

# Ability to Write Folk Poetry Texts Using a Contextual Approach: Case Study of Middle School Students in Ruteng, Indonesia

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**Abstract.** This research was motivated by the low ability to write folk poetry texts (pantun) of class VIIC students at SMP Negeri 10 Ruteng. The aim of this research is to describe the use of a contextual approach in improving the ability to write folk poetry texts (pantun) in class VIIC students at SMP Negeri 10 Ruteng. The method used in this research is a contextual approach. This type of research is classroom action research (PTK) which consists of three stages; pre-action, cycle I, cycle II. Research procedures include planning, implementation, observation and reflection. The subjects of this research were 25 students in class VIIC of SMP Negeri 10 Ruteng. The data collection techniques used are observation, interviews, tests and documentation techniques. The data analysis technique uses analysis of test and non-test results. The results of this research show that students' ability to write folk poetry texts (pantun) has increased significantly. This is proven by the results of researchers' observations during the learning process and test results in two cycles. In the initial test results, the students' average score only reached 59.84. The students' average score increased in the first cycle test to 72.58. In cycle II the test results again increased to 80.61. Thus, the contextual approach can be used as an alternative for learning to write folk poetry texts (pantun) at school.

**Keywords:** Ability to write texts; folk poetry; classroom action research

## 1 Introduction

Writing is an important aspect of language skills. Writing activities are complex activities because they involve linguistic elements and elements outside of language which will become the content of the writing [1]. These elements will produce coherent and coherent writing. In order for communication via written symbols to run smoothly as expected, the writer must be able to express thoughts or ideas into precise, orderly and complete language. When learning Indonesian at school, it is important for students to be good at writing. This is because writing can encourage students to produce new ideas creatively. Writing skills can be a method of expression for students who cannot or feel comfortable expressing themselves verbally [2]. The importance of writing for students is because writing is a complex activity [3]. People who are able to write are people who have the ability to listen, read and speak .

Writing requires a long process to produce writing. The processes that will be faced in writing include generating ideas, preparing an essay outline, developing an essay outline or developing writing based on an essay outline, and editing. Writing requires a process to become

skilled at writing [4]. Habits such as exercise and regular practice are very necessary in writing to be able to produce good essays. Everyone has different writing abilities. Some people find it easier to come up with ideas. Language skills used to communicate indirectly provide support for writing skills [5].

Writing ability problems are often found in the world of national education. There is evidence to show that the writing level of the Indonesian population is still low. This can be seen from the evidence from the latest research results which show that the rhetorical problems of Indonesian society at the international level are still low [6]. Indonesian students' interest in reading is very low, contributing to worrying literacy rankings. Indonesian students are ranked second to last in terms of reading literacy [7]. In this regard, students' writing skills are influenced by the teacher during the teaching and learning process in class. The teaching and learning process is dominated by memorization activities [8]. Even when teaching, teachers still use conventional methods, namely lectures followed by giving assignments. If the teaching and learning process does not use appropriate techniques, methods and learning models, then students' writing abilities will not improve.

Students' lack of interest in writing can be influenced by several factors, namely regarding the strategies and approaches used, students having difficulty conveying ideas, students having difficulty finding ideas, and students' lack of ability to develop paragraphs well [9]. In this regard, experts advise writers to utilize graphology, language structure and vocabulary [10]. Students' attention to the environment can be used as a reason for writing.

In the 2013 curriculum, there is one of the basic competencies that class VII students must achieve in the even semester, namely writing folk poetry. These basic competencies expect students to be able to create folk poetry with rhyme structure and appropriate language as a forum for expressing the author's ideas, messages and feelings so that they reach the reader. The indicators for achieving competency from these basic competencies are divided into 3, namely, (1) writing folk poetry by paying attention to the structure and rhyme of folk poetry, (2) presenting pantun in the form of rhymes, (3) presenting poetry and gurindram in the form of musicalization. The focus of the research carried out by researchers is on the first indicator, namely writing folk poetry by paying attention to the structure and rhyme of folk poetry.

