

Improving Elementary Students' Poetry Writing Through Contextual Teaching and Learning: An Audiovisual-Assisted Approach

Meningkatkan Kemampuan Menulis Puisi Siswa SD melalui Pembelajaran Kontekstual (CTL): Pendekatan Berbantuan Audiovisual

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doi: 10.24036/jbs.v12i2.128138

Submitted: March 28, 2024

Revised: June 10, 2024

Accepted: June 25, 2024

Abstract

Grade V students at SDN Bojong 03 had low learning outcomes in poetry writing skills, which called for an intervention to enhance their performance. This study aimed to investigate the effectiveness of the Contextual Teaching and Learning (CTL) model, with the assistance of audiovisual media, in improving students' poetry writing skills. A classroom action research was conducted with 26 fifth-grade students at SDN Bojong 03. The study consisted of three cycles, each comprising planning, implementation, observation, and reflection stages. Each cycle included three 70-minute meetings. Student performance was evaluated based on achieving a score of ≥ 70 in poetry writing tasks. The study demonstrated progressive improvement across the three cycles. The percentage of students achieving scores ≥ 70 increased from 48% (12 students) in Cycle I to 65% (17 students) in Cycle II, and finally to 85% (22 students) in Cycle III, with an average score of 77. The significant increase in learning outcomes suggests that the Contextual Teaching and Learning (CTL) model, supported by audiovisual media, is an effective approach for improving poetry writing skills among fifth-grade students. This method shows promise for enhancing language arts instruction in primary education.

Keywords: *Poetry writing skills; contextual teaching and learning; audiovisual media; primary education*

Abstrak

Siswa kelas V SDN Bojong 03 menunjukkan hasil belajar yang rendah dalam keterampilan menulis puisi, sehingga perlu dilakukan intervensi untuk meningkatkan kinerja mereka. Penelitian ini bertujuan untuk mengetahui efektivitas model Contextual Teaching and Learning (CTL) berbantuan media audiovisual dalam meningkatkan keterampilan menulis puisi siswa. Penelitian tindakan kelas dilakukan dengan melibatkan 26 siswa kelas V SDN Bojong 03. Penelitian ini terdiri dari tiga siklus yang masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Setiap siklus terdiri dari tiga pertemuan selama 70 menit. Kinerja siswa dinilai berdasarkan pencapaian skor ≥ 70 dalam tugas menulis puisi. Penelitian ini menunjukkan peningkatan yang progresif selama tiga siklus. Persentase siswa yang mencapai nilai ≥ 70 meningkat dari 48% (12 siswa) pada Siklus I menjadi 65% (17 siswa) pada Siklus II, dan akhirnya menjadi 85% (22 siswa) pada Siklus III, dengan nilai rata-rata 77. Peningkatan hasil belajar yang signifikan ini menunjukkan bahwa model Contextual Teaching and Learning (CTL) yang didukung oleh media audiovisual merupakan pendekatan yang efektif untuk meningkatkan kemampuan menulis puisi di kalangan siswa kelas 5 SD. Metode ini menunjukkan harapan untuk meningkatkan pengajaran seni bahasa di pendidikan dasar.

Kata kunci: *Keterampilan menulis puisi; pengajaran dan pembelajaran kontekstual; media audiovisual; pendidikan dasar*

INTRODUCTION

Writing skills constitute one of the core language competencies taught to primary school students under the current independent curriculum. Writing serves as a means of communication that doesn't require face-to-face interaction (Tarigan, 2013). As an expressive and productive activity, writing involves the articulation of one's ideas, thoughts, and feelings, combined with the ability to craft words into coherent text. However, mastering writing skills presents a significant challenge for elementary

school students. They often struggle to generate ideas for sentences and find it difficult to construct sentences that are easily comprehensible. Proficiency in writing is not acquired instantaneously; rather, it demands consistent practice to produce high-quality written work. Students frequently encounter obstacles in identifying concepts to express in sentences and in stringing words together to form clear, understandable sentences. Thus, the development of writing skills requires ongoing effort and practice to achieve proficiency.

