

Improving The Activities of Learning and Writing The Poetry Of Class Viii Students in SMP Negeri 23 Oku Through Contextual Approaches

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Abstract

This study aims to increase learning activities and writing poetry by using a contextual approach to class VIIIA students of SMP Negeri 23 OKU. The method used is the descriptive quantitative method. Data in the form of poetry writing tests are classified as quantitative data and data in the form of observations are classified as qualitative data. Based on the results of data analysis of student learning outcomes applied in writing poetry using a contextual approach, it was found that the increase in student learning activities in cycle I was 65.45%, cycle II was 81.21%, and cycle III was 96.36%. The activities of implementing contextual learning in cycle I are effective categories, cycle II are effective categories, and cycle III are very effective categories. The learning activities carried out by the teacher were based on observer observations, namely cycle I was 75.65%, cycle II was 80% and cycle III was 96.25%. The improvement also occurred in the results of writing poetry that had been done by students through the test, namely the pre-cycle average score of 60.45; cycle I average value of 67.73; cycle II the average value of 73.73; and cycle III with an average value of 80.09. The number of students and the percentage of completeness is in the pre-cycle a number of 8 students with a percentage of 24.24%; cycle I a number of 21 students with a percentage of 63.64%; cycle II a total of 26 students with a percentage of 78.79%; and the third cycle of 33 students with a percentage of 100%. Thus, the use of a contextual approach to learning to write poetry can increase the activity and learning outcomes of class VIIIA students of SMP Negeri 23 OKU.

Keywords : writing, poetry, contextual approach

INTRODUCTION

Poetry learning given to students at school aims to have the ability to appreciate poetry that has value and is useful. The competency standard achieved is writing poetry in accordance with. The facts show that in writing poetry, there are still many students who experience difficulties, especially students of class VIIIA SMP Negeri 23 OKU. The students' activities in writing poetry were not satisfactory and classically the students' scores had not reached the KKM score, namely > 67. Most of the students who wrote poetry only took poetry by other people. In fact, there were students who immediately took someone else's work with the same title and content and only changed the name as if it were their own work.

In this connection an approach is needed that fosters student creativity with a contextual approach. The research is focused on increasing activity and writing poetry. This study aims to describe the process of writing poetry for VIIIA grade students at SMP Negeri 23 OKU through a contextual approach. This research is expected to provide benefits to the researchers and the development of science and knowledge both theoretically and practically.

Understanding Learning Activities

States that learning activities are physical and mental activities [1]. States that learning activities are activities carried out by students in learning. Learning activities will be realized if students are actively involved in learning [2].

Types of Activities

Student learning activities are very complex. States that student activities are classified: 1) Visual activities, 2) Oral activities, 3) Listening activities, 4) Writing activities, 5) Motor activities, 6) Mental activities, and 7) Emotional activities. Classification of activities shows that student activities are very complex. Learning activities can be created through fun learning [3].

Writing Poetry

a. Poetry Writing Function

States that in principle, the main function of writing is as an indirect communication tool. Writing is very important for education because it makes it easier for students to think. states that writing is a thought process for a particular reader and for a certain time [4].

b. Purpose of Writing Poetry

Writing objectives include: 1) Assignment purpose, 2) Altruistic purpose, 3) Persuasive purpose, 4) Informational purpose 5) Self-expressive purpose, 6) Creative purpose, and 7) Problem-solving purpose.

c. Poetry Writing Techniques

Writing poetry can be done in many ways. Each poet has their own characteristics that are different from other poets. The techniques are 1) Copy the Master, 2) Desire Technique, and 3) Beginning of a Dream Technique, and 4) Natural Sourcing Technique [5].

Contextual Approach

a. Definition of Contextual Approach

The Washington State Consortium for Contextual Teaching and Learning contextual learning as teaching that allows students to strengthen, expand and apply academic knowledge and skills to solve all problems in the real world [6].

b. Contextual Approach Steps

According to Aqib (2013: 6), the signs and components of the contextual approach are 1) Constructivism, 2) Inquiry, 3) Questioning, 4) Learning Community, 5) Modeling, 6) Reflection Reflection and 7) Authentic Assessment.

METHDOS

Writing poetry is an active and productive activity. Active because he writes poetry, carries out a thought process while productive because writing poetry produces writing that can be enjoyed by others. The research hypotheses are: (1) a contextual approach can increase student activity to be very effective in learning to write poetry, and (2) a contextual approach can improve students' ability to write poetry. The criteria for the success of this action research are: (1) if the learning activity score reaches the very effective category, this action research is declared successful; and (2) if the completeness value is > 67 then this action research is declared successful.

