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COMPARISON BETWEEN CONTEXTUAL AND CONVENTIONAL LEARNING ON THE POETRY WRITING ABILITY OF SENIOR HIGH SCHOOL 1 LEMBANG STUDENTS

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Abstract: Students' ability to write poetry must be more meaningful, this will not happen if Indonesian language teachers still use conventional models in their learning. Breakthroughs such as Contextual Learning are needed so that learning to write poetry is more meaningful for students. The aim of the research is to determine the differences in the poetry writing abilities of students who study using Contextual Learning and conventional models at SMAN 1 Lembang. The research used in this research is experimental, with Non-equivalent (Pretest and Posttest) Control-Group Design. The population in this study was class X students of Senior High School 1 Lembang, totaling 10 classes. The sample was determined randomly, so classes X 3 and X 7 were determined, each with 31 students. The instrument uses the Poetry Writing Ability Test. Data analysis follows the following steps: 1) Normality test with $p\text{-value} > 0.05$, 2) Homogeneity test with $p\text{-value} < 0.05$, and 3) ANOVA test with $p\text{-value} < 0.05$. If the data is not normal or homogeneous then a Non-Parametric test is carried out using the Wilcoxon and Mann-Whitney U tests. The research results show that the use of Contextual Learning in learning to write poetry provides better results when compared to conventional models.

Keywords: Contextual Learning, Conventional, The Poetry Writing Ability

INTRODUCTION

When learning Indonesian, writing poetry is a form of skill that must be mastered. If the deep meaning in poetry learning is understood, it is more meaningful for students. Learning about life is also often found in it. Apart from that, learning to write poetry really demands a lot of creativity from students, especially in arranging the language and arranging the beauty of the words (Wies et al., 2023) and not infrequently, if it is beautiful, it can be made into a musical or even a beautiful song.

In practice at Senior High School 1 Lembang, writing poetry still uses conventional learning which is more focused on theories compared to writing practice (Wies et al., 2023) as a result of which students have difficulty writing or arranging the words in their poetry. Teacher-centered learning, through this lecture method, will limit students' ideas and creativity in creating poetry (Akçalı et al., 2024; Kheryadi, 2017).

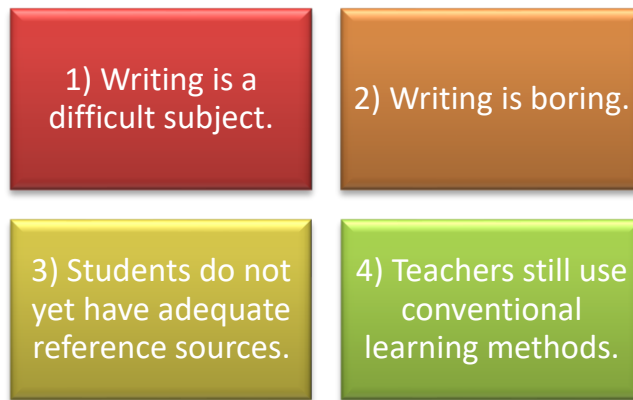


Figure 1. Problems in learning to write poetry
(Mustika & Noveria, 2018)

The main problem when student writing poetry is 1) Writing is a difficult subject, 2) Writing is boring, 3) Student don't have adequate reference sources and 4) Teachers still use conventional methods (Mustika & Noveria, 2018). It means that the problems in writing poetry need special attention from Indonesian language teachers. One solution that can be used is to use a student-centered Contextual Learning learning model that always involves students to be active and creative in every learning activity (Halawa & Harefa, 2024).

Through Contextual Learning, students can easily express their thoughts and concepts into writing by looking at real conditions in their environment and relating the poetry writing material to students' daily lives (Halawa & Harefa, 2024). Apart from that, Contextual Learning is also needed to make learning to write poetry enjoyable by providing updates in the learning approach and awakening students' creativity in writing poetry when learning Indonesian.

