



DEVELOPMENT OF TEACHING MATERIALS FOR WRITING POETRY BASED ON CONTENT AND LANGUAGE INTEGRATED (CLIL) FOR X GRADE

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ABSTRACT

This study aims to develop CLIL-based poetry writing teaching materials for grade X students. The method used is Research and Development (R&D) with the ADDIE model consisting of five stages: analysis, design, development, implementation, and evaluation. The results of the needs analysis showed that most grade X students in high school had difficulty in determining topics or themes and in choosing words when writing poetry. In addition, teachers still rely on teaching materials from textbooks. Therefore, the development of this teaching material is important and innovative to answer these problems. This CLIL (Content and Language Integrated Learning) based teaching material is expected to improve students' writing skills while enriching their cultural understanding. Before being implemented, the teaching materials were validated by material experts, language experts, and display experts. The validation results showed an average score of 93.85%, which was categorized as very feasible to use. Furthermore, the teaching materials were implemented to grade X students in high school. The post-test and evaluation stage showed that this teaching material was valid and effective, with a significant improvement in students' poetry writing skills, especially in determining the theme and using the elements of poetry. In addition, the results of interviews with teachers at the evaluation stage showed a positive response to the teaching materials developed. Thus, this teaching material is declared feasible to use.

Keywords: teaching materials, poetry writing, CLIL

INTRODUCTION

Writing poetry is an expensive skill that can represent the thoughts, feelings, emotions, ideas, and experiences of each individual. Through learning to write poetry, students are expected to be able to increase sensitivity to the conditions of society and the environment, and be able to express their ideas and experiences in writing, as well as foster a passion and improve their ability to write poetry. Learning to write poetry has an important role in the development of language and critical thinking of students because poetry is a literary work that does not only rely on language skills, but requires emotional sensitivity, interpretation skills, understanding of implied meaning, and understanding of language structure and style. Brown (2010) defines writing as a complex thinking process that involves organizing and expressing ideas in written form. This shows that writing includes various cognitive processes, including planning, structuring, and revising the text in order to convey ideas effectively. Meanwhile, Harmer (2004) states that writing is a productive skill that involves the production of written texts that can be read and

understood by others. Writing ability is a person's proficiency in language that is productive because it produces a product in the form of writing. Thus, writing is a thinking process that involves cognitive processes through a form of writing that requires an understanding of the social context, the purpose of communication, and the intended audience. However, the conditions faced in learning, the ability of students in writing skills is still very low. Learners find it difficult to come up with ideas, start writing, and end writing. Writing skills need to be improved because it is considered the most difficult by most learners in high school compared to other language elements. Learners have difficulty expressing their feelings and thoughts in the form of poetry because they are not confident and embarrassed that the resulting poems are bad, and are less interested in learning to write poetry because they feel boring.

Based on the needs analysis conducted on 163 learners in phase E, it was found that a total of 62.7% of learners experienced difficulties in generating ideas, understanding the structure, and language of poetry. The difficulty was mainly seen in the ability to choose the right diction to express their ideas. Learners have a tendency to be limited to using concrete words only. As many as 86.13% of learners stated that they needed an interesting guide to write poetry because their enthusiasm in learning to write poetry reached 67.98%. In addition, the results of preliminary observations also show that as many as 74.36% of learners want to improve their ability to write poetry in order to express their ideas and concepts. In line with these conditions, Habibi (2019) stated that learning poetry in grade IV is constrained because students find it difficult to imagine objects or things they want to convey and have difficulty in finding ideas or thoughts into the stanzas of poetry. Harper in Chandra (2019) also revealed that students have difficulty in putting their ideas and thoughts into the stanzas of poetry. Therefore, in learning activities to write poetry, it is necessary to apply the right models, strategies, methods, and teaching materials so as to help students in pouring their imagination into poetry.

