



THE EFFECT OF CONCEPT SENTENCE MODEL BASED ON NEARPOD APPLICATION ON POETRY TEXT WRITING SKILLS IN CLASS VIII

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ABSTRACT

This study aims to determine whether there is an effect of the Concept Sentence model based on the Nearpod application on the poetry writing skills of class VIII students of Diponegoro 1 Jakarta Junior High School. The background of this study is the low poetry writing skills of students due to the lack of application of interactive learning using digital technology integrated with learning models. This research uses a quantitative approach with an experimental method of Pre-Experimental Design with a One Group Pre-test Post-test Design design. The research sample consisted of only one group or class that received learning using the Concept Sentence model based on the Nearpod application. The instrument used is a test instrument in the form of a pretest and posttest test of the ability to write poetry text. The results of data analysis show that learning using the Concept Sentence model based on the Nearpod application has a positive effect on the ability to write poetry text. Posttest results are superior when compared to pretest results.

Keywords: *Concept Sentence, Nearpod, writing skills, poetry text*

INTRODUCTION

Indonesian language learning at the secondary school level aims to develop students' language skills comprehensively, in terms of listening, speaking, reading, and writing (Agustina, 2023). However, in practice, this learning is often taken for granted because students feel that they have already mastered it as their everyday language. This perception has a negative impact on motivation and engagement in the learning process, particularly in the development of writing skills, which require perseverance, attention to detail, and creativity. Therefore, teachers play a central role in creating engaging, adaptive learning strategies that can accommodate students' learning needs (Simanjuntak et al., 2023).

Writing skills are one of the most complex language abilities and require intensive practice. Many students struggle to express their ideas in writing, especially when writing literary texts such as poetry (Wati & Sudigdo, 2019). However, writing activities can serve as a means for students to channel their ideas, emotions, and perspectives on the social environment through linguistic symbols (Sukirman, 2020). In the context of poetry learning, this skill is even more challenging because it requires sensitivity to the aesthetics of language, such as word choice, use of figures of speech, rhyme, and rhythm (Baruk, 2021; Wati et al., 2022).

Based on observations at SMP Diponegoro 1 Jakarta, students face difficulties in selecting diction and determining themes when writing poetry. These difficulties can be traced back to the lack of innovation in the application of media and learning models. Although teachers and students are already accustomed to using digital tools such as Kahoot, Quizizz, and Canva, the repetitive use of these tools without variation leads to

boredom in learning. This condition affects the enthusiasm and creativity of students in expressing their ideas in the form of poetry.

In response to this condition, a learning model is needed that can activate students' creative thinking abilities while facilitating the writing process. One relevant model is the Concept Sentence, which relies on sentence construction based on given keywords. This strategy has been proven to help students understand concepts in a structured manner and develop ideas into complete paragraphs (Apriliana & Hermawati, 2020). With its advantages in promoting collaboration and enthusiasm for learning, this model can be effectively integrated with digital platforms to create a more engaging learning experience.

The Nearpod application is an interactive technology-based learning medium that allows teachers to deliver material visually and participatively. Features such as polls, quizzes, and interactive videos support the creation of a collaborative and responsive learning environment. Previous research conducted by Marlinda et al (2025) entitled "Nearpod as a Medium in Teaching Text Reviews in Grade VIII at Nurul Fikri Islamic Junior High School in Serang" used the Nearpod application because it has features that not only attract students' attention but also enable direct interaction between students and teachers, providing faster feedback. There is also research conducted by Oktaviani & Nurhamidah (2023) titled "The Effectiveness of Using the Interactive Learning Medium Nearpod in Indonesian Language Lessons," where the research shows that the use of the Nearpod application helps teachers design lessons.

Based on this background, this study aims to examine the application of the Nearpod-based Concept Sentence model in teaching eighth-grade junior high school students how to write poetry. It is hoped that this model can facilitate students in finding the right diction through keywords and developing ideas into complete poems with an interactive and enjoyable approach.

METHOD

This study used a quantitative research method with a pre-experimental design. The research design was a one-group pre-test post-test design, which is an experimental study conducted on a single group or class. This research design was measured using a pre-test conducted before the treatment and a post-test conducted after the treatment. The population in this study was all eighth-grade students at SMP Diponegoro Jakarta in the 2024/2025 academic year, consisting of three classes, namely VIII-A, VIII-B, and VIII-C. Based on the number of eighth-grade classes at SMP Diponegoro 1 Jakarta, one class was selected using random sampling, namely class VIII-A.