Enhancing writing skills in elementary schools can be achieved through various exercises, including composing speeches, short stories, poems, dramas, and rhymes. The independent curriculum's learning outcomes for phase C, particularly for fifth-grade students, emphasize the ability to express feelings based on facts and imaginations, both personal and from others, in the form of poetry using creative vocabulary (BSKAP 2022). This educational objective specifically requires students to develop proficiency in poetry writing. Sukawi (2022) defines poetry as a literary work that embodies beauty and meaning within each carefully crafted phrase. Ideally, the poems created by students should evoke emotional responses, resonate with readers, and be easily comprehensible. These compositions should be characterized by their imaginative and emotive qualities, while also conveying profound messages and meanings.

The curriculum designed for elementary school students centers on children's poetry, a genre that can be composed by both adults and children, but with a child's perspective as the primary focal point. Children's poetry encompasses both intrinsic and extrinsic elements (Nurgiyantoro, 2021). Intrinsic elements consist of the theme, which is the underlying idea or concept of the poem, and the meaning, which refers to the content or message conveyed within the poem. Figurative language, such as metaphors or similes, is generally not extensively used in children's poetry. On the other hand, extrinsic elements include rhyme, which enhances the musicality of the poem, and diction, which pertains to the choice of words. In children's poetry, diction is typically straightforward and easily understandable, with minimal utilization of figurative language.

Poetry writing is a skill that allows students to express ideas and emotions through meaningful words (Melasarianti et al. 2019). Scholars like Waluyo (2021) define poetry as an artistic form of literature that uses rich language and elegant grammar to convey human ideas and thoughts. Pradopo (2019) sees poetry as a way to express thoughts through rhythmic words that evoke emotions and stimulate the imagination. Combining these perspectives, we can define poetry writing as a skill that challenges students to merge ideas, experiences, and emotions in order to create aesthetically pleasing and meaningful arrangements of words that ignite the imagination. It is important to note that writing poetry is a skill that is developed through practice and habituation, rather than being an innate talent. However, many students struggle with mastering this skill. Arianti's (2020) research highlights common obstacles in poetry writing, including difficulties in generating ideas and concepts, as well as challenges in creating meaningful combinations of words. These findings emphasize the complexity of poetry writing and the need for targeted instructional strategies to support students in developing this skill.

Learning literature, especially writing poetry, has many benefits for elementary school students. Huck, Hepler, and Hickman (as cited in Bachtiar & Siheas, 2016) identify four main advantages: developing a love for books, improving interpretation skills, increasing awareness of literary activities, and enhancing literary appreciation skills. These benefits provide students with valuable life skills that can boost their emotional intelligence and broaden their perspectives. Additionally, engaging with literature allows students to express their emotions creatively. By immersing themselves in literature, students gain a deeper understanding of different perspectives and develop a more nuanced approach to interpreting the world, which prepares them for adulthood.

However, writing poetry presents challenges for many students. It is important to recognize that writing poetry is a skill acquired through practice and habit, rather than an innate talent. This understanding emphasizes the need for consistent effort and guided instruction to develop proficiency. Arianti's (2020) research highlights two common obstacles that students face in writing poetry: struggling to generate ideas and concepts, and difficulties in crafting meaningful word combinations. These findings underscore the complexity of the task and emphasize the importance of tailored instructional strategies. Educators should address these obstacles by providing students with techniques for generating ideas and selecting words, creating an environment where students can gradually build their confidence and competence in writing poetry.

Writing poetry, as a component of literary education, offers multiple benefits for elementary school students. Huck, Hepler, and Hickman (as cited in Bachtiar & Siheas, 2016) identify four key advantages: developing a love for books, enhancing literary interpretation skills, increasing awareness of literary activities, and improving literary appreciation. These skills enrich students' emotional intelligence and broaden their worldview, serving as valuable tools for adulthood.

Moreover, poetry writing provides an outlet for emotional expression. However, it's crucial to recognize that poetry writing is a skill honed through practice rather than an innate talent. Arianti's (2020) research highlights common challenges students face, including difficulty in generating ideas and crafting meaningful phrases. This underscores the need for targeted instructional strategies to support students in developing their poetry writing skills.