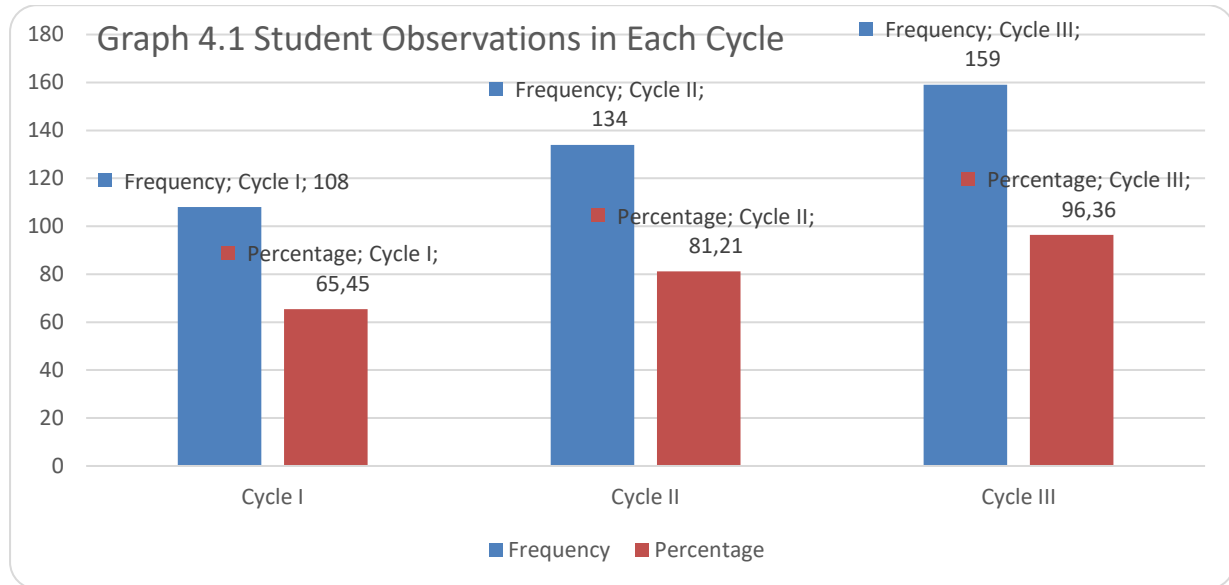
The subjects of the research were 33 students of class VIIIA at SMP Negeri 23 OKU. The object of learning activities and writing poetry through a contextual approach. The time and duration of the action research were carried out for three months, starting from September 2020 to November 2020. Research at SMP Negeri 23 OKU, JalanJend. A. Yani KM 6,5 Kelurahan KemelakBindungLangit, East Baturaja District, OKU Regency The procedure for each cycle consists of four, namely (1) planning, (2) action, (3) observing, and (4) reflecting. This research was conducted in three cycles. If the indicators and success criteria have not been achieved, improvements will be carried out in the next cycle. Data collection techniques include (1) observation during the learning process when using a contextual approach, and (2) tests, assessing students' poetry in cycle I, cycle II and cycle III based on criteria. If the score obtained by the student is greater than or equal to KKM 67 with a classical percentage of 85% completeness, it is declared that the learning to write poetry is declared complete.

RESULT AND DISCUSSION

Research Results Cycle I, II, and III

Active Learning

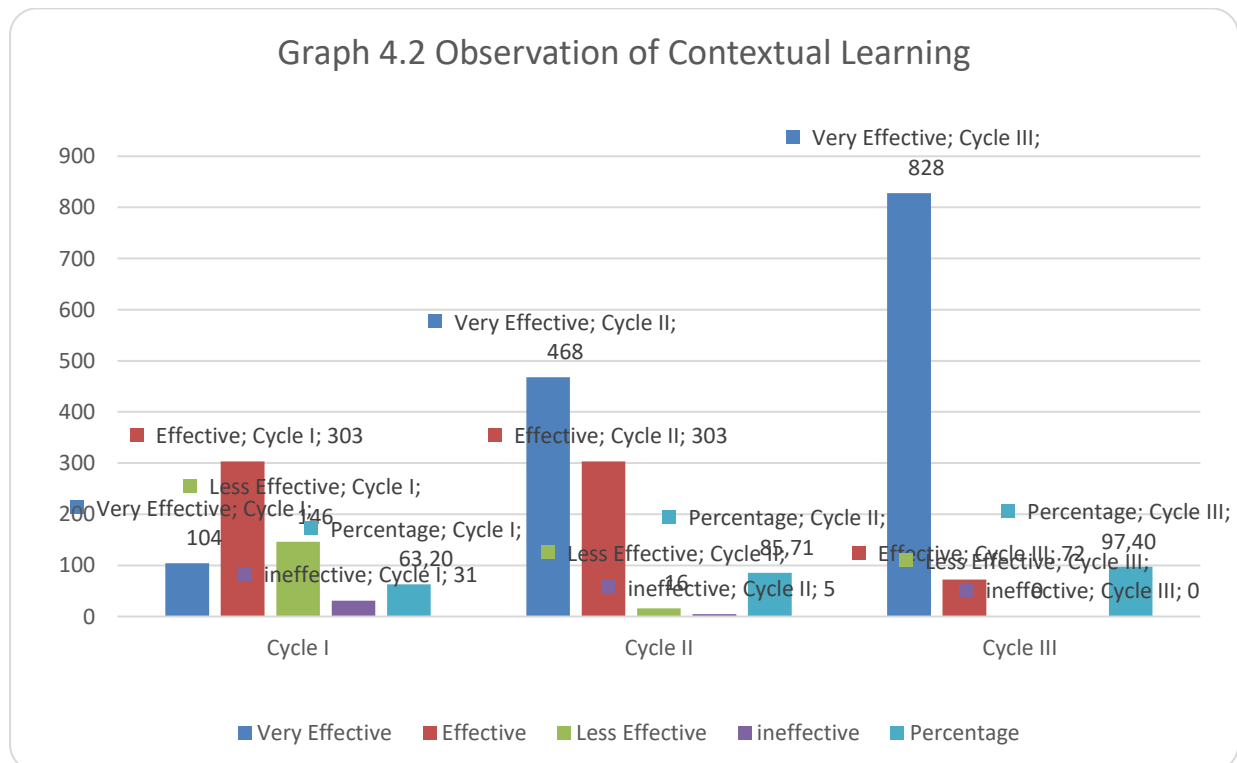
The results of research in cycle I, cycle II and cycle to activeness is illustrated in Graph 4.1 below.



