



SCHOOL EDUCATION JOURNAL PGSD FIP UNIMED

Volume 13 No. 1 Juni 2023

The journal contains the result of education research, learning research, and service of the public at primary school, elementary school, senior high school and the university

<https://jurnal.unimed.ac.id/2012/index.php/school>



ANALYSIS THE INCREASE LEARNING OUTCOMES IN POETS SUBJECT THROUGH CTL APPROACH TO GRADE III OF STATE ELEMENTARY SCHOOL

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ABSTRACT

This research is entitled Analysis the Increase Learning Outcomes in Poets Subject Through CTL Approach to Grade III of State Elementary School 060807 Medan. The reason for this research is to improve the learning outcomes and learning exercises of grade III of State Elementary School 060807 Medan in learning to write poetry. This study utilized classroom research activities conducted in two cycles with student research subjects as the research method. Research information collection methods in the form of test and non-test procedure methods. At that point, the analysis in this consider used the quantitative method. The results of this study show an increase in student learning results. In the preaction test, the average value was 59.57, while in cycle I the normal value was 72.50. In this way the increment in the normal value of writing poetry from the preaction to cycle I was 12.75 points. In cycle II the normal score came to 81, an increase of 8.5 points from cycle I and 21.25 points from the preaction test. Based on the research comes about, teachers are advised to apply the Contextual Teaching and Learning (CTL) approach since it is demonstrated to progress student learning results.

Keywords: Contextual Teaching and Learning (CTL), Poetry, State Elementary School 060807 Medan.

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ISSN 2355-1720 (Media Cetak)

ISSN 2407-4926 (Media Online)

Received 27 May 2023, Accepted 18 June 2023, Published 20 June 2023

<https://doi.org/10.24114/sejjpgsd.v13i1.45539>

INTRODUCTION

Teachers carry out the learning process must be in understanding with the current curriculum. The current educational module is Merdeka curriculum. Within the educational modules there are learning destinations that must be achieved. The use of the proper approach is necessary so that learning goals can be accomplished. One of the success variables of a lesson is decided by the approach and methods utilized by the teacher (Hairuddin, et al. 2007: 2-1).

Approach may be a set of suspicions that are interrelated. The language learning approach could be a set of presumptions that are interrelated, related to the nature of language and language learning (Zuchdi and Budiasih, 1997: 29 in Djuanda 2006: 21). Approach is the hypothetical premise for a strategy. The function of the approach in educating is as a general rule for the steps of the instructing strategies and techniques to be used.

Based on the Merdeka Curriculum, the language features a central part for the intellectual, social and enthusiastic improvement of students. In addition, language could be a support for success in examining all fields of study since through language students can share experiences and learn from each other. Sharing experiences and learning from each other will bolster student success in considering the subject being instructed. Language abilities have four components that impact each other. The four components are listening (listening abilities), speaking (speaking skills), reading (reading abilities), and writing (writing abilities) (Tarigan 1981: 1 in Doyin and Wagiran 2010: 11). Writing abilities as a component of language skills must be continuously created in the period of information and communication

innovation that is all progressing. Writing is an action carried out by someone to deliver a piece of writing (Santosa, 2007: 6.14).

English subject is a vital subject in daily life. English subject is important since through English lessons students will have writing, reading, speaking and listening abilities. These four skills are required in existence. In addition, English is one of the most subjects that students must master since language is used in everyday life, both in the family, school and community environment. One of the materials in English grade III is writing poetry. Etymologically, the term poetry comes from the Greek *poema* 'making' or *poesis* 'making', and in English it is called poetry or verse (Aminuddin, 2011: 134). "Poetry may be a dramatization of encounter that is interpretive (translating) in musical language (as the interpretive dramatization of encounter in metrical language)" (Altenbernd 1970: 2 in Pradopo 2007: 5). Concurring to Pradopo (2007: 7) poetry communicates considerations that inspire sentiments, which stimulate the creative abilities of the five senses in a rhythmic arrangement.