The challenges in poetry writing often stem from ineffective teaching approaches that fail to develop students' creative abilities. To address this, teachers should adopt learning models that relate closely to students' lives, thereby enhancing their reasoning and creativity. Dewey's principle that learning is most effective when it provides meaning connected to real life or prior knowledge (Ahrisya et al., 2019) supports this approach. The Contextual Teaching and Learning (CTL) model emerges as a suitable method. Johnson (2002) argues that CTL enables students to absorb the meaning of subject matter by connecting new information to their existing knowledge and experiences, thus facilitating more effective learning in poetry writing.

The Contextual Teaching and Learning (CTL) model is an educational approach that connects learning materials with students' real-world experiences (Kadmayana et al., 2021). This model encourages students to independently discover concepts through a process grounded in their personal experiences and real-world contexts (Neftyan et al., 2018). Mundzir (2022) argues that CTL enhances student productivity by making taught material more meaningful. In essence, CTL is a learning model that fosters student productivity by relating educational content to their real-world experiences, enabling independent concept discovery and creating more significant learning experiences. This approach bridges the gap between abstract academic concepts and students' lived experiences, potentially enhancing engagement and comprehension in subjects like poetry writing.

Previous research demonstrates the effectiveness of the Contextual Teaching and Learning (CTL) model in enhancing writing skills. Febriana et al. (2018) reported improved poetry writing among third-grade students using CTL, though without audiovisual aids. Similarly, Simanulngkalit & Pultri (2019) found that CTL enhanced fifth-grade students' descriptive writing skills. These studies affirm CTL's efficacy in improving learning outcomes across different writing genres and grade levels. The model's relevance extends to 21st-century education, which demands critical thinking, innovation, problem-solving, and collaboration skills (Yulianti & Wullandari, 2021). CTL's approach of connecting learning to real-world contexts aligns well with these modern educational requirements, making it a suitable pedagogical strategy for contemporary classrooms.

This study innovates on previous research by incorporating both the Contextual Teaching and Learning (CTL) model and varied audiovisual media. Current classroom practices often rely solely on static pictures from textbooks, limiting student engagement. Audiovisual media, however (e.g., videos, animations), can capture real-world objects and events, allowing students to experience concepts beyond the constraints of physical size or location (Melissa & Yanda, 2019). Furthermore, media facilitates the manipulation and display of information according to the teacher's instructional goals.

Audiovisual media, encompassing video recordings, films, and sound slides, combines visual and auditory elements to engage sight and hearing. Research suggests its effectiveness in education. Rukayah et al. (2018) highlight its superior capabilities due to the combined impact of auditory and visual media. Studies by Suryansah & Suwarjo (2016) and Mashudi et al. (2021) demonstrate its ability to clarify subject matter and enhance learning outcomes, potentially fostering a more enjoyable learning experience.

Nurcahyanti & Tirtoni's (2023) quantitative study using audiovisual media to enhance social studies learning outcomes in grade V elementary students exemplifies successful research in this field. Their findings of significant improvement in learning outcomes before and after media implementation (pretest-posttest) provide a strong case for its effectiveness.

Anjarsari et al. (2020) investigated the development of Powtoon-based audiovisual media for teaching mathematics to elementary school students. While their research targeted grade V and used audiovisual elements, it focused on developing the media itself (Powtoon) and its impact on understanding flat building materials. In contrast, our study explores how teachers can utilize Contextual Teaching and Learning (CTL) models with supplementary audiovisual media to enhance students' poetry writing skills.

The continued effectiveness of the Contextual Teaching and Learning (CTL) model for enhancing poetry writing skills is supported by Meiliyana & Hikmat's (2022) research. Building on this success, our study investigates the potential of integrating audiovisual media with the CTL model to further improve learning outcomes in poetry writing at SDN Bojong 03.