Review of Contextual Learning

The contextual learning model is a learning model that links learning materials to life. With the contextual learning model, students can take lessons from life to apply in real life. Experts also share the view that contextual learning is a holistic educational process and aims to motivate students to understand the meaning of the subject matter they are studying by linking the material to the context of their daily lives (personal, social, and cultural contexts) (Daryanto and Karim, 2017). Conceptually, contextual is a teaching system that fits the brain because it produces meaning by connecting academic content with the context of students' daily lives (Johnson, 2011). Based on the expert's view, it can be seen that the contextual learning model can hone the brain's creativity to interpret learning by connecting the lessons carried out with the context of daily life. The basic concept of contextual teaching and learning (CTL) is, a learning strategy that emphasizes the process of full student involvement in order to find the material being studied and connect it to real-life situations, thus encouraging students to be able to apply it in their lives (Tumangger, 2019). Judging from the concept expressed above, the contextual method can be applied in learning poetry writing skills. This is because students can play a more active and creative role. Active in finding material and creative in interpreting learning with everyday life. This condition is also clarified by the view that the learning process with the CTL approach can take place optimally, including: (1) Need to change the habits of students who are used to being passive as recipients of lesson material from teachers to being active. (2) Need to motivate students to ask questions, provide responses or opinions related to the lesson material. (3) Teachers need to "squeeze" time as well as possible, for example when organizing groups, displaying student work (Sanusi, 2016).

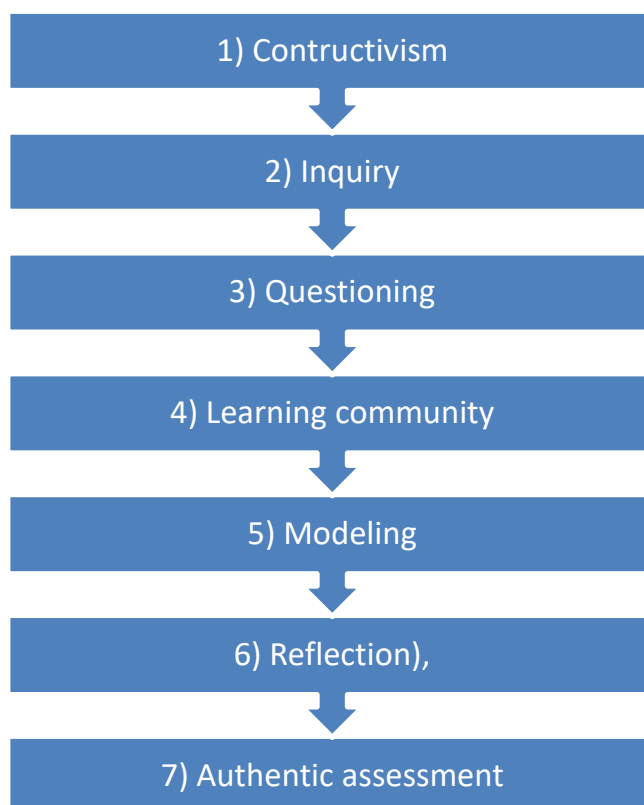


Figure 2. Characteristics of Contextual Learning (Rusman, 2014)

By using contextual learning models, students can play a more active role in the classroom. Students can also see things that happen around them to relate to learning. Students can also be active and independent in writing fantasy stories by seeing things or events that happen around them.

RESEARCH METHODOLOGY

The research method used in this research is experimental, with Non-equivalent (Pretest and Posttest) Control-Group Design (Creswell, 2018). The population in this study was class X students of Senior High School 1 Lembang, totaling 10 classes. The sample was determined randomly (Creswell, 2018), so classes X 3 and X 7 were determined, each with 31 students. Class X 3 students will learn using Contextual Learning and class X 7 will learn using the conventional model. The instrument uses the Poetry Writing Ability Test (Nurgiyantoro, 2014 & Waluyo, 1987) can be seen in tables 1 and 2.