Writing poetry is part of the competencies that elementary school students must have, as expressed in the competency guidelines of the grade III Merdeka Educational modules. The competency standard is that students are expected to be able to express considerations, sentiments and truths in writing in the form of summaries, reports and poetry. In writing poetry, students are required to be able to make poetry. Understudies in writing poetry still experience difficulties. Students have to be discover words with their own thoughts which causes students to get to be less curious about English lessons, particularly poetry writing material. This also happened at State Elementary School 060807 Medan City in

Grade III where the analyst conducted the research.

Based on the perceptions that have been made, the analysts realize that the quality of teaching English in grade III at State Elementary School 060807 Medan City has not shown the expected results. In learning activities the teacher has not utilized an assortment of learning approaches and strategies, causing students to be less interested in participating in learning. Learning activities are more centered on the teacher. In addition, learning continuously takes place within the classroom. Students are given less opportunity to connect with the environment in school. This causes students to urge less coordinated learning experience from the surrounding environment. Seeing this, it is exceptionally necessary to have a learning approach that is fitting, curiously and in accordance with the characteristics of elementary school students so that learning English, particularly in poetry writing material, can improve student learning results. Utilizing the correct learning approach will influence students' capacity to write poetry.

Learning English ought to be able to form students more dynamic as learning subjects, not just as learning objects. In learning students have to be utilized to solve and find their own thoughts. This is often where knowledge is built by students themselves. Agreeing to Soewarso (2010: 46) elementary school students between the ages of 7 and 12 enter the concrete operational considering organize. Students find it simpler to understand something concrete. Something concrete is effectively gotten from the surrounding environment. Student interest in these conditions requires teachers to be able to select the proper learning approach. One learning approach that is reasonable to be

applied to English subjects and in agreement with the concrete thinking stage of elementary school students is the relevant approach or often called Contextual Teaching and Learning (CTL). With the Contextual Teaching and Learning (CTL) approach, it is easier for students to induce ideas from what students are specifically involved with. The Contextual Teaching and Learning (CTL) learning approach may be a learning concept that joins the information provided by students and its application in everyday life. Contextual Teaching and Learning (CTL) relates learning to the environment around students so that learning does not as it was put in the classroom but can be anywhere around the student's environment. In addition, the Contextual Teaching and Learning (CTL) approach gives students the opportunity to explore their own considerations about learning.

Children's Literature

Wellek (1989) in Santosa (2007: 8.3) states that the word children's literature is two words hung together into one word, to be specific the word literature and the word child. The word literature implies an inventive work of art with overwhelming tasteful components in the medium of language. The word child is characterized as a human who is still little. The definition of a child in question is of course not a toddler and not a young person either. But children who are still between 6-13 a long time old, elementary school age children.

Norton (1988) in Djuanda (2006: 53) uncovers that children's literature is "literature that reflects the emotions and encounters of children that can be seen and caught on through the eyes of a child (through the eyes of a child)".

So, in terms of children's literature can be translated as an imaginative work of art with

overwhelming tasteful components that are mediated by language, both spoken and written, containing the world of children, which can be particularly understood and seen through children's eyes.

Poetry

Etymologically, the term poetry comes from the Greek word *poeima* 'making' or *poeisis* 'making', and in English it is called poetry or verse (Amminudin 2011: 134). Poetry is characterized as 'making' and 'making' because through poetry essentially an individual has created a world of his own, which may contain messages or images of a certain atmosphere, both physically and rationally. "Poetry could be a dramatization of involvement that is interpretive (interpreting) in rhythmic language (as the interpretive dramatization of involvement in metrical language)" (Altenbernd 1970 in Pradopo 2007: 5).