Teaching materials used in learning are one of the determinants of successful learning outcomes. A total of 82.41% of students require teaching materials that are attractive, complete, easy to use or access, and present material that is relevant to the interests of students, as well as adapted to the needs and development of students. The availability of the teaching materials in question is available, but the number is still limited. A total of 75.21% of students have difficulty finding teaching materials for writing interesting and creative poetry. So far, they use teaching materials from available textbooks and as many as 52.27% of students still need other supporting sources or references to learn poetry writing material. Through learning to write poetry, students are expected to be able to increase sensitivity to the conditions of society and the environment, and be able to express their ideas and experiences in writing. In addition, it is hoped that students will be able to foster a passion and improve students' abilities in writing poetry. Learning to write poetry has an important role in the development of language and critical thinking of students because poetry is a literary work that does not only rely on language skills, but requires emotional sensitivity, interpretation skills, understanding of implied meaning, and understanding of language structure and style. However, in classroom learning, students experience difficulties, especially due to the use of figurative and symbolic language. These difficulties need to be overcome by developing a more interdisciplinary and contextual learning approach so that students can more easily understand the content and message of poetry. Prastowo (2015) mentioned that students feel bored following learning so that learning is not effective and efficient. In line with these conditions, Abdullah (2022) states that the main problems that teachers



often face in learning include determining the right teaching materials, how to utilize teaching materials, how to choose teaching material sources that focus on books and provide learning materials that are too general. Including inappropriate presentation order and types of teaching materials that are not in accordance with the competencies to be achieved by students.

The preparation and development of teaching materials, especially poetry teaching materials, needs to be done seriously considering that students interest in the material is still quite low compared to the other linguistic materials. Pratama (2020) revealed that the preparation and development of teaching materials, especially poetry teaching materials need to be done seriously considering that poetry in Indonesian language learning is still less attractive. Current poetry leaning is limited to explaining theories about the meaning, types, and characteristics of poetry. Learners, lack of understanding how to implement the concepts that are mastered to be able to write good poetry. In this regard, the development of teaching materials for poetry materials has been carried out, but the availability of leaning resources and the limitations of teachers in implementing varied and interesting learning can be said to be still low. Evidently, the learning of poetry that has been done in schools tends to be oriented to the understanding, characteristics, functions, types, structured, and linguistic elements that build a work. Harahap (2019) stated that literature learning in schools has not been successful because it is considered not to produce what is expected. He sees that there is still a gap between what is expected and what has been achieved. Students are still not able to properly enjoy and utilize literary works. It was also revealed that students tend to choose foreign literature compared to Indonesian literature. This is due to the mismatch between teaching materials with the curriculum and the demands of students. It also has an impact on student lack of understanding in exploring the meaning and values contained in the work.

Based on the background of the problem, teaching materials for writing poetry are needed with an approach that focused more on strengthening the focus aspect in this study is the development of teaching materials for writing poetry for grade X students. The development of teaching materials is based on the urgency of learning that is able to integrate content mastery with language competence simultaneously which allows students to develop language skills and improve their understanding of the content, structure, and meaning of poetry as a form of creative and reflective expression. The integration of the 4C elements (content, communication, cognition, and culture) in the CLIL approach in integrated learning activities allows learners to learn poetry, language, as well as improve their critical thinking skills in analyzing, evaluation, and creating a poem.

METHOD

This research is a development research (R&D) with the aim of producing a product in the form of teaching materials. The development carried out is the development of teaching materials for writing poetry based on CLIL class X. Development research is a method to produce or improve existing teaching materials, as well as testing. Testing is done to determine the feasibility of the teaching materials developed.

The development used in this research is the ADDIE model because it is considered appropriate for the development of these teaching materials. This model was coined by Robert Maribe Branch (2009). The ADDIE model consists of five stages, namely analyze, develop, implement, and evaluate. This model is an instructional design that centers on individual learning, has immediate and long-term phases, is systematic, and uses a

systems approach to knowledge and learning. The instructional design of this model focuses more on the implementation of authentic tasks, complex knowledge, and original problems. In addition, the ADDIE learning model is based on an effective and efficient systems approach, and is interactive between learners, teachers and the environment.

