

The Effect of Contextual Learning Strategies on the Ability to Write Poetry For Grade VIII Students of MTs N Tanjungbalai

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Abstrak

This study aims to determine the effect of contextual learning strategies (CSLS) on the poetry writing skills of eighth-grade students at MTsN Tanjung Balai. The study used a quantitative approach with experimental methods and design. pretest-posttest control group. The study population consisted of 320 students spread across 10 classes. The study sample consisted of two classes: class VIII-1 as the experimental class implementing SPK and class VIII-4 as the control class using expository learning strategies. Data collection was conducted through a poetry writing ability test, then analyzed using statistical techniques to test the effect of the treatment. The results showed that the average score of students' poetry writing ability at the pretest was 67.81, while the average value of the experimental class after the implementation of SPK increased to 77.50. The results of the analysis also showed that contextual learning strategies had a significant effect on the poetry writing ability of grade VIII students at MTsN Tanjung Balai. The implications of this study indicate that contextual learning strategies can be used as an effective learning alternative to improve poetry writing skills because they are able to connect material with students' real experiences, thereby encouraging creativity, imagination, and the ability to express ideas in the form of poetry.

Keywords: *Contextual Learning; Writing Skills; Poetry; MTs N Tanjungbalai*

A. INTRODUCTION

Education is a crucial factor that greatly influences social life. Through education, students are guided to adapt to their environment, thus creating changes within themselves that enable them to play an optimal role in society. Education enables individuals to improve their social status. In the education system, the teaching and learning process is at the heart of all activities, as the success or failure of educational goals can be seen from their implementation (Lestari, 2025). Therefore, Indonesian is designated as a compulsory subject in the Indonesian education system.

Learning Indonesian encompasses several language skills, namely writing, reading, speaking, and listening (Rahim, 2023). These four skills are equally important. Mastery of language skills can help students understand the learning process. Writing is an activity that allows someone to express their thoughts and feelings about an object, determine what will be conveyed, and organize them in written form so that they are easily understood by the reader (Setiawan, 2020). Essentially, writing is not only intended to express thoughts and feelings, but also serves as a means to express ideas, knowledge, and life experiences through written language (Masriana, 2025). One

language skill that requires special attention is writing, particularly poetry. Writing poetry requires not only mastery of language rules but also the ability to process imagination, feelings, and personal experiences into meaningful literary works. However, in reality, many students experience difficulties in writing poetry, such as limited ideas, poor mastery of diction, and low motivation to learn due to conventional and less contextual learning.

Poetry is a form of literary work generally conveyed with rhythm and utilizes figurative language (Fadila, 2025). Poetry can be defined as a literary work that contains the poet's ideas conveyed concisely and succinctly through a harmonious combination of sounds and the choice of figurative words (Septiani, 2021). Thus, poetry is a concise expression of the poet's ideas with harmonious sounds and the use of imaginative language. Poetry plays an important role in encouraging children to reflect on the meaning behind words, express feelings, and hone their creativity (Batubara, 2023). Through poetry, children can learn about metaphors, symbols, and figurative language, which can enhance their critical and analytical thinking skills (Musyarafah, 2025). Ideally, learning to write poetry focuses not only on writing skills but also on accurate word choice and the students' ability to develop ideas (Sirima, 2025).

People are often reluctant to write because they don't understand the purpose of writing, feel they lack talent, and don't know how to write well (Sinaga, 2021). This lack of interest in writing is also influenced by family and community environments, as well as experiences learning to write at school that lack encouragement and motivation (Devianty, 2022). Yet, writing skills are crucial for students to master because they can train and develop thinking skills (Resmini, 2022). Through these skills, students are able to think critically in responding to various life phenomena and express these ideas in various forms of writing.