METHODS

This classroom action research was conducted at SDN Bojong 03, Tenjo District, Bogor Regency, West Java, with a class of 26 fifth-grade students (14 female, 12 male). Employing a cyclical design based on Kemmis & Taggart (1988), the research involved four stages (planning, implementation, observation, reflection) enacted collaboratively by the researcher (teacher) and an observer (peer). The aim was to enhance students' poetry writing skills through a Contextual Teaching and Learning (CTL) model supplemented with audiovisual media.

This classroom action research employed a multi-method approach to assess the impact of a Contextual Teaching and Learning (CTL) model on students' poetry writing skills. To gain a comprehensive understanding of how the research impacted both teacher and student behavior, the researchers utilized monitoring data. This data tracked actions taken by both parties in alignment with the seven core components of the CTL model as outlined by Komalasari (2010). These components include: constructivism, which encourages students to build knowledge based on real-world experiences or their own connections to videos shown in class; questioning, where students actively engage with the material by asking questions about the presented content; modeling, where the teacher provides examples of well-written poetry; learning community, where the teacher fosters an environment for students to exchange ideas and share knowledge through discussions or games; inquiry, which encourages students to discover concepts and knowledge through contextual video presentations or other learning activities; authentic assessment, where students' work is evaluated by the teacher or by their peers through tests, portfolios, performances, or similar methods; and reflection, a process where both teachers and students consider what was learned, what needs improvement, and how to further enhance the learning process.

In addition to monitoring data, the researchers employed a range of tools to provide a richer picture of the learning process and student progress. These tools included observation instruments specifically designed to capture clear details about classroom activities. Field notes from observers, interviews with participants, and documentation of activities conducted throughout the research period provided further depth and context. By utilizing this multi-method approach, the researchers were able to gain a holistic understanding of how the CTL model, when combined with audiovisual media, impacted the development of students' poetry writing skills.

This classroom action research employed multiple data collection techniques to assess the impact of the intervention. Data sources included field notes, observations, interviews, tests, and documentation of student learning activities at SDN Bojong 03 (grade 5, Tenjo District, Bogor Regency). Prior to analysis, data reduction involved summarizing key information and removing missing data from observations and interviews.

FINDING AND DISCUSSION

The pre-action assessment identified a need for improvement in students' poetry writing skills. Only 9 students (31%) achieved a score of 70 or above, indicating mastery. The remaining 17 students (69%) scored below 70, indicating a need for intervention. For more specific details, see the table that is supplied below.

Table 1. Pre-action Assesment Result

Action Implementation	Number of Students	Completed		Incomplete	
		Number of Students	%	Number of Students	%
Pre-action	26	9	31	17	69

Cycle I

The first action cycle introduced students to the Contextual Teaching and Learning (CTL) model using video-based audiovisual media focused on rivers. Spanning three meetings of 70 minutes each (2 x 35 JP), the cycle covered the definition of poetry, its elements and composition steps, and culminated in a poetry writing skills test.

The teacher and student action observation instrument is based on the seven components of the Contextual Teaching and Learning (CTL) model. It assigns a score to each of these components to measure the results. In cycle I, the observation of teacher actions resulted in a score of 5 out of 7, or 71% of the total targeted scores. Meanwhile, the observation of student actions in cycle I resulted in a score of 4 out of 7, or a gain of 56%.

There are certain aspects that have not been achieved in observing teacher actions. For example, the teacher has not created an interactive classroom environment. Only active students are given the opportunity to express their opinions. Additionally, the classroom is still not conducive and the class atmosphere during discussions is not as expected. There are also many group members who have not received sufficient guidance from the teacher.

As for observing students' actions, there are some drawbacks. Students are reluctant to express their opinions or ask questions. They tend to passively wait for instructions from the teacher. Moreover, during group discussions, many students are not actively participating. Some students are still confused about completing their learner worksheets, possibly because they are not familiar with the new learning process.