Concurring to Pradopo (2007: 7) poetry communicates considerations that inspire sentiments, which stimulate the imagination of the five senses in a rhythmic arrangement. Agreeing to Tirtawirya (1980) in Syahputri (2010) said that poetry is an understood and unclear expression, with an suggested meaning, where the words tend to connotative implications. In the mean time, according to Aminuddin (2011: 197) poetry is magnificence and wisdom. Poetry is able to supply joy or entertainment to the user. Poetry is also able to provide benefits for the reader in arranging to shape his viewpoint on life.

New (modern) poets write poetry without caring about formal ties like ancient poetry (Pradopo, 2007: 312). Indeed, in spite of the fact that they do not care about formal rules, the works of these modern poets are still called poetry. Typically since these formal

forms are as they were poetic implies, not the essence of poetry. Artists can compose and combine poetic implies that they like. Unused writers select wonderful implicates in the form of phrasing or the correct choice of words. The poetic means in the form of a last verse is still used. The ultimate rhythm utilized does not have to be a standard and fixed sound pattern. In expansion, the final rhythm happens suddenly and is not designed.

In other hand, it can be concluded that poetry may be a form of literary work that is creative and interpretive and in its employment makes wonderful words. Poetry contains the overflowing of the author's heart so that it can tell pity, joy or other sentiments agreeing to what the creator feels. Poetry also contains a message or message to be conveyed.

RESEARCH METHODS

This study uses Classroom Action Research (CAR). According to Arikunto (2010: 2) Classroom Action Research (CAR) is an examination of learning activities in the form of an action, which is deliberately raised in a class. Classroom Action Research (CAR) is carried out in the form of a repeating cycle in which there are four stages of activity, namely: planning, implementing, observing, and reflecting. Classroom action research procedures/steps, namely: (1) determination of the focus of the research problem, (2) implementation of the cycle, (3) data analysis, (4) follow-up planning, (5) final action.

To determine the final learning value obtained by each student, the following formula can be used:

$$NA = \frac{SP}{SM} \times 100$$

Information:

NA = Final Value

SP = Gain Score

SM = Maximum Score

(BSNP, 2007: 25)

$$NR = \frac{\sum NA}{\sum SN}$$

Information:

NR = Average score

$\sum NA$ = Final score

$\sum SN$ = Total number of students

(Poerwanti, 2008: 6-25)

RESEARCH RESULTS AND DISCUSSION

After the classroom activity inquire about was carried out, the data was obtained with respect to student learning results. Data on student learning results were obtained from developmental tests. Data on student learning exercises were obtained from observations amid the implementation of cycles I and II inquire about.

In the preaction test exercises, the normal value of student learning results is 59.75. This score did not meet the success criteria, specifically ≥ 64 . Only 6 students or (24%) of 25 students accomplished learning mastery. The rate of students' classical learning completion some time recently the activity was carried out did not meet the completeness standards of State Elementary School 060807 Medan City, specifically 75%. After conducting inquire about activities in cycle I, there was an increase in the average value of student learning outcomes. In the execution of the first cycle of developmental tests, the lesson average value was 72.50. The normal result of learning to type in poetry after the first cycle was held expanded by 12.75. The class

average score in cycle I was above the Least Completeness Criteria (KKM) of State Elementary School 060807 Medan City, specifically ≥ 64 . The rate of students' classical learning completeness in cycle I was 72%. The rate of students' classical learning completeness did not meet the classical learning completeness criteria, namely 75%.

Learning in cycles I cannot say to be fruitful because it has not come to the desired success indicators. To be said to be successful, it must achieve a minimum class average score of 64 with a classical learning completeness rate of 75%. The lack of success in learning in cycle I was due to students who were not recognized with the use of the Contextual Teaching and Learning approach. Amid exercises outside the classroom, there were several students who were not genuine about observing objects inside writing poetry. In addition, there were a few students who paid less consideration to the teacher's explanation, causing low student learning outcomes.