Based on the graph above, the observation results of learning activeness using a contextual approach in Cycles I, II, and III experienced a significant increase.

Learning Activities Using a Contextual Approach

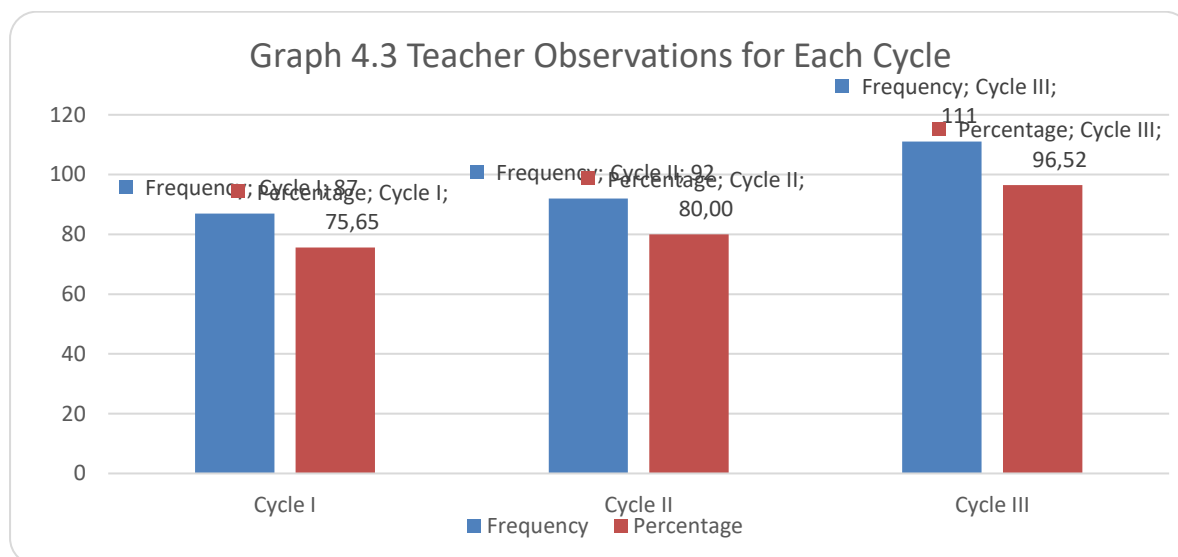
Improvement aThe learning activity of writing poetry using a contextual approach by students from cycle I, to cycle II, and to cycle III is depicted in Graph 4.2 below.



Based on the graph above, it is illustrated that the results of the observation of contextual learning in Cycles I, II, and III experienced a significant increase in each cycle.