Folk poetry texts are the nation's heritage in the form of rhymes, gurindam poetry which have moral, religious and character values. Old poetry usually has no known author or authors. Old poetry looks rigid because of rules such as the number of words in each line, the number of lines in each stanza, and also the repetition of words that can be at the beginning or end of a poem, known as rhyme. Folk poetry texts are literary works that use words that beautiful and has a lot of meaning. Folk poetry uses concise language, but its meaning is dense. The words used are words that contain many interpretations and meanings. The activity of writing folk poetry can be formulated as a form of expressing language which is a description of someone's experience so that it can create feelings for the reader or listener.

Based on the results of observations and interviews conducted by researchers, it was found that class VIIC of SMP Negeri 10 Ruteng. Students' ability to write folk poetry texts (pantun) is still low. Many students experience obstacles and difficulties. The obstacles faced by students are (1) students feel they are not talented in writing, only certain people can do it, (2) students are lazy, less interested, and less motivated towards learning to write folk poetry texts (pantun), (3) students have difficulty in determining the theme in writing folk poetry texts (pantun), (4) students' knowledge of folk poetry texts (pantun) is still low so that students in writing pantun do not pay attention to the rules of writing properly and correctly. Another evidence that the ability to write folk poetry texts (pantun) is low is that teachers are lazy to teach and get used to giving continuous notes to students. Apart from that, students' ability in

learning to write folk poetry texts (pantun) can be seen from not having achieved the Minimum Completeness Criteria (KKM), namely 70. This is what causes students' ability and interest in writing folk poetry texts (pantun) to be very minimal.

Based on the problems above, a solution is needed to solve the problems that occur. This research was conducted to help students so that students are able to pay attention to the rules for writing folk poetry texts (pantun) properly and correctly. To improve students' ability to write folk poetry texts (pantun), learning methods are needed that can directly direct students' experience and knowledge. The contextual approach is a learning concept that helps teachers relate the material taught to students' real-world situations and encourages students to make connections between the knowledge they have and their daily lives [11]. The role of students in contextual learning is as learning subjects who discover and build knowledge concepts that will be studied independently. Contextual learning teaches students to optimize students' potential in terms of attitudes, knowledge and skills without rote learning [12], [13].

Students who feel they have gained knowledge independently will feel more satisfaction and enthusiasm for learning. With this contextual approach, students are expected to be able to express their ideas for writing folk poetry texts (pantun) according to the contextual approach they see. It is hoped that the learning process to write folk poetry texts will be effective in improving students' ability to compose, especially so that students are more enthusiastic about writing folk poetry texts (pantun). Activity will encourage students to be more active in class in learning to write folk poetry texts (pantun) and can provide better learning outcomes. Based on the background description above, the author conducted research using a contextual approach to improve the ability to write folk poetry texts in class VII C students at SMP Negeri 10 Ruteng.

## **2 Method**

This work uses Classroom Action Research (CAR). Classroom action research is a research activity carried out on a number of target subjects, namely students, with the aim of improving the learning situation in the classroom so that learning quality occurs [14], [15]. This research was carried out in class VII of SMP Negeri 10 Ruteng located in Rai Village, Ruteng District, Manggarai Regency, East Nusa Tenggara, Indonesia. This research is planned to be carried out in March 2023 at SMP Negeri 10 Ruteng.

Data collection is carried out using methods that researchers can use to collect data. The technical method indicates a word that is abstract and not embodied in an object, but its use can only be seen through interviews, observations, tests and documentation. The data collection techniques used by researchers when conducting research are interview techniques, observation, tests and documentation. The steps taken in this research consist of 2 cycles and each cycle contains planning, implementation, observation and reflection content.

At the planning stage, the research team determines the subject matter that will be taught. Also at this stage, the team prepares lesson plans, prepares learning materials and media, and makes student observation sheets and prepares documentation during the research process. At the action implementation stage, the teaching team or teacher conveys the learning objectives (Competency Standards) to be achieved in the material to be taught. Apart from that, at this stage the teacher forms groups, explains the material to be taught accompanied by questions and answers first. Next, the teacher begins to apply the contextual method.