Student learning outcomes have expanded in the implementation of cycle II. In the usage of the second cycle of developmental tests, an average value of 81 was obtained with a classical learning completeness rate of 92%. This increase happened because in the implementation of learning cycle II students were getting used to the use of the Contextual Teaching and Learning approach in learning to compose poetry. Students have begun to be genuine when carrying out observation questions in composing poetry. Students are too not embarrassed to ask questions and express their suppositions. In addition, students have paid consideration to the teacher's clarification enthusiastically. Based on student learning results data it is known that there is an increase in student learning results. The change in learning results for writing

poetry as a whole beginning from the preaction test, cycle I and cycle II can be used in the table 1.

Table 1. Overall Improvement of Learning Outcomes Writing Poetry

No	Name of Student	Preaction	Cycle I	Cycle II
1	Rahma ulfani	56,25 (Unfinished)	75 (Finished)	81,25 (Finished)
2	Muhammad Raffa Hawady	50 (Unfinished)	68,75 (Finished)	68,75 (Finished)
3	Muhammad Zidan	50 (Unfinished)	62,5 (Unfinished)	62,5 (Unfinished)
4	Muhammad Raytama Namora Hsb.	56,25 (Unfinished)	62,5 (Unfinished)	75 (Finished)
5	Muhammad Haikal	68,75 (Finished)	81,25 (Finished)	93,75 (Finished)
6	Naufal	56,25 (Unfinished)	68,75 (Finished)	81,25 (Finished)
7	Nazwa Sahara Lubis	50 (Unfinished)	68,75 (Finished)	81,25 (Finished)
8	Adelia Zalfa	62,5 (Unfinished)	56,25 (Unfinished)	75 (Finished)
9	Reyendra Pratama	68,75 (Finished)	75 (Finished)	81,25 (Finished)
10	Muhammad Raihan	75 (Finished)	93,75 (Finished)	93,75 (Finished)
11	Aqilla Zahra	62,5 (Unfinished)	81,25 (Finished)	81,25 (Finished)
12	Siti Afsyah	62,5 (Unfinished)	75 (Finished)	87,5 (Finished)
13	Kayla Khairani Abdullah	50 (Unfinished)	62,5 (Unfinished)	62,5 (Unfinished)
14	Muhammad Isra Alfarizi	50 (Unfinished)	62,5 (Unfinished)	75 (Finished)
15	Rezan Febrian	75 (Finished)	81,25 (Finished)	93,75 (Finished)
16	Haikal Rizkiansyah	68,75 (Finished)	81,25 (Finished)	81,25 (Finished)
17	Fatin Khadafi	56,25 (Unfinished)	68,75 (Finished)	81,25 (Finished)
18	Kania	50 (Unfinished)	56,25 (Unfinished)	75 (Finished)
19	Anggi Adilla Putri	56,25 (Unfinished)	81,25 (Finished)	100 (Finished)
20	Muhammad Zafir	62,5 (Unfinished)	62,5 (Unfinished)	68,75 (Finished)
21	Alya Raisa	68,7 (Finished)	75 (Finished)	87,5 (Finished)
22	Al-ikhsan Fadhillah	56,25 (Unfinished)	68,75 (Finished)	75 (Finished)
23	Asy Daffa	62,5 (Unfinished)	87,5 (Finished)	87,5 (Finished)
24	Ben Raphael	62,5 (Unfinished)	75 (Finished)	81,25 (Finished)
25	Cahaya Syakira	56,25 (Unfinished)	81,25 (Finished)	93,75 (Finished)
Total		1493,75	1812,5	2025
Average		59,75	72,50	81
Completeness percentage		24%	72%	92%

Table 1 appears the percentage of classical learning completeness and class average scores from the preaction test results, cycle I and cycle II. Based on the preaction results, it was found that as it were 6 students or 24% had completed their studies. Students who Unfinished learning as numerous as 19 students or 76%. The course average score on the preaction test was 59.57. In Cycle I, 7 students or 28% completed their studies, while 18 students or 72% completed their studies. The course average value in cycle I was 72.50. This comes about showing that the normal value of the preaction test to the normal value of cycle I has expanded by 12.75 points.