Teacher activity

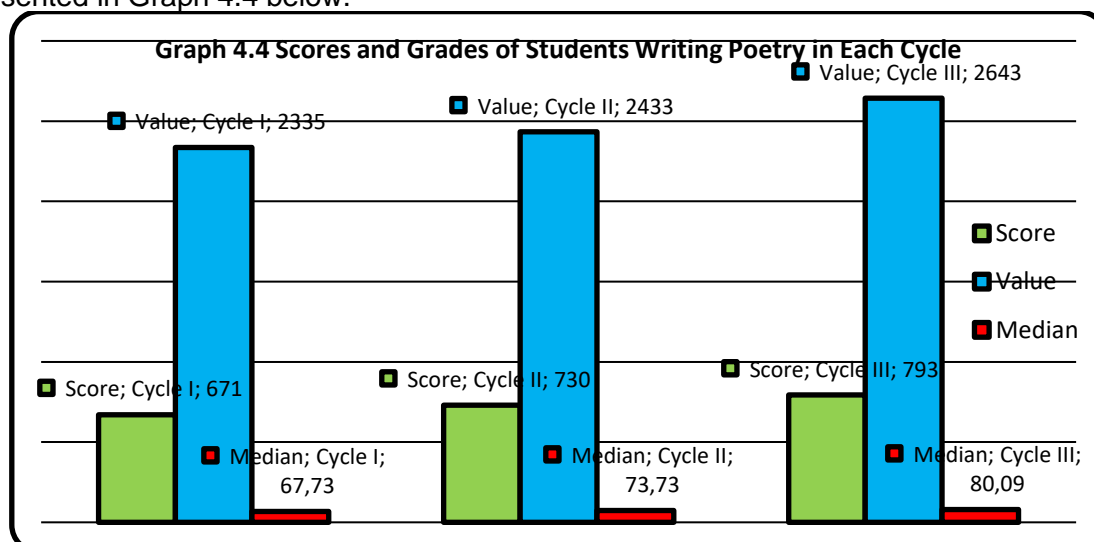
The data from observations of teachers in each cycle are presented in a recapitulation in Graph 4.3 below.



Based on Graph 4.3, it is illustrated that the results of observations on the first cycle teachers scored 87 (75.65%); cycle II score 92 (80.00%); and cycle III score 111 (96.52%).

Improved Poetry Writing Ability

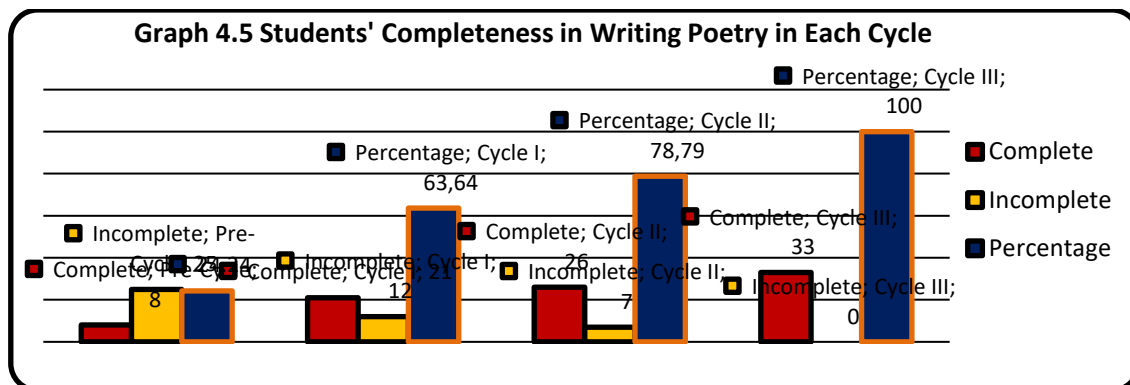
Based on the score data and the scores of students writing poetry, cycle I, II, and cycle III, it is illustrated that there was an increase in the scores of students writing poetry as presented in Graph 4.4 below.



Based on Graph 4.4 above, it is illustrated that there is an increase in student completeness in learning to write poetry in each cycle.

Discussion of Research Results

In the first cycle of planning, implementing, observing, and reflecting, it shows that learning is still not optimal. In cycle II, the conditions and development of the quality of learning began to improve and showed positive developments. In cycle III, the conditions and development of the quality of learning are increasing and positive. This can be seen in Graph 4.5 below.



Based on the graphic above, it is illustrated that there was an increase in student completeness in writing poetry. Each cycle there is an increase in the score and score increase based on predetermined criteria.

CONCLUSION

Classroom action research about writing poetry through the application of a contextual approach can improve learning activities and student learning outcomes. Researchers are aware that there are still many shortcomings, including the lack of self-knowledge of researchers about poetry, learning approaches and science, limited research time and references and literature sources, both pedagogical theory and practice, and lack of reference in action research in accordance with the context of this research.

Based on the results of the research and discussion, it can be concluded that the response of the VIII A grade students of SMP Negeri 23 OKU to the application or implementation of learning to write poetry using a contextual approach to Indonesian subjects is very positive. As research has been carried out in schools, the conclusions drawn certainly have implications for learning activities at school and have implications for further research. Researchers suggest that teachers apply a contextual approach, students can foster learning motivation, cooperation between students, teachers by finding the best solutions in the Indonesian language learning process to improve learning abilities and achievement, and further researchers should conduct research that focuses more on activity indicators. student learning that did not exist in this study.

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