The third stage is observation. At this stage, we together with the teacher supervise the activities of student groups and observe their level of success in learning. At this stage, in-depth

observations are also made of the course of the learning process, including writing. In addition, the research team observed the communication and collaboration processes of students in groups. The team also communicates regarding weaknesses that can be anticipated in the next cycle. The final activity is reflection. In this activity, the team analyzes the results of observations to make temporary conclusions about the learning that occurred in the first cycle which is then used as learning for the second cycle.

### 3 Results and Discussion

At the end of cycle I, a final test is given which aims to see the success of the actions given, if students achieve a minimum completion criterion of 70. The test result data can be seen in the following table.

Table 1 Results of Ability to Write Folk Poetry Texts (Pantun) in Cycle I

	Observed aspects			Total score	Percentage of Learning Completeness	
	Content Poetry	Structure Poetry	Rule Language		Complete	Not Completed
Score	79	74	66	215	80%	20%
Average Score	3.16	2.96	2.64	8.6		

Based on the results of the analysis of the average scores obtained by students, the pre-action learning results were 8.6. It is known that out of 25 students, 20 (80%) met the minimum completeness criteria. Meanwhile, there are 5 students who have not reached the MCC (20%). Based on Table 1, it can be said that the majority of students have understood the learning content, but the figure of 20% who have not completed it is still outside the target. Therefore it continues to the second cycle.

In the second cycle we carried out an analysis of the results of the actions and observations during the first cycle. We realize that there are still errors regarding individual student activity. In the first cycle, only students representing the group were active in learning and during presentations. Therefore, in the second cycle we improved it by providing proportional opportunities to each student. Data from the analysis of the test results in the second cycle are presented in table 2 below.

Table 2 Table of Test Result Values in Cycle II

	Observed aspects			Total score	Percentage of Learning Completeness	
	Content Poetry	Structure Poetry	Rule Language		Complete	Not Completed
Score	82	83	77	242	92%	8%
Average Score	3.28	3.32	3.08	9.68		

The Based on Table 2, it can be seen that almost all aspects observed experienced an increase in scores. It can also be seen that the percentage level of students who have completed is 92% or 23 students, while those who have not completed are 8% or only 2 students.

Improving the ability to write folk poetry texts (pantun) using a contextual approach in class VIIC students at SMP Negeri 10 Ruteng aims to determine the increase in the ability to

write folk poetry texts (pantun), as well as to determine the increase in the ability to write folk poetry texts (pantun) using the approach contextual to class VIIC students at SMP Negeri 10 Ruteng. Cognitive results were obtained through individual student tests in learning to write folk poetry texts (pantun), while student activity was obtained from observations during the learning process through observation sheets.

Student written test data in learning to write folk poetry texts (pantun) is taken from the scores for each aspect that has been determined in the established assessment guidelines. The aspects that will be assessed in the student written test are the structure of the pantun, the linguistic elements of the pantun text, and the content. In the learning process at cycle I stage, there were several obstacles experienced by students, such as not paying attention to the teacher's explanations, not asking questions about material that they did not understand, and not answering questions given by the teacher during the learning process. Based on several obstacles faced by students during the learning process, cycle II was implemented to increase activity and skills in order to achieve the planned targets.

#### 4 Conclusion

Based on the results of the research above, it can be concluded that the application of contextual methods in learning Indonesian is able to encourage students' writing skills. Through these skills, students are able to express their thoughts regularly in writing so that readers can easily understand them. The application of a contextual approach can improve the ability to write folk poetry texts (pantun) of class VIIC students at SMP Negeri 10 Ruteng. In general, it can be said that the application of a contextual approach can improve the results of the rhyme writing ability of class VIIC students at SMP Negeri 10 Ruteng. These results provide important information for teachers to apply a contextual approach in language learning including related material.

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