Table 1. Assessment criteria

Aspect	Score	Criteria	Indicator
Tipografi	9-10	Very Good	Typography contains meaning that is very much in line with the meaning of the theme concerning what is currently happening.
	6-8	Good	Typography contains meaning that is in accordance with the meaning of the theme concerning what is happening.
	3-5	Enough	Typography contains meaning that is quite appropriate to the meaning of the theme concerning what is happening.
	1-2	Poor	Typography contains meaning that is not in accordance with the meaning of the theme concerning what is happening.
Diction	16-20	Very Good	The diction contains a very connotative meaning and is very appropriate to the theme concerning what is currently happening.
	11-15	Good	Diction contains connotative meaning and is in

			accordance with the theme concerning what is happening.
	6-10	Enough	The diction contains a fairly connotative meaning and is quite appropriate to the theme concerning what is currently happening.
	1-5	Poor	The diction contains a meaning that is less connotative and less appropriate to the theme concerning what is happening.
Imagination	9-10	Very Good	The imagery is very distinctive and contains concrete words that are very appropriate to the theme concerning what is happening.
	6-8	Good	The imagery is distinctive and contains concrete words that are appropriate to the theme concerning what is happening.
	3-5	Enough	The imagery is quite distinctive and contains concrete words that are quite appropriate to the theme concerning what is happening.
	1-2	Poor	The imagery is less distinctive and contains concrete words that are less appropriate to the theme of what is happening.
Figure of speech	9-10	Very Good	An original figure of speech that contains a meaning that is very appropriate to the theme concerning what is currently happening.
	6-8	Good	Original figures of speech and contain meanings that are in accordance with the theme concerning what is currently happening.
	3-5	Enough	The figure of speech is quite original and contains a meaning that is quite appropriate to the theme concerning what is happening.
	1-2	Poor	The figure of speech is less original and contains meanings that are less appropriate to the theme of what is happening.
Rhyme	9-10	Very Good	Rhymes are very musical and contain meanings that are very appropriate to the theme of what is happening.
	6-8	Good	Rhyme contains musicality and contains meaning that is in accordance with the theme that concerns what is happening.
	3-5	Enough	The rhyme is quite musical and contains a meaning that is quite appropriate to the theme concerning what is happening.
	1-2	Poor	The rhyme lacks musicality and contains meaning that is not appropriate to the theme of what is happening.
Theme	9-10	Very Good	The theme raised in the poem is very much in keeping with the title and content and is very much in keeping with the context concerning what is currently happening.
	6-8	Good	The theme raised in the poem is in accordance with the title and content and is in accordance with the context concerning what is currently happening.
	3-5	Enough	The theme raised in the poem is quite appropriate to the title and content and quite appropriate to the context concerning what is currently happening.
	1-2	Poor	The theme raised in the poem is not in accordance with the title and content and is not in accordance with the context regarding what is currently happening.
Feeling	9-10	Very Good	The feeling really expresses the poet's feelings and contains a meaning that is very appropriate to the theme concerning what is happening.
	6-8	Good	Feelings express the poet's feelings and contain

			meanings that are in accordance with the theme concerning what is happening.
	3-5	Enough	The feeling is sufficient to express the poet's feelings and contains a meaning that is appropriate to the theme concerning what is happening.
	1-2	Poor	The feeling is less expressive of the poet's feelings and contains a meaning that is less appropriate to the theme concerning what is happening.
Tone	9-10	Very Good	Tone strongly expresses certain feelings towards the reader and contains meanings that are very appropriate to the theme concerning what is happening.
	6-8	Good	Tone expresses certain feelings towards the reader and contains meanings that are appropriate to the theme of what is happening.
	3-5	Enough	The tone is sufficient to express certain feelings towards the reader and contains meaning that is appropriate to the theme concerning what is happening.
	1-2	Poor	The tone does not express a certain feeling towards the reader and contains a meaning that is not appropriate to the theme of what is happening.
Mandate	9-10	Very Good	The message is structured behind the words and has a meaning that is very appropriate to the theme concerning what is happening.
	6-8	Good	The message is composed behind the words and has a meaning that is in accordance with the theme concerning what is happening.
	3-5	Enough	The message is quite well structured behind the words and has a meaning that is quite appropriate to the theme concerning what is happening.
	1-2	Poor	The message is poorly structured behind the words and has a meaning that is not in accordance with the theme of what is happening.
Max Value	100		

Data analysis follows the following steps: 1) Normality test with p-value > 0.05, 2) Homogeneity test with p-value < 0.05, and 3) ANOVA test with p-value < 0.05. If the data is not normal or homogeneous then a Non-Parametric test is carried out using the Wilcoxon and Mann-Whitney U tests.

