging the place sitting students, students who are less active or less listening to learning material should be given a seat in the front row.

Student Learning

Activities Student learning activities in cycle II have achieved the specified success criteria, namely at least 75%. This can be seen from the results of observations of student learning activities. The percentage of active learning obtained by students at the first meeting of cycle II was 80.5% and at meeting 2 increased to 84.75%.

The average value of student learning activities at meetings I and II in cycle II was 82.62% with very high criteria. The results obtained in the second cycle of learning showed that learning to write poetry by applying the contextual teaching and learning (CTL) learning model in cycle II was going well because students who did not ask questions in cycle I learning, in cycle II learning had started to dare to ask questions, students have also started to dare to express their opinions without being appointed first.

Based on the results obtained in the second cycle of learning, it can be

TEFL Overseas Journal

Teaching English as a Foreign Language Journal

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 10 Number 3 December 2022

concluded that researchers do not need to do cycle III. This is because student learning outcomes, results of observations of student activity, in cycle II have met predetermined success criteria.

CONCLUSION

Based on the results of the research and discussion that has been presented, it can be concluded that the use of the Contextual Teaching and Learning (CTL) approach has succeeded in increasing the learning outcomes of Indonesian language poetry writing materials for fifth grade students. contextual teaching and learning (CTL) in learning to write poetry. It is evident from the class average score in cycle I, namely 71 with a classical learning completeness percentage of 68%. After the implementation of the second cycle, the class average score became 79.25 and the percentage of completeness in classical learning became 92%. Thus there is an increase in the class average score from cycle I to cycle II by 8.25 points and an increase in the percentage of completeness in classical learning by 24% because in cycle II students are getting used to using the contextual teaching and learning (CTL) approach in learning to write poetry . The percentage of learning completeness obtained in cycle II has reached the predetermined success indicator of 75%. The use of the Contextual Teaching and Learning (CTL) approach in learning to write poetry in fifth grade students can increase student learning activities. The increase in student learning activity can be seen from the results of observing student activity in the learning process in cycle I, namely as many as 295.5 with a percentage of student learning activeness of 73.88% with high criteria. Student learning activities have increased in the implementation of cycle II. The total score of student learning activities in cycle II is 330.5 with a percentage of student learning activity of 82.62% with very high criteria. Learning activities in the first cycle have not been said to be successful because in the first cycle students still feel embarrassed to express their opinions or ask questions. Students sit more quietly when learning takes place, there are some students who pay less attention to the teacher's explanation, besides that students are not serious when doing assignments given by the teacher. Whereas in cycle II learning activities increased because students who in cycle I had not asked questions, in cycle II learning had begun to dare to ask questions, students had also begun to dare to express their opinions without being appointed beforehand.

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TEFL Overseas Journal

Teaching English as a Foreign Language Journal

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 10 Number 3 December 2022

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