Within the moment cycle, there were 2 students or 8% who completed their studies and 23 students or 92% who completed their studies. The lesson average score in cycle II was 81, which suggests an increase of 8.5 points from cycle I and 21.25 points from the preaction test.

The learning results obtained in cycle II are considered satisfactory for analysts. This can be since the learning results obtained by students have come to predetermined success criteria. The lesson average score obtained in cycle II was 81 with a classical learning authority rate of 92%. Whereas the desired success criteria are at least a lesson average of

64 with a classical learning completeness rate of 75%. The acquisition of these learning results demonstrates that learning in cycle II is fruitful.

Discussion

The normal score of student learning results on the preaction test was 59.75. This value does not meet the foreordained success criteria, specifically the normal lesson value ≥ 64 . Students whose total learning is as it were 6 students or 24%. In the mean time, students who consider Unfinished are 19 students or 76%. Subsequently, it is necessary to carry out the activities of cycle I and cycle II as an advancement in learning to write poetry so that student learning results can reach the completeness restraint of State Elementary School 060807 Medan City.

After the analysts applied the Contextual Teaching and Learning (CTL) approach to learning English, especially poetry writing material, student learning results expanded. In cycle I, the lesson normal value was 72.50. The normal value appears an increment from the preaction test scores to cycle I of 12.75 points. The lesson average score in cycle I met the criteria, specifically ≥ 64 . The rate of classical learning dominance in cycle I was 72%. The rate of mastery of classical learning in cycle I did not meet the success criterion of 75%. Based on the information obtained within the to begin with the cycle, student learning results in the first cycle have not been able to realize the desired success criteria. Usually since the teacher does not optimize giving motivation to students.

In cycle II it is known that the lesson average value has gotten to be 81. The normal lesson value shows an increment in value from cycle 95 I to cycle II of 8.5 points. The rate of students' classical learning completeness in

cycle II was 92%. The results gotten in cycle II have come to the desired success criteria. The success measure is the lesson average value ≥ 64 with a minimum rate of classical learning dominance of 75%. The learning results obtained in cycle II demonstrate that the application of the relevant teaching and learning approach can move forward student learning results in learning to write poetry in grade III State Elementary School 060807, Medan City. Thus the research objectives and success indicators have been accomplished, the issue detailing has been unraveled, and the investigation hypothesis has been proven.

CONCLUSION

Based on the research findings, there were some conclusions that are concluded by the researcher as follows: The use of the Contextual Teaching and Learning (CTL) approach in learning to type in poetry in grade III of State Elementary School 060807 Medan City can progress student learning results. The progress of student learning results in learning to write can be seen from the results of preaction tests, cycle I and cycle II. The lesson average score on the preaction test was 59.75 with a completeness rate of 24%. In cycle I, the normal grade of 100 was 72.50 with a classical learning completeness rate of 72%. Hence, there was an increase in the lesson average score from the preaction test to cycle I of 12.75 and an increase in the rate of classical learning completeness of 48%. After the usage of cycle II, the lesson average score got to be 81 and the percentage of classical learning completeness became 92%. In this way there is an increase in the average course value from cycle I to cycle II of 8.5 and an increase in the rate of classical learning completeness by 20%. The rate of learning completeness gotten in cycle II has come to the predetermined success

indicator of 75%. The increase in learning results demonstrates the success of learning to write poetry using the Contextual Teaching and Learning (CTL) approach.

The use of the Contextual Teaching and Learning (CTL) approach in learning to write poetry in grade III of State Elementary School 060807 Medan City can increase student learning exercises. Expanded student learning exercises are collected through observation sheets. The increase in student learning exercises can be seen from the results of observing understudy exercises in the learning process. The results of these perceptions appear that the full score of student learning activities in cycle I is as numerous as 299 with a rate of student learning activity of 74.75% with high criteria. Student learning activities have expanded in the usage of cycle II. The overall score of student learning activities in cycle II is 343 with a rate of student learning activity of 85.75% with exceptionally high criteria.

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