This problem was also found in eighth grade students at MTsN Tanjungbalai. Based on initial observations, poetry writing lessons tended to be theoretical and did not relate the material to students' real experiences. This caused students to find it difficult to express their ideas in poetry and were less enthusiastic in participating in the learning process. Information was obtained that in the implementation of Indonesian Language learning, most students had not achieved the Learning Objective Completion Criteria (KKTP) set at 80. This was because in the teaching and learning process, teachers still dominated learning activities using conventional methods in the form of lectures, so that learning took place in a one-way manner. In fact, the learning process should take place in two directions through interactions between teachers and students, between students, and between students and learning resources (Erawati, 2024). Active student involvement in learning activities is essential to prevent them from feeling bored and tired. Therefore, the role of teachers in learning should only be as facilitators and guides for students, so that learning strategies are needed that are able to connect the subject matter with the context of students' daily lives so that learning becomes more meaningful and interesting.

One learning strategy considered relevant to addressing these issues is the contextual learning strategy (CSS). This strategy emphasizes the connection between learning materials and students' real-life experiences, thus encouraging active, creative, and reflective learning (Murtini, 2022). Through CSS, students are expected to be able to find poetic ideas from their surroundings and personal experiences (Kusumawati, 2022). Therefore, this study aims to determine the effect of the contextual learning strategy on the poetry writing skills of eighth-grade students at MTsN Tanjungbalai. The SPK approach offers a solution by linking learning materials to students' real-life situations. It emphasizes the importance of hands-on experience in the teaching and learning process, enabling students to connect what they learn to everyday experiences (Yolanda, 2024). Through this approach, students are not merely passive recipients but actively engaged in

constructing their own knowledge.

The SPK (Student-Based Learning) approach consists of several main components: constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment (Sugiarto, 2020). These components encourage students to learn independently, develop creativity, and enhance critical thinking skills (Bahri, 2025). In learning to write poetry, the SPK approach can help students explore new ideas through direct observation of their surroundings. Furthermore, SPK allows students to draw on personal experiences as a source of inspiration in writing poetry, making the learning process more meaningful and engaging.

Although various studies have shown that the approach Contextual Teaching and Learning (CTL) is effective in improving students' writing skills and poetry appreciation, but most studies are still literature studies that synthesize previous research findings. These studies provide a general overview of the advantages of CTL, but have not yet presented empirical evidence through direct testing of the strategy's effectiveness in specific school contexts, levels, and student characteristics.

For example research conducted by Yosi Aunike Sinuraya (2025) with the title *Contextual Approach in Poetry Learning in Secondary Schools: A Literature Study* differs from this study in terms of method, data sources, and research objectives. The study used a literature study method by analyzing twenty scientific articles to examine the effectiveness of the Contextual Teaching and Learning (CTL) approach in poetry learning. Meanwhile, this study used an experimental method with a quantitative approach to directly test the effect of contextual learning strategies on the poetry writing skills of eighth-grade students at MTsN Tanjung Balai. Thus, this study provides empirical evidence regarding the effectiveness of contextual learning strategies in poetry writing learning.

In addition, research conducted by Maharani Rahmi Fitri with the title *Improving the Ability to Write Free Poetry Through a Contextual Approach with Direct Object Media in Grade VII Students of SMP IT Bunayya Pekanbaru* Also has differences with this study in the use of media, subjects, and research objectives. The study combines a contextual approach with direct object media to improve the ability to write free poetry in grade VII students of SMP IT Bunayya Pekanbaru. Meanwhile, this study focuses on the effect of contextual learning strategies on the poetry writing ability of grade VIII students at MTsN Tanjung Balai without using direct object media. Thus, this study provides empirical evidence regarding the effectiveness of contextual learning strategies in different contexts, levels, and research subjects.

B. METHOD

This research uses a quantitative approach. Quantitative research is based on the philosophy of positivism and is used to examine specific populations or samples (Sugiyono, 2021). The method used is a true experiment (true experimental research), which is a method that aims to test causal relationships by controlling external variables that can influence research results (Sugiyono, 2021). The research design used is Two Group Design, namely an experimental design involving two groups, consisting of an experimental group that was given treatment in the form of a contextual learning strategy (SPK) and a control group that was given learning using an expository strategy.