This study was conducted in the even semester of the 2024/2025 academic year at SMP Diponegoro 1 Jakarta with a sample size of 33 students in class VIII-A. In this study, the data collection techniques used were interviews with Indonesian language teachers and observation of the needs analysis of the experimental class in accordance with the current class conditions. The students were given two tests: a pre-test at the beginning before the treatment and a post-test at the end after the treatment using the experimental learning model and media. The data were analyzed using normality tests, homogeneity tests, and hypothesis tests using SPSS 22.0.

The normality test aims to determine whether the data is normally distributed or not. Normal distribution in this study includes detection using Kolmogorov-Smirnov statistical analysis. The calculation process was carried out using SPSS 22.0. If the significance level (SIG) is > 0.05 , the data is normally distributed, whereas if the



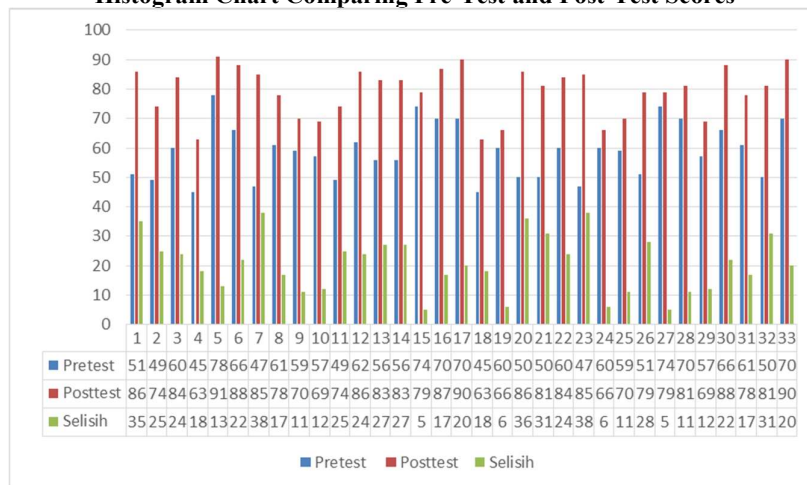
significance level (SIG) is > 0.05 , the data is not normally distributed. Next, a homogeneity test is conducted to determine whether the data in variables X and Y are homogeneous or not. To test the homogeneity of variances, SPSS 22.0 can be used with a statistical test (test of homogeneity variances). If the probability is > 0.05 , the variances are declared homogeneous. If the probability is > 0.05 , the variances are considered homogeneous, while if the probability is < 0.05 , the variances are considered non-homogeneous. A hypothesis test is conducted to determine the difference in the results of learning to write poetry using the Nearpod application-based concept sentence model before and after the treatment. In this study, the researcher used SPSS 22.0. If the probability is > 0.05 , then H1 is accepted, meaning that there is no effect of the Nearpod application-based concept sentence model on the results of learning poetry writing skills in students, but if the probability is < 0.05 , then H0 is rejected, meaning that there is an effect of the Nearpod application-based concept sentence model on the results of learning poetry writing skills in students.

RESULTS AND DISCUSSION

Data Pre-Test and Pos-Test

In the experimental class, an intervention or treatment was administered in the teaching of poetry texts using the concept sentence model, with a sample size of 33 participants. The tests conducted were pretest and posttest. In the pretest, the highest score was 78, the lowest score was 45, the average score was 58.79, the median score was 59.00, and the mode score was 60. The variance value in the pretest of the experimental class was 84.047, and the standard deviation value was 9.168. In the meantime, the post-test results for the experimental class showed the highest score of 91, the lowest score of 63, an average score of 79.27, a median score of 81.00, and a mode score of 86.

Histogram Chart Comparing Pre-Test and Post-Test Scores



Based on the histogram above, the pretest and posttest scores show that the posttest scores increased significantly. The graph shows that samples 7 and 23 had the highest increase with a difference of 38 points, while the lowest increase can be seen in samples 15 and 27 with a difference of 5 points.

Normality Test

Before testing the hypothesis, it is necessary to conduct a prerequisite analysis test, namely normality testing. After performing statistical calculations using SPSS 22.0.