At the analyze stage, a needs analysis of the needs of teaching materials is carried out with field studies (learning observations, interviews, questionnaires) and document studies (analysis of learning tools, such as the flow of learning objectives (ATP), teaching modules, and learning media, as well as analysis of students initial poetry writing skills). At the design stage, the design or design of teaching materials for writing poetry is carried out by adjusting the needs of students and teachers so that it can answer the needs of students and teachers, and can solve problems in the learning carried out. The design includes the instruments needed in developing teaching materials for writing poetry. Furthermore, the development of teaching materials, revision, validation, implementation, and evaluation are carried out, as well as feasibility and effectiveness testing of the teaching materials produced. Effectiveness test was conducted at one of the assessment stages. Data analysis of the results of this trial was carried out to measure the level of feasibility and effectiveness of teaching materials in terms of student learning outcomes before using teaching materials and student learning outcomes after using teaching materials. Experiments were conducted using a one group pretest-posttest design.

To analyze the experimental data, researchers used statistical tests using SPSS 27.0 with a significant level (α) of 5%. The analysis begins by conducting a data normality test to determine whether the data is normally distributed or not. Furthermore, hypothesis testing was carried out using the paired sample t-test to determine whether there was a significant difference between the learning outcomes of students before and after using CLIL-based poetry writing teaching materials. The basis for decision making is to see the significance value in the Kolmogorov-Smirnov test results, namely: If the Sig value. >0.05 then the data is normally distributed, otherwise if the Sig value. <0.05 then the data is not normally distributed. After the t-test, an N-gain analysis was conducted to determine the improvement of poetry writing skills.

RESULTS AND DISCUSSION

The results of the needs analysis show that students have high motivation in learning poetry material (68.56%), but it is not matched by students participation in the teaching materials used. More than half of the respondents (55.46%) stated that they still had difficulty in understanding the material and writing poetry. A teaching material for writing poetry is needed that can collaborate with various lessons that are presented in a complete, interesting, and accompanied by pictures or videos so that it makes it easier for students to understand the learning material. Teaching materials that are easily accessible, enthusiasm and motivation to learn can increase. Teaching materials with an attractive appearance are the solution to the problem. Learners need teaching materials that are interesting, complete, and can be accessed easily so as to increase the motivation and interest of students in learning to write poetry.



The pretest results show that the present scores before using the teaching materials are still below the minimum completeness.

**Table 1 Descriptive Statistics of Initial Skill Scores
 Writing Poetry Learners
 Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest X4	34	53	83	69.51	7.160
Pretest X5	34	57	83	70.19	6.041
Valid N (listwise)	34				

While the results of material validation conducted on teaching materials show the following data.

Table 2 Material Expert Validation

No.	Aspect	Score	Maximum Score	Percentage	Interpretation
1	Foundation for Development	10	10	100	Very Feasible
2	Purpose and Approach	8	10	80	
3	Design and Organization	14	15	93,3	
4	Language	15	15	100	
5	Topic and Theme	5	5	100	
6	Methodology	5	5	100	
Total		57	60		
Material Expert Validation Test Results				95,55%	
$X = \frac{\sum X}{N} = \frac{57}{12} = 4,75$					

Based on the Likert scale score conversion guidelines, a score of 4.75 was obtained with an average percentage of all aspects of 95.55%. This score indicates that the teaching materials developed from the material aspect are rated “Very Feasible to use while the results of the linguist validation test show that the score is 4.25 with an average percentage score of all aspects is 98.33%. This score indicates that the teaching materials developed from language feasibility are rated “Very Feasible” to use.