RESULTS AND DISCUSSION

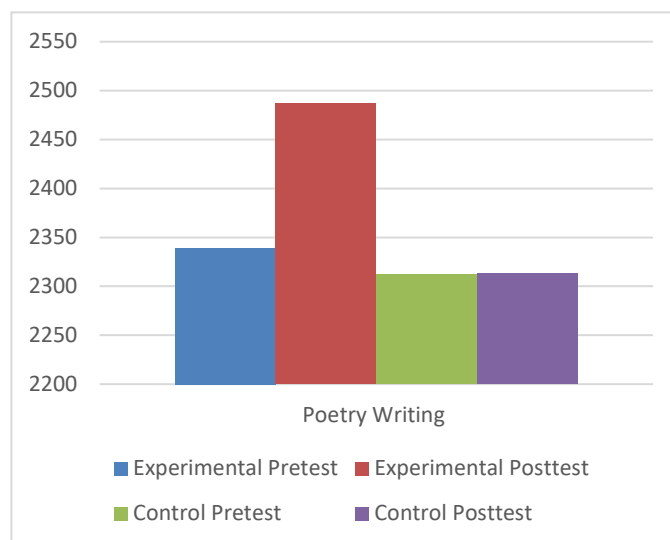
Below are shown the results of a comparison between Contextual Learning and conventional learning on the poetry writing ability of Senior High School 1 Lembang students.

Result

Table 3. Results of Student Poetry Writing at Senior High School 1 Lembang

Eksperimental Group	Score	Control Group	Score
Pretest	2339	Pretest	2312
Posttest	2487	Posttest	2313
Differences	148	Differences	1

Based on table 3, it can be seen that the experimental group students who studied with Contextual Learning got better results than the control group students who studied with the conventional model. Apart from that, it is known that the improvement produced by the experimental group who studied with Contextual Learning was compared to the control group who studied with the conventional model. As an illustration, it is presented in Figure 3.



Graph. 3. Results of Student Poetry Writing at Senior High School 1 Lembang

Table 3. Normality and Homogeneity results

Group	Normality	Sig.
Experimental Pretest	0.138	0.142
Experimental Posttest	0.151	0.070
Control Pretest	0.126	0.082
Control Posttest	0.135	0.162
Group	Homogeneity	Sig.
Experimental >< Control	2.936	0.092

Based on table 3, it can be seen that to test the normality of data for experimental group students who studied with Contextual Learning during the pretest and posttest, the data showed a normal distribution. Meanwhile, control group students who studied with the conventional model during the pretest and posttest showed normally distributed data. Still in Table 3, it can also be seen that for the homogeneity test the data shows a statistical value of 2.936 with sig. 0.092, which means heterogeneous data. This means that for the prerequisite test only the normality test is met and homogeneity is not, so the next step the author will carry out the non-parametric Wilcoxon and Mann-Whitney U tests to obtain more accurate research results.

Table 4. Wilcoxon and Mann-Whitney U test results

Group	Wilcoxon	Sig.
Experimental	-5.153	0.000
Control	-0.598	0.550
Group	Mann-Whitney U	Sig.
Experimental >< Control	-6.634	0.000

Based on table 4, it can be seen that for the Wilcoxon test, experimental group students who studied with Contextual Learning obtained a result of -5.153 with sig. 0,000. Because the sig value is less than 0.05, this means that there is an increase in the poetry writing ability of experimental group students who study with Contextual Learning. In the control group students who studied with the conventional model, the results were -0.598 with sig. 0.550. Because the sig value is more than 0.05, this means that there is no increase in the poetry writing ability of control group students who studied with the conventional model.

Still in table 4, it can be seen that for the Mann-Whitney U test the data for the experimental group students who studied with Contextual Learning and the control group students who studied with the conventional model obtained a value of -6.634 with sig. 0000. Because the sig value is less than 0.05, this means that the experimental group students who studied with Contextual Learning had a better improvement in their ability to write poetry than students who studied with the conventional model.

