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IMPROVING STUDENTS' POETRY WRITING ABILITY AND MOTIVATION THROUGH CONTEXTUAL APPROACH ASSISTED BY KAHOOT-BASED ICT MEDIA

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ABSTRACT

This study aims to examine the effectiveness of a contextual learning approach assisted by Kahoot-based ICT media in improving the poetry writing skills and learning motivation of junior high school students. Using a quasi-experimental design, this research involved two classes from a junior high school in Cimahi, with one class receiving the contextual approach assisted by Kahoot, and the control class receiving a conventional contextual approach. Data were collected using pre-test, post-test, and motivational questionnaires. Results indicate that students who received the contextual approach with Kahoot demonstrated significantly higher gains in poetry writing ability and motivation compared to those in the control group. Furthermore, a positive correlation was found between students' writing skills and their learning motivation. The findings suggest that the integration of interactive ICT media, such as Kahoot, enhances the effectiveness of contextual learning in poetry writing instruction.

Keywords: contextual approach, poetry writing, Kahoot, motivation, ICT in education

ABSTRAK

Studi ini bertujuan untuk meneliti efektivitas pendekatan pembelajaran kontekstual yang dibantu oleh media TIK berbasis Kahoot dalam meningkatkan keterampilan menulis puisi dan motivasi belajar siswa sekolah menengah pertama. Dengan desain semi-eksperimental, penelitian ini melibatkan dua kelas dari sekolah menengah pertama di Cimahi, dengan satu kelas menerima pendekatan kontekstual yang dibantu oleh Kahoot, dan kelas kontrol menerima pendekatan kontekstual konvensional. Data dikumpulkan menggunakan kuesioner pra-tes, pasca-tes, dan motivasi. Hasil menunjukkan bahwa siswa yang menerima pendekatan kontekstual dengan Kahoot menunjukkan peningkatan yang signifikan lebih tinggi dalam kemampuan dan motivasi menulis puisi dibandingkan dengan kelompok kontrol. Selain itu, ditemukan korelasi positif antara keterampilan menulis siswa dan motivasi belajar mereka. Temuan menunjukkan bahwa integrasi media TIK interaktif, seperti Kahoot, meningkatkan efektivitas pembelajaran kontekstual dalam pengajaran menulis puisi.

***Kata kunci**: pendekatan kontekstual, penulisan puisi, Kahoot, motivasi, TIK dalam pendidikan*

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INTRODUCTION

The teaching of literary genres can be situated within broader discussions of Indonesian language and literary education (Suarta, 2022; Toyidin, 2013). Literature, Sanskrit: Shastra is a loan word from Sanskrit, which means "text containing instructions" or "guidelines", from the root word sas which means instructions or teachings. In Indonesian this word is usually used to refer to literature or a writing that has a certain meaning or beauty. Use of the terms literature and literature.

Literary segmentation refers more to its definition as text. While literary refers more to literature that is thick with poetic or abstract nuances. The term literary person is one example, interpreted as a person who is engaged in literature, not literature. In addition, in the sense of literature, literature can be divided into written literature or oral literature (oral literature). Literature does not have much writing, but with language that is used as a vehicle to express certain experiences or thoughts. Included in the category of literature are novels, short stories, poetry, pantun, drama, and paintings. Writing is also a productive language skill that requires deliberate practice and command of linguistic conventions (Tarigan, 2008; Gereda, 2020; Suandi, 2024).

Literature according to the Big Indonesian Dictionary (KBBI) is a written work that when compared to other writings, has characteristics, advantages, such as originality, artistry, beauty in content, and expression. Literary works mean compositions that refer to the values of goodness written in beautiful language. Literature provides general insight into human, social, and intellectual problems in its own way. Readers of literature are allowed to interpret literary texts according to their own insights.

Studies of writing instruction in Indonesian schools have addressed fantasy-story composition and the classroom implementation of narrative writing (Dwipa et al., 2020; Sumiyati et al., 2021; Aristya et al., 2022; Narsa, 2021). Research on poetry writing with animated video-based project learning also offers a relevant point of comparison, although its intervention differs from the present study (Suhartini, 2023).

Poetry is one of the genres or types of literature. Often the term "poetry" is equated with "verse". However, in fact it is not the same, poetry is a type of literature that encompasses verse, while verse is an individual poem. In English, poetry is poetry and rhyme is poem. In addition, poetry is a complex structure. Poetry uses many poetic means together to get as many

network effects as possible. Because poetry is a complex structure, to understand it (or to give meaning) it must be analyzed by analyzing it, its meaningful elements or those that must be given meaning will be known. Poetry according to Ekoati (Dina Merdeka Citraningrum. 2016, p. 5) is a creative work, namely a work that is born from the creativity of its author. Writing poetry is thus a matter of creativity, which is closely related to the individual's ability to bring up new values in the things he creates. However, creativity is not something that has a dead value. Creativity can be explored and grown. There are four stages of the creative process, namely; preparation, incubation, illumination, and verification.