Table 3 Language Expert Validation

No.	Aspect	Score	Maximum Score	Percentage	Interpretation
1	Appropriateness of Teaching Materials	10	10	100	Very Feasible
2	Motivating Ability	5	5	100	
3	Grammar	14	15	93,33	
4	Use of Terms	5	5	100	
Total		34	45		
Language Expert Validation Test Results				98,33%	
$X = \frac{\sum X}{N} = \frac{34}{8} = 4,25$					

The teaching materials prepared were also validated in the aspect of presentation and obtained a score of 4.25 with an average percentage score from all aspects of 87.67%. The score indicates that the teaching materials developed from the presentation aspect are rated “Very Feasible” worth using.

Table 4 Presentation Expert Validation

No.	Aspect	Score	Maximum Score	Average	Interpretation
1	Presentation Techniques	13	15	86,67	Very Feasible
2	Supporting Presentation	21	25	84	
3	Learning Presentation	12	15	80	
4	Completeness of Presentation	5	5	100	
Total		51	55		
Presentation Expert Validation Test Results				87,67%	
$X = \frac{\sum X}{N} = \frac{51}{12} = 4,25$					

The feasibility test of CLIL-based poetry writing teaching materials has met the eligibility standards for printed materials set by the National Education Standards Agency (BSNP). In accordance with the established assessment standards, the feasibility of teaching materials based on aspects of content/material, language, and presentation. The results of expert feasibility are presented in table 5.

Table 5 Results of Feasibility Analysis of Teaching Materials by Experts

No	Aspect	Score Average	Percentage	Criteria
1	Content/Material	4,75	95,55%	Very Feasible
2	Language	4,25	98,33%	Very Feasible
3	Presentation	4,24	87,67%	Very Feasible
Average		4,42	93,85%	Very Feasible

From this data it can be concluded that the teaching materials developed are very feasible to use as a learning resource for students.

The results of the effectiveness test of teaching materials for writing poetry based on Content and Language Integrated Learning (CLIL) show a significant impact in improving the ability to write poetry of grade X students. Based on statistical analysis using SPSS 27.0, the pretest and posttest data from the two experimental classes (X-4 and X-5) show normal distribution and homogeneous variance, so they can proceed to parametric testing using the t-test. The paired t-test results showed that there was a significant increase in the mean score: in class X-4 the score increased from 69.59 to 90.62, and in class X-5 from 70.26 to 91.18. This difference is reinforced by a significance value of 0.000 ($p < 0.05$), which indicates that the increase does not occur by chance, but is a real effect of using teaching materials. The results increase does not occur by chance, but is a real effect of using teaching materials. The results of the gain score analysis show that the improvement in poetry writing ability is in the high category, with an average N-

gain value of 0.7464 (74.64%) for class X-4 and 0.7575 (75.75%) for class X-5. The smaller standard deviation also shows that students abilities become more evenly distributed after the use of teaching materials. This indicates that the teaching materials developed not only improve academic achievement, but also encourage active participation of all learners, including those who were originally below the minimum competency standards.

CONCLUSION

Based on the results of the expert validation test, the content/material aspect obtained an average score of 4.75 with an average percentage of 95.55%; the language aspect obtained an average score of 4.25 with an average percentage of 98.33%, and the presentation aspect obtained an average score of 4.25 with an average percentage of 87.67%. The average score of all these aspects is 4.42 with an average percentage of 93.85%. These results indicate the “Very Feasible” category. While seen from the learning outcomes of students, it indicates that the use of CLIL-based writing teaching materials is effective in improving students poetry writing skills.

Humanistically, this success is not just a matter of increasing numbers, but reflects a change in the attitude and learning experience of students. The contextualized, integrative, and communicative CLIL teaching materials helped learners find meaning in writing poetry. Learners no longer feel unfamiliar with poetry, but begin to see it as a medium to express feelings, ideas, and views on life. This process not only shapes linguistic skills, but also builds confidence and self-awareness. Thus, it can be concluded that CLIL-based poetry writing teaching materials are statistically and educationally effective, and provide learning experiences that humanize learners.

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