Discussion

Based on the results, the following findings are presented including:

1. There is an Influence of the Contextual Learning Model toward The Poetry Writing Ability

Learning to write poetry using the Contextual Learning method motivates students to be active and able to work together well. In the context of learning to write poetry using the Contextual Learning method, each student is able to be actively involved in practicing. This will allow students to benefit from motor development that is appropriate to their level of need (Pavlović, 2018). It should be realized that in this case, student activity arises because of mutual trust and good communication between students and teachers and the creation of a pleasant but serious and active atmosphere. Clearly this can foster a positive attitude and encourage active participation of students in practicing. This situation will not occur if learning takes place pleasantly, because the process of forming cooperation as in Figure 5 will not be formed optimally. Learning to write poetry using the Contextual Learning method makes each student able to be actively involved in learning (Pavlović, 2018). It should be realized that enjoyable student learning arises because of mutual trust and good communication. For example, Wawan, when studying with Contextual Learning, looks serious and tries to understand it well. In addition, Wawan also seems able to explain to other students with his own understanding. This is considered necessary because it will hone the social aspect which is a distinct advantage and is very rarely found in conventional learning (Jiang & Dong, 2022; Turan et al., 2023). In addition, good planning is also needed so that learning can run optimally. Utilizing this makes students' abilities even more honed, where students are able to practice and show high self-confidence in the material given. This visible increase in cognitive abilities clearly requires fluency in thinking, flexibility in seeing opportunities, high imaginative abilities and accuracy in making decisions in class (Bai, 2019; Cochon Drouet et al., 2023). This condition also makes it clear that the main emphasis is on how students are able to be actively involved in each series of learning processes.

Each student has different characteristics because of this, teachers must also be able to adjust their learning to the student's learning style. So in this case, physical education teachers need to prepare students to face future challenges by providing useful learning (Chen & Cone, 2003; Lu, 2024). Students are very happy when learning with something familiar to them, this applies to learning to write poetry with Contextual Learning. Each student will try to note down important information given by the teacher without having to wait for instructions (E. G. Poitras et al., 2023; V. J. Poitras et al., 2016). The student will also try to do the teacher's instructions well and complete the poetry writing assignment well (Boshoff-Knoetze et al., 2023).

2. There is no Influence of Conventional Models toward The Poetry Writing Ability.

Conventional learning in writing poetry with a teacher-centered command style in poetry learning makes students learn by referring to books and teacher instructions only. Another weakness is that there is often repetition. For example, before students are given material, students practice deepening typography and rhyme first, then moving on to other aspects such as sharpening Feeling and mandate. This makes students learn in a state of confusion, causing excessive anxiety that can reduce creativity (Ginanjari & Tarigan, 2018). Increased anxiety occurs because students are afraid of being criticized or ridiculed by their friends, especially if they do the wrong thing and only focus on lectures and examples from the teacher (Apriyanto & Aliatussa'adah, 2023). Another condition that is reflected during learning is that most students only speculate during learning (Fitria et al., 2024; Fitriati et al., 2023) and only carry out learning activities after the teacher explains or gives a lecture. For students themselves, this kind of learning will tend to reduce motivation (Kangas, 2010; Morris-O'connor, 2024) because students find it difficult when trying to write poetry independently (Piscayanti et al., 2024). This attitude and condition will not allow students to develop a collaborative process, because it only makes the practice process centered on what is exemplified by the teacher.

Of course, this is not the desired creative process because students only wait for their turn and wait for understanding from the teacher's assessment because of their passive attitude (Aelterman et al., 2019; Cohen et al., 2022). High dependence on the role of the teacher limits students in making decisions and causes a lack of courage to try. Another view is also put forward that repetition is not necessarily the most effective way (Martínez de Ojeda et al., 2019). In this learning process, students often make mistakes, for example when Rapli wrote a poem that was not in accordance with the theme, when the teacher asked why this happened,

Rapli answered "This happened because there were too many instructions from the teacher that confused me and learning in this way made me stressed". This condition is in line with the expert's view that in learning to write poetry with a conventional model, students only follow instructions from the teacher without any process of developing their abilities in learning to write poetry (Rueda et al., 2023). This happens because they do not have demands on themselves and do not have targets to achieve (Boroughani et al., 2023; Bull et al., 2020). This is what will later cause their learning motivation to be low.