Learning design can be understood in terms of the interaction among instructional strategies, learning conditions, and student engagement (Dimyati & Mudjiono, 2010; Mudlofir, 2021; Uno & Mohamad, 2022). A supportive classroom climate is likewise discussed as a condition for active participation (Hanipah et al., 2022). Learning is "teaching students using educational principles and learning theories that are the main determinants of educational success". Learning is a two-way communication process. Teaching is done by the teacher as an educator, while learning is done by the students. Learning is a process of a person's environment deliberately managed to allow him to participate in behavior in special conditions or produce responses to certain situations. On the other hand, learning has a similar meaning to teaching, but actually has a different connotation. In the context of education, teachers teach so that students can learn and master the contents of the lesson so as to achieve a determined objective (cognitive aspect), and can also influence changes in attitude (affective aspect), and skills (psychomotor aspect) of a student. However, this teaching process gives the impression of only being a one-party job, namely the teacher's job. While learning implies interaction between the teacher and the students.

The contextual approach connects academic learning to learners' everyday experience (Johnson, 2014). Work on contextual teaching materials in mathematics illustrates the broader use of this approach, but does not itself establish effectiveness for poetry writing (Liiman et al., 2022). Digital literacy and media-supported learning have also been discussed in educational contexts (Diana et al., 2022; Yusuf et al., 2020; Sefriani et al., 2021). Studies of interactive and digital learning media, including Android-based Indonesian-language materials, provide adjacent evidence for technology integration (Faqih & Setyawan, 2021; Fitria, 2022; Setiawan & Fikri, 2022).

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One of the techniques that is considered to be able to improve students' writing skills is using a Contextual approach according to According to Johnson (2014, pp. 57–58) the contextual approach is a teaching system that fits the brain that produces meaning by connecting academic content with the context of everyday life. The contextual approach can be said to be a learning process that aims to help students see the meaning in everyday learning materials. The material studied can be connected to the context, personal, social, and cultural conditions. is one of the means to arouse students' learning motivation. This can happen because by applying the right method, it allows the learning process not to only run one way or only be dominated by the teacher.

Motivation is a distinct outcome that should be assessed with an explicit theoretical and measurement basis (Uno, 2011). Studies on learning resources and student motivation further motivate examining engagement alongside writing outcomes (Setiawan, 2023). These publications offer a rationale for the study rather than direct evidence that Kahoot improves poetry writing. Therefore, the author will test the Contextual Approach Assisted by ICT Media in the Audio Visual Kahoot Type and it is hoped that this method can influence students to improve their ability to write poetry and can be a motivation for students in learning, especially in learning poetry.

MET HOD

The research method is basically a scientific way to obtain data with certain purposes and uses (Sugiyono, 2016, p. 20). The research to be conducted is an experimental research by taking two groups consisting of an experimental group and a control group. In the experimental class group, learning uses a contextual approach assisted by Kahoot media, while in the control class group, learning uses a contextual approach. This aims to examine the role of learning using a contextual approach assisted by Kahoot media on achieving increased poetry writing skills and learning motivation of junior high school students.

This study uses a quantitative approach, because data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are: grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the

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problem formulation, and performing calculations to test the hypothesis that has been proposed. (Sugiyono, 2016, p. 147).

In this study, the researcher used a control class group and an experimental class group. The method used by the researcher is the Quasi Experimental design method, type Nonequivalent Control Group Design. This Quasi Experimental design method, type Nonequivalent Control Group Design is almost the same as the pretest-posttest control group design. This study conducted a pre-test first before being given treatment, then a posttest was held after being given treatment. The results of the treatment can be known more accurately, because it can be compared with the conditions before being given treatment. Thus the research design is as follows.

Information:

O1 = pre-test value (before treatment)

O2 = post-test value (after treatment)

O3 = pre-test score

O4 = post-test score

X = treatment

--- = non-random sampling (Sugiyono, 2016, p. 79)

RESULT AND DISCUSSION

Result

1. Analysis of Poetry Text Writing Ability Before Being Given Treatment (Pretest)
   a. Normality Test

      Normality test on pretest value of control and experimental class was conducted using SPSS application. This test aims to find out whether the data is normally distributed or not. The results are as follows:

Table 1

Pre-test Normality Test

Tests of Normality				
Pretest_Your ability to write	Method	Kolmogorov-Smirnov [a]		
		Statistics	df	Sig.