Table 2. Results of Teacher Observation Actions

No	Observed Core Activities	Implementation	
		Yes	No
1.	The teacher shows audiovisual videos and encourages students to tell stories about their experiences based on the audiovisual media they see (<i>Constructivism</i>)	√	
2.	The teacher explains the material and gives examples of writing poetry (<i>modeling</i>)	√	
3	Students complete group assignments or students do poetry writing assignments (<i>inquiry</i>)	√	
4	The teacher guides students to complete the tasks given during the discussion and then gives students the opportunity to ask questions if they encounter problems (<i>questioning</i>)		√
5	The teacher guides students in concluding the results of discussion assignments and guides students if they encounter difficulties (<i>learning community</i>)	√	
6	Each group presents the results of their group work in front of the class, other groups provide responses, the teacher facilitates the discussion (<i>authentic assessment</i>)		√
7	The teacher helps students to reflect or conclude (<i>reflection</i>)	√	

Table 3. Observation Results of Student Actions

No	Observed Core Activities	Implementation	
		Yes	No
1.	Students observe audiovisual video shows and tell their experiences based on the video shows they see (<i>Constructivism</i>)		√
2.	Students listen to the teacher explaining the material and examples of writing poetry well (<i>modeling</i>)	√	
3	Students complete group assignments or students do poetry writing assignments (<i>inquiry</i>)	√	
4	Students complete the assignments given during the discussion under the guidance and supervision of the teacher and ask questions if they encounter problems (<i>questioning</i>).		√
5	Students are guided by the teacher in concluding the results of discussion assignments (<i>learning community</i>)	√	
6	Each group presents the results of their group work in front of the class, other groups respon, students assess their friends' work (<i>authentic assessment</i>)		√
7	Students and teachers reflect or conclude the material they have studied (<i>reflection</i>)	√	

The results of students' poetry writing skills have shown a slight increase. Initially, 9 out of 31% of the students scored ≤ 70 on the pre-test, while 14 students, accounting for 54%, have not yet achieved a score of 70. Nonetheless, despite the modest improvement, the average score has risen from 60 to 62. The criteria used to evaluate poetry encompass diction, language style, rhyme, meaning, and coherence between the title, content, and theme. These criteria are derived from the intrinsic elements of poetry, as outlined by Nugiantoro (2019). One major challenge encountered by

many students is the difficulty in employing diction that aligns with the theme, as well as the limited capacity to incorporate appropriate language styles into their poetry. Additionally, there is room for improvement in terms of rhyme. The results of students' poetry writing skills are presented in the table below.

Table 4. Cycle 1 Poetry Writing Skills

Implementation of Actions	The number of students	Complete		Not Completed	
		The number of students	%	The number of students	%
Pre-action	26	9	31	17	69
Cycle I	26	12	48	14	52

Cycle II

The implementation of cycle II was based on the results of reflection and evaluation of cycle I with the class teachers at SDN Bojong 03, Bogor Regency. This process took place over three meetings. In addition to using discussion methods, learning activities were supplemented with game methods. Although CTL was already being used in cycle I, researchers and observers felt the need to add more methods to achieve quicker improvement in poetry writing skills and to make the learning activities more enjoyable (Silitonga & Putra, 2021).

During the first meeting, the material discussed was the meaning of connotation and denotation. The teacher introduced a word-guessing game method based on a video show about plantations. One student was asked to guess the word written on the crown they were wearing, and the game continued with other students taking turns. In the second meeting, a word connection game based on the video was played. One student was chosen to start by selecting a word, and then other students had to choose words that matched the previous word to form a meaningful sentence. The choice of words was based on video shows about plantations. The third meeting involved a poetry writing test based on video shows.



Figure 1. Guess the word game

Cycle II was conducted on Wednesday, Wednesday, and Friday, January 2024 in Class V of SDN Bojong 02. The results of Cycle II demonstrated an improvement compared to previous efforts. Previously, the teacher was lacking in providing guidance and direction to the students; however, this issue has been addressed by the teacher. The teacher successfully executed 100% of the planned actions as observed. Nevertheless, there is still room for improvement in terms of student participation and confidence in expressing their experiences. It is crucial to ensure that all students, not just the active ones, feel encouraged to provide responses. The student observation results indicated a score of 86% for the implemented actions.