The research population was all eighth grade students at MTsN Tanjung Balai, which consists of 10 classes with a total of 320 students. The research sample was selected using the technique simple random sampling, that is, each class has an equal opportunity to be a sample. The sampling process was carried out by drawing lots from all VIII classes, then selecting class

VIII-1 as the experimental class and class VIII-4 as the control class, each consisting of 32 students.

This study has two variables: the independent variable (X) in the form of contextual learning strategies and the dependent variable (Y) in the form of poetry writing skills. Data were obtained through a family-themed poetry writing test conducted in two stages: pretest before treatment and posttest after treatment. The research instrument was a poetry writing performance test assessed using a rubric based on indicators of content suitability to the theme, title accuracy, choice of diction, and cohesiveness of the poem's content (Alfina Pratiwi, 2023). Each indicator was scored using a 1–5 scale, then summed and converted to a 0–100 scale to obtain a final score for students' poetry writing ability.

Before use, the research instrument was tested for content validity (content validity) through expert judgment to ensure the indicators align with the competencies being measured. Furthermore, the instrument's reliability was tested using Cronbach's Alpha coefficient. The test results indicated that the instrument met the criteria for validity and reliability, making it suitable for use as a data collection tool. Data analysis techniques include normality tests using the Liliefors test, homogeneity tests using the F test, and hypothesis tests using the t-test to determine the effect of contextual learning strategies on students' poetry writing abilities..

C. RESULTS AND DISCUSSION

Results

The following are the results of research on (1) students' ability to write poetry texts at the pre-test stage by applying the conventional model; (2) Ability to write poetry texts at the post-test stage by applying the SPK model; (3) The effect of applying the SPK model on the ability to write poetry texts of class VIII students at MTsN Tanjung Balai.

a. The Ability to Write Poetry Texts of Class VIII Students at MTsN Tanjung Balai in the Pretest Stage

Students' poetry writing abilities during the pre-test showed quite a wide variety of results. The scores obtained by students ranged from 55 to 80, with the lowest score being 55 and the highest reaching 80. Based on the assessment results, 10 students fell into the good category, while 11 students fell into the adequate category, and 11 students fell into the poor category. In addition, 27 students achieved or exceeded the established Minimum Learning Achievement Criteria (Kriteria Ketercapaian Tujuan Pembelajaran/KKTP) of 80. However, the overall mean score for students' poetry writing ability on the pre-test was 67.81. These findings indicate that students' initial proficiency in poetry writing remained below the expected competency level, suggesting the need for instructional interventions to enhance their writing skills and enable a greater proportion of students to meet the prescribed learning outcomes.

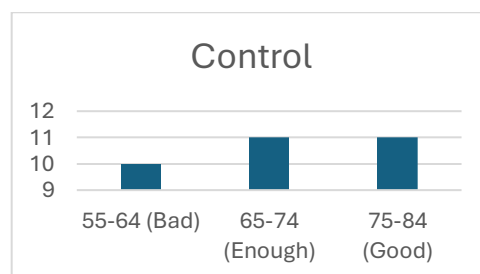


Figure 1. Frequency Histogram of Students' Poetry Writing Ability Scores at the Control Class.

b. Descriptive Text Writing Ability of Grade VIII Students of MTsN Tanjung Balai (Posttest)

The ability to write descriptive texts of students taught by teachers at the post-test stage has an overall value ranging from 60-95, with the lowest value being 60 and the highest value being 95. Students who received scores in the very good category were 12 students, in the good category were 8 students, in the sufficient category were 8 students and in the less than adequate category were 4 students.

Furthermore, 10 students successfully attained the established KKTP score of 80. The mean score of students' poetry writing ability in the post-test phase reached 77.5. This improvement indicates that the students demonstrated better performance in writing poetry after receiving the treatment through the contextual learning strategy. Therefore, it can be inferred that the implementation of the treatment contributed positively to enhancing students' ability to express ideas, develop poetic elements, and produce better-quality poetry texts.