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	Contextual Media Kahoot	.229	25	.002
	Contextual	.148	25	.162

Criteria Testing :

If (Sig) > 0.05 then H0

Formula Hypothesis tested :

H 0 : Data is normally distributed

HA: Data not available normally distributed

Based on the Test of Normality table for group that uses approach Contextual assisted by Kahoot media (Experimental class) because the data not enough from 33 then the sig that is seen namely in the Kolmogorov-Smirnova column . In the table the looks sig value = 0.002, so sig < 0.05 then the data is distributed not normal. For group that uses Approach Contextual (Control class) because the data not enough from 33 then the sig that is seen namely in the Kolmogorov-Smirnova column . In the table the looks sig value = 0.162, so sig > 0.05, then the data is normally distributed .

b. Significance Test Difference Two Averages

Based on the normality test there is abnormal group in analysis pretest results then to be continued with do significance test analysis difference two averages. The method used namely the Mann Whitney test because one of group there is abnormal data .

The hypothesis proposed that is :

H 0 : μ1= μ2 (Ability student The same)

HA: μ1 ≠ μ2 (Capability student different)

Criteria Testing :

If the value Asymp.sig > 0.05 then accept H0

Table 2

Mann Whitney test pretest data

Test Statistics [a]	
	Pretes_Kemam is satisfied with writing

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Monte Carlo Sig. (2- tailed)	Sig.		.858 [b]
	95% Confidence Interval	Lower Bound	.851
		Upper Bound	.865
Monte Carlo Sig. (1- tailed)	Sig.		.422 [b]
	95% Confidence Interval	Lower Bound	.412
		Upper Bound	.431

Based on Table 4.2, the results of the Mann Whitney test can be seen sig value in monte Carlo (1-tailed) is 0.422 . This explain that sig value > 0.05. then can be concluded that H0 is accepted HA automatically rejected . So, no there is difference between group experiments and groups control .

2. Analysis Ability Writing Poetry Text After Being Given Treatment (Posttest)

a. Normality Test

Normality test to class posttest scores control and experiment done with use SPSS application . This test aiming For know whether the data is normally distributed or not no . As for the results is as following :

Table 3

Normality Test Post-test

Tests of Normality

Posttest_ Ability	Method	Kolmogorov-Smirnov [a]		
		Statistics	df	Sig.
	Contextual Media Kahoot	.076	25	.200 *
	Contextual	.147	25	.173

Criteria Testing :

If (Sig) > 0.05 Then H0 Formula Hypothesis tested :

H 0 : Data is normally distributed

HA: Data not available normally distributed

Based on table 3, can known that Sig value on class Posttest data experiment shows 0.200 which means normally distributed because Sig value > 0.05 while Sig value on class Posttest data control shows 0.173 which means normally distributed because Sig

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value > 0.05. because second group normally distributed then to be continued with do homogeneity test analysis .

b. Homogeneity Test

Homogeneity test to class posttest scores control and experiment done with use SPSS application . Homogeneity Test aiming For know whether second group the homogeneous or no . As for the results is as following :

Table 4

Homogeneity Test Post-test

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Posttest_Ability	Based on Mean	7,055	1	48	.011
	Based on Median	6,490	1	48	.014
	Based on Median and with adjusted df	6,490	1	47,196	.014
	Based on trimmed mean	7.022	1	48	.011

Based on the data in table 4, then can known that The posttest value shows Sig 0.014 < 0.05, which means that the data show variance No The same or No homogeneity . Because the data is not homogeneous so to be continued with perform the t- accent test . The results are as follows is as following :

c. t' test (Accent t test)

Table 5

t' test (Accent t test)

Independent Sample Test						
		Levene's Test for Equality of Variance				
		F	Sig.	T	df	Sig. (2- tailed)
	Equal variance assumed	7,055	.011	4,837	48	.000

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Posttest_Ability	Equal variance not assumed			4,837	42,786	.000

Based on the data in table 5, then can known that the data show existence difference between pretest scores and posttest scores .

Because in the posttest calculation it is still using a 2- tailed test then using the (1-tailed) test with method divide 2 values significance (0.000/2) . there is Sig value < 0.05 is 0. based on the data can it is said that HA is accepted and H0 is rejected . Then can concluded that learning that uses Approach Contextual assisted by Kahoot media more Good than learning that uses learning Contextual just.

Discussion

This finding supports previous studies stating that contextual learning can improve students' understanding by linking subject matter to real experiences in everyday life (Johnson, 2014). The addition of Kahoot as an ICT tool that is game-based (gamification) further engages students in learning through direct feedback, a competitive learning atmosphere, and interactive content that is in line with students' digital habits. Increased student motivation and learning performance also reflects the theory of intrinsic motivation, where engaging, relevant, and student-centered learning experiences are able to produce deeper learning outcomes.

CONCLUSION

1. Students taught using a contextual approach assisted by Kahoot showed better poetry writing skills compared to students taught using a contextual approach without the assistance of Kahoot.
2. Student learning motivation was higher in the experimental group.
3. There is a positive relationship between the ability to write poetry and students' learning motivation.
4. Integration of ICT media such as Kahoot is recommended to support contextual learning strategies, especially in teaching creative writing.

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