Table 5. Observation of Teacher and Student Actions

Observation of Teacher Actions		Observation of Shiva's Actions	
Cycle I	Cycle II	Cycle I	Cycle II
71%	100%	56%	86%

The poetry writing skills of the students in the second cycle demonstrated significant improvement. Discussions with the class teacher revealed that incorporating game methods, in addition to traditional

discussion methods, enhanced the learning process. Elementary school children in the concrete operational category particularly enjoyed engaging in games. In the initial session, a game involving pantomiming words was employed to introduce the fundamental aspects of poetry writing and to emphasize the nuanced meanings of words. In the subsequent session, a word connection game was utilized to stimulate students' creativity and encourage the generation of new, more meaningful vocabulary. These games, which were based on a recorded audiovisual video prepared by the teacher-researcher, contributed to a 15% enhancement in the students' skills. Initially, only 50% of the students achieved a score of 70 or above, but this figure increased to 65% following the implementation of the game methods. The average score among students also reached 70.

Table 6. Results of Cycle II Students' Poetry Writing Skills Test

Implementation of Actions	Complete		Not Completed		The number of students	Average value
	Students	Percent	Students	Percent		
Cycle I	12	48%	14	52%	26	62
Cycle II	17	68%	9	32%	26	70
Amount		100%		100%		

Cycle III

Based on the findings of Cycle II, learning activities were continued in Cycle III after reflection and evaluation by researchers and observers. However, the increase in learning outcomes did not reach three meetings. Therefore, the material provided in Cycle III remained the same as the material given in Cycle II, but with the addition of the game method used in Cycle II. However, the recorded video shown in Cycle III was different from the one in Cycle II. The audiovisual video emphasized the cleanliness of the school environment at SDN Bojong 03. The learning activities were enjoyable and aligned with the desired objectives. Students who were previously hesitant to give comments became more confident and actively participated in organizing discussions. Both teachers and students were observed to be actively engaged in the discussion, as evidenced by the observation sheet which recorded a 100% participation rate.

Table 7. Observation of Teacher and Student Actions

Observation of Teacher Actions			Observation of Shiva's Actions		
Cycle I	Cycle II	Cycle III	Cycle I	Cycle II	Cycle III
71%	100%	100%	56%	86%	100%

Figure 2. Observation of Teacher Actions

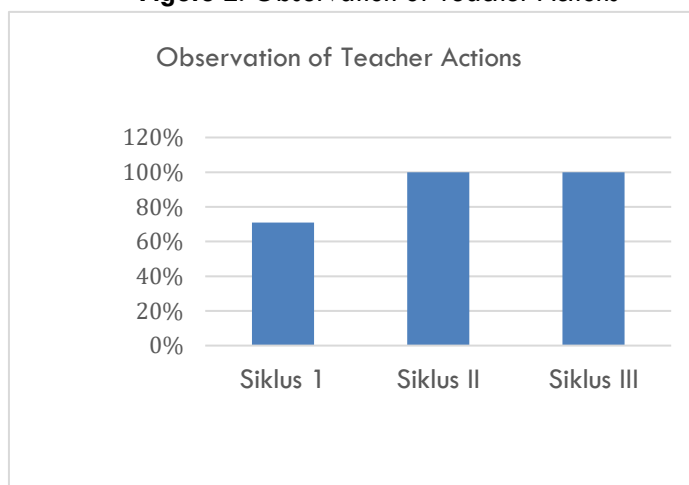
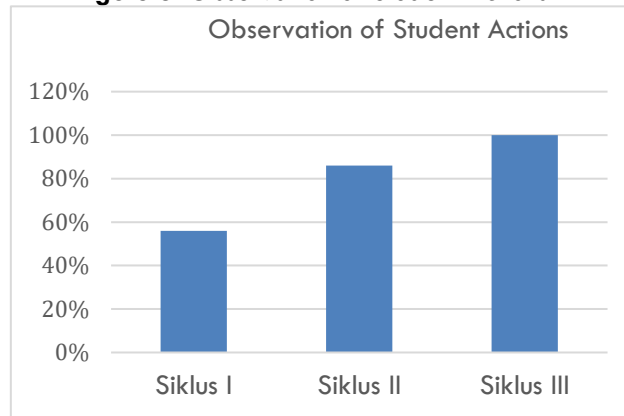