Table Normality Test

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Pre-Test	.136	33	.130	.950	33	.135
	Post-Test	.136	33	.128	.926	33	.026
a. Lilliefors Significance Correction							

Based on the table above, it can be seen that the results of the poetry writing skills on the pretest showed a significance value of 0.130 in the Kolmogorov-Smirnov column. Similarly, the posttest results show a significance of 0.128 in the Kolmogorov-Smirnov column. Therefore, it can be concluded that the pretest and posttest data are normal because both have significance values greater than 0.05.

Homogeneity Test

The test used was the test of homogeneity of variance with the Test Of Homogeneity Of Varians analysis using SPSS 22.0. With the prerequisite of homogeneity, namely if the probability (Sig) > 0.05, the data variance is declared homogeneous and if the probability (Sig) < 0.05, the data variance is declared not homogeneous.

Table Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.236	1	64	.629
	Based on Median	.322	1	64	.572
	Based on Median and with adjusted df	.322	1	63.896	.572
	Based on trimmed mean	.272	1	64	.604



Based on the table above, it can be seen that the row containing Based on Mean shows a value (Sig) of 0.629, which is greater than 0.05. Therefore, it can be concluded that the pretest and posttest data are homogeneous.

Hypothesis Test

The hypothesis in this study is the effect of the concept sentence model on the poetry writing skills of eighth-grade students. To see the difference between the pretest and posttest data, a t-test calculation is needed using SPSS 22.0 with a significance level of 0.05. Then, the data is compared with the critical value in the table.

Table Hypothesis Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	Pretest - Posttest	-20.485	9.566	1.665	-23.877	-17.093	12.302	32	.000

Based on the table above, it can be seen that the Sig. (2-tailed) value is $0.000 < 0.05$. This value indicates a significant difference between the initial and final variables. When examined based on the t-table, the calculated t-value is 12.302 with a df of 32. The corresponding value in the table is 2.036. Therefore, it can be seen that the calculated t-value is greater than the table t-value ($12.303 > 2.036$). This means that H1 is accepted, while H0 is rejected. This indicates that there is a difference between the poetry writing skills before and after the intervention, leading to the conclusion that the Nearpod-based concept sentence model has an effect on the poetry writing skills of eighth-grade students at SMP Diponegoro 1 Jakarta.

Interpretation of Research Results

Based on the testing process and research data calculations, it was found that there was a difference between the results of the eighth-grade students' poetry writing skills at Diponegoro 1 Junior High School in Jakarta using the concept sentence model, which was higher than the results of their poetry writing skills before the treatment. This proves that the concept sentence model has an effect on the results of poetry writing learning. These results can be seen in the scores and averages obtained by the students in the pretest and posttest data used as samples in the study.

The average pretest and posttest scores for the experimental class in each aspect are as follows: 1) theme element aspect with an average pretest score of 11.5 and an average posttest score of 16.7. 2) The emotional aspect, with an average pretest score of 3.4 and an average posttest score of 4.4. 3) The tone aspect, with an average pretest score of 3.2 and an average posttest score of 4.3. 4) The message aspect had an average pretest score of 6.6 and an average posttest score of 8. 5) The diction aspect had an average pretest score of 9.4 and an average posttest score of 16.2. 6) The aspect of imagery had an average score of 6.4 on the pretest, while the average score on the posttest was 7.7. 7) The aspect of concrete words had an average score of 5.3 on the pretest, while the average score on the posttest was 6.6. 8) The aspect of language style had an average score of 5.5 on the pretest, while the average score on the posttest was 7.6. 9) The aspect of rhyme had an average score of 3.1 on the pretest, while the average score on the posttest was 4.7. 10) The aspect of typography had an average score of 3.7 on the pretest, while the average score on the posttest was 4.

CONCLUSION

Based on the research results, it can be concluded that the application of the concept sentence model based on the Nearpod application has a significant effect on improving the poetry writing skills of eighth-grade students at SMP Diponegoro 1 Jakarta. This improvement is evident from the difference in the average pretest score of 58.79 and the posttest score of 79.27. The normality and homogeneity tests show that the data are normal and homogeneous. Furthermore, the hypothesis test yielded a significance value of $0.000 < 0.05$ and a calculated t-value of $12.302 >$ the critical t-value of 2.036, thus accepting H1 and rejecting H0. Therefore, this model has been proven effective in enhancing poetry writing skills.

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