3. Contextual Learning Gives Better Influence towards The Poetry Writing Ability Student than Conventional Model.

The learning process using good and planned Contextual Learning can provide high benefits for students in writing poetry. Where the learning process that always involves their daily processes makes the learning process fun, more meaningful and is seen as providing better results (Camic et al., 2024; Lavoie et al., 2021; Leppänen et al., 2021) compared to using conventional models. It is not uncommon for students to experience a problem, but students who learn with Contextual Learning will solve it very tactically (Cupeiro et al., 2020). This situation is in contrast to students who learn using conventional models, where they seem resigned to waiting for input and feedback from the teacher and this makes learning to write poetry less than optimal (Ginanjari et al., 2020). This situation is reflected in Rizki who always looks hesitant in determining the right theme when writing his poetry. This condition occurs because students are accustomed to being passive in learning without any effort to explore their abilities (Segundo-Marcos et al., 2023) and without good classroom management (Dorofieieva et al., 2019; Karimi et al., 2017; Wendołowska et al., 2022).

Meanwhile, learning with Contextual learning is seen as fun learning (Whitlock et al., 2006; Whittle et al., 2018) which makes students more mature in thinking (Telama & Yang, 2000; Q. Yang, 2009; Y. Yang et al., 2023). Learning to write poetry using the Contextual Learning method plays an important role in the difference in results obtained by the experimental group compared to the control group using the conventional model at SMA Negeri 1 Lembang. With Contextual Learning, each student must follow the following steps: 1) Constructivism Process, 2) Finding, 3) Asking, 4) Community exploration, 5) Modeling and 6) Reflection and Authentic Assessment (Kadir, 2013). From the steps of Contextual Learning, it can be seen that Contextual Learning always encourages students to play an active role during the learning process (Mustika & Noveria, 2018; Xie & Punvaratorn, 2024; Z. Zhu et al., 2023). When the learning process takes place, students are directed to find material to be studied from various sources (Docherty & Mrcpsych, n.d.; Duckworth et al., 2010; Illingworth & Grimwood, 2024). This process aims for students to have a basic understanding of the material to be studied. Understanding of the material is then linked to everyday life (Hasibuan, 2014; Jagantara et al., 2014).

So it is very appropriate for Indonesian language teachers to use Contextual Learning in poetry writing material, besides being fun, learning becomes more meaningful (Gardner & Moran, 2006; He et al., 2024; Kalthoum, 2024; Kerbs et al., 2024; Moran, 2024; Revalinda, 2024; Sun et al., 2023; Xie & Punvaratorn, 2024; Xing, 2024; D. Zhu et al., 2024). Indonesian language teachers need to realize that when students learn in a happy state and with high motivation, it will actually make it easier for students to master the material (Akçalı et al., 2024; Haverkamp et al., 2020; Wies et al., 2023). On the other hand, if students learn in a state of confusion and stress, such as when learning using conventional models, the results obtained will be less than optimal and tend to reduce learning motivation.

CONCLUSION

Conclusion

In learning Indonesian at Senior High School 1 Lembang, especially writing poetry, it needs to be supported by learning that uses the Contextual Learning model. This condition occurs because learning with contextual learning always links learning to the reality of everyday life. This makes it easier for students to learn how to write poetry, where their daily experiences can be used as material for writing poetry. In contrast to learning with the conventional model, students only learn from lectures or demonstrations by the Indonesian language teacher in class without any understanding and close connection with what is happening within the students. This condition often makes students confused about writing poetry, especially determining the theme.

Suggestion

Learning to write poetry, is recommended to use Contextual Learning rather than the conventional model. This situation means that Indonesian language teachers must be able to master Contextual Learning in learning to write poetry in order to obtain maximum results in their learning. For further research, it is recommended to examine more specific aspects, especially those related to students' motivation and interests, or if more possible, examine aspects of independence and enjoyment of learning when learning to write poetry in Indonesian language classes.

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