Figure 2. Frequency Histogram of Students' Poetry Writing Ability Scores at the Post-test Stage

c. Results of the Normality Test of Pre-test Student Data

Testing the normality of the data at the pretest stage (students' poetry writing ability scores with conventional learning model treatment produced a maximum Lo of 0.112. From the list of critical L values for the Liliefors test with $n = 32$ and a significance level of $\alpha = 0.05$, it was obtained $Lt = 0.1542$. Based on the results of the normality test presented above, the calculated value of Lo was lower than the critical value of Lt . Therefore, the pre-test data on students' poetry writing ability can be considered to originate from a normally distributed population. This result demonstrates that the obtained data satisfied the normality assumption, indicating that the data were suitable for further statistical analysis.

d. Results of the Post-test Student Data Normality Test

Data normality testing at the post-test stage (students' poetry writing ability scores with SPK treatment) produced a maximum Lo of 0.08265. From the list of critical L values for the Liliefors test with $n = 32$ and a significance level of $\alpha = 0.05$, $Lt = 0.1542$ was obtained. Based on the results presented above, the calculated value of Lo was found to be lower than the critical value of Lt . Therefore, it can be concluded that the data on students' poetry writing ability at the post-test stage were obtained from a normally distributed population. This result confirms that the post-test data fulfilled the normality assumption, allowing further statistical analysis to be conducted.

e. Homogeneity Test Results

This homogeneity of variance test aims to see the similarity of students' poetry writing ability scores based on the value groups in the experimental and control classes. This statistical

technique is used to test the null hypothesis (H_0) which states that the variance of students' poetry writing ability scores based on the treatment groups is homogeneous at the real level $\alpha = 0.05$, inversely proportional to the counter hypothesis (H_1) which states that the variance of students' poetry writing ability scores based on the value groups is not homogeneous at the same level.

The test criteria used are that H_0 is rejected if the calculated F value is smaller or equal to the critical F table at the real level of $\alpha=0.05$. Conversely, if the value of $F_{hitung} < F_{tabel}$ at the real level 0.05, then H_0 which states that the homogeneous variance value is accepted. The results of the homogeneity test calculations using the Excel application will be discussed in the table below.

Table 1. Results of Homogeneity Test

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	77,5	67,8125
Variance	135,4839	72,47984
Observations	32	32
df	31	31
F	1,869263	
P(F<=f) one-tail	0,043284	
F Critical one-tail	1,822132	

Based on the calculations above, it is known that the calculated F value is 1.72 and the critical F table value is 1.82. By adjusting the previous homogeneity test calculation criteria, the calculated F value is smaller than the critical F table value, so it is concluded that the data in this study are homogeneous.

f. Hypothesis Test Results

Hypothesis testing is intended to determine whether the proposed null hypothesis (H_0) is rejected, or conversely, at a certain level of confidence, the proposed alternative hypothesis (H_1) is accepted. Hypothesis testing is carried out using a t-test. This statistical analysis technique is used to see the effect of SPK on the ability to write poetry texts in class VIII students of MTsN Tanjung Balai. The following presents the results of testing the research hypothesis as described above.

Table 2. Hypothesis Test Results

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	77,5	67,8125
Variance	135,4839	72,47984
Observations	32	32
Pooled Variance	103,9819	
Hypothesized Mean Difference	0	
df	62	
t Stat	3,800082	
P(T<=t) one-tail	0,000166	
t Critical one-tail	1,669804	
P(T<=t) two-tail	0,000332	
t Critical two-tail	1,998972	

Based on the results of the t-test analysis, the calculated t-value (t_o) was 3.80, while the