Figure 3. Observation of Student Actions



The poetry writing skills of the students have exceeded the expected target. In the previous cycle (cycle III), students encountered difficulties in selecting appropriate diction, language style, and rhyme. However, in the current cycle, students have demonstrated significant improvement in these areas. They have been able to effectively choose the appropriate diction, resulting in more meaningful poetry, and utilize suitable language styles, leading to more engaging poems. The learning outcomes for students have shown a 20% improvement from cycle II to cycle III, with an average student score of 77. Out of the total number of students, 22 students have completed the task, accounting for 85%. Only four students, or 15%, were unable to complete their work due to repeated absences caused by illness during the session on the elements of writing poetry.

Table 8. Results Skills in writing poetry every cycle

Implementation of Actions	Complete		Not Completed		The number of students	Average value
	Students	Percent	Students	Percent		
Cycle I	12	48%	14	52%	26	62
Cycle II	17	68%	9	32%	26	70
Amount		100%		100%		



Figure 4. Evaluation of Poetry Writing Test

This study adds to the growing body of research supporting the effectiveness of the Contextual Teaching and Learning (CTL) model in improving student learning outcomes. Our findings align with Febriana et al. (2018) who demonstrated CTL's potential to address low poetry writing skills. By encouraging students to connect learning materials with real-world contexts (Silitonga & Putra, 2021), CTL fosters deeper understanding and knowledge retention. This resonates with Rando's (2017) work highlighting improved social studies learning outcomes in grade IV students through CTL. Similar to Simanungkalit & Putri's (2019) findings on descriptive essay writing in grade V, our research suggests

that CTL fosters student engagement and creativity, ultimately leading to improved learning outcomes in poetry writing.

This study strengthens the case for integrating audiovisual media with the CTL model. Audiovisual media offers a dynamic learning experience, transporting students to new environments without leaving the classroom (Arum Lestari & Mudziatun, 2017). Engaging video presentations can replace lengthy explanations, streamlining learning time and fostering excitement. Research by Suryansah & Suwarjo (2016) supports this notion, demonstrating increased learning outcomes in social studies for grade V students when using audiovisual media for economic activity material. By enhancing student engagement and reducing boredom, audiovisual media can contribute to improved learning outcomes in poetry writing as well.

This research not only reinforces the effectiveness of the Contextual Teaching and Learning (CTL) model in enhancing student learning outcomes (Febriana et al., 2018; Rando, 2017; Simanungkalit & Putri, 2019) but also highlights the potential of integrating audiovisual media to further strengthen its impact, particularly in writing skills like poetry. By creating a dynamic and engaging learning environment, audiovisual media complements the core principles of CTL. As Arum Lestari & Mudziatun (2017) suggest, captivating video presentations can replace lengthy explanations, streamline learning time, and transport students to new contexts without leaving the classroom. This resonates with Suryansah & Suwarjo's (2016) findings on improved social studies learning outcomes through audiovisual media. In the context of poetry writing, such media can enhance student motivation and engagement with the subject matter, fostering deeper understanding and ultimately leading to improved learning outcomes.

CONCLUSION

This classroom action research demonstrates the effectiveness of integrating the Contextual Teaching and Learning (CTL) model with audiovisual media to improve students' poetry writing skills in grade 5. The implemented intervention, guided by a teaching module, facilitated an engaging learning environment that connected poetry writing to real-world contexts through captivating audiovisual presentations. This approach resulted in a substantial increase in student achievement. In cycle I, the number of students scoring above 70 (meeting the mastery criteria) nearly doubled from the pre-test (48% vs. 31%). This improvement continued throughout the cycles, reaching 85% in cycle III. These findings suggest that CTL, enhanced by audiovisual media, has the potential to be a valuable tool for educators aiming to enhance student learning outcomes in poetry writing.

Additionally, the study highlights the importance of considering school resources when implementing technology-assisted learning. While the benefits of audiovisual media are evident, its effectiveness can be limited by factors such as access to electricity, projectors, laptops, and speakers. Therefore, educators should carefully evaluate their school environment's carrying capacity before integrating such technologies.

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