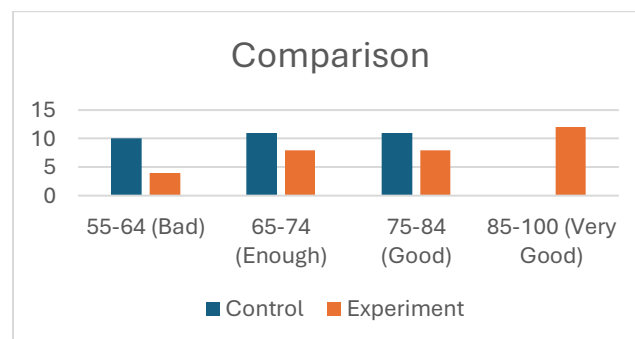
t-table value (t_t) at the determined significance level was 1.99. Since the calculated t-value was greater than the t-table value, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. Therefore, it can be concluded that the implementation of the contextual learning strategy (SPK) had a significant effect on students' ability to write poetry texts in class VIII at MTsN Tanjung Balai.

2. Discussion

During the post-test, student activity increased. This was because students had adapted to the SPK implemented by the teacher during their learning. By implementing SPK, students will understand the lesson more easily because the material is related to everyday life or based on their experiences. Based on the pre-test results, the average score for students' poetry writing ability was 65.83. This finding was also supported by the researcher's observations during the study. Students in the pre-test tended to feel bored and less active in learning. This situation was exacerbated by the lack of learning media used during the lesson, making the classroom appear very passive, with only the teacher appearing more active.

The findings of this study are supported by Simanullang (2024) through his research which found that SPK obtained significant results from learning outcomes in the ability to write poetry texts to be better by using SPK. This can be proven from the results of the tests carried out by obtaining $T_{hitung} = 9.5035$ and $T_{tabel} = 1.67155$ with a significance rate of 0.05 so that it shows $T_{hitung} > T_{tabel}$ then, the alternative hypothesis (H_a) is accepted.

Furthermore, Putri (2023) also supported this finding through her research, which found that there was an increase in students' poetry writing skills. This was based on the results of the normalized gain test, which showed a 47% increase in the experimental class taught using the contextual teaching and learning model. Based on the research results, the average poetry writing ability of students using SPK and conventional learning models differed significantly, at 75.00 compared to 65.83. This indicates that the use of SPK is superior to conventional learning models, particularly in poetry writing.



Based on the data recapitulation, there is a difference in poetry writing ability between students in the post-test and pre-test stages. The majority of poetry writing ability scores in the post-test class were in the highest range, namely 86-100 (12 students), while in the control class, the majority of students scored in the range of 55-74 (24 students).

In addition, the difference in the average (mean) scores in the two research classes showed a significant difference. The average score of students' poetry writing ability at the post-test stage was 77.5, higher than at the pre-test stage, which was 67.81. Furthermore, the difference in students who achieved the KKTP score in learning to write poetry texts was quite significant. At the post-test stage, 10 students obtained scores according to the KKTP. Meanwhile, only 5

students received scores in the pre-test.

D. CONCLUSION

Based on the results of the analysis of research data regarding the influence of contextual learning strategies (SPK) on the poetry writing abilities of class VIII students at MTsN Tanjung Balai, the researcher concluded that:

1. The average value of students' poetry writing ability at the stagepretestis 67.81.
2. The average value of students' poetry writing ability in the experimental class after implementing the contextual learning strategy increased to 77.50.
3. There is a significant influence of the application of contextual learning strategies (SPK) on the poetry writing ability of class VIII students at MTsN Tanjung Balai.

The findings indicate that contextual learning strategies can improve poetry writing skills because they provide students with opportunities to connect learning materials with real-life experiences, the environment, and everyday life. Through an active learning process, students more easily find ideas, choose appropriate diction, and develop imagination and creativity in writing poetry. The results of this study are in line with the theory of Contextual Teaching and Learning, which states that learning will be more meaningful if students build their knowledge based on direct experience. Thus, contextual learning strategies can be used as an effective alternative in teaching poetry writing at the Islamic junior high school (madrasah tsanawiyah) and secondary school levels because they not only improve learning outcomes but also encourage active involvement, creativity, and critical thinking skills in students.

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