CONTEXTUAL TEACHING AND LEARNING BASED WRITING POETRY STUDENT WORKSHEET FOR PHASE C

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Abstract

Poetry writing skills are one of the achievements of Indonesian language learning in phase C. The characteristics of grade 5 elementary school students who still think concretely in writing imaginative poetry must be facilitated by contextual teaching materials. However, the student worksheets available at the research site did not meet the needs of students. This research aims to develop and test the validity of the Student Worksheets Writing Poetry Based on Contextual Teaching and Learning for 5th-Grade Learners. This research refers to the ADDIE development model. Data was collected using document study, interview, and questionnaire techniques. The results show that the Student Worksheet gets an average expert validation score of 89% and is in the 'very feasible' category. The average score of product trials on students and teachers is 90%, with the category 'very feasible'. Based on the results of the study, it can be concluded that the Worksheet of Students Writing Poetry Based on Contextual Teaching and Learning is very feasible to be used in learning. The use of this Student Worksheets can clarify the structure of learning to write poetry and can increase students' involvement in learning.

Keywords: Validity of Student Worksheet; Writing Poetry; Contextual Teaching and Learning.

Abstrak

Keterampilan menulis puisi merupakan salah satu capaian pembelajaran bahasa indonesia pada fase C. karakteristik peserta didik kelas 5 SD yang masih berpikir konkret, dalam menulis puisi yang sifatnya imajinatif, maka harus difasilitasi oleh bahan ajar yang sifatnya kontekstual. Namun lembar kerja siswa yang terdapat di tempat penelitian ternyata belum memenuhi kebutuhan peserta didik. Sehingga tujuan penelitian ini adalah untuk mengembangkan dan menguji validitas Lembar Kerja Peserta Didik (LKPD) Menulis Puisi Berbasis Contextual Teaching and Learning untuk Peserta Didik Kelas 5 SD. Penelitian ini mengacu pada model pengembangan ADDIE. Data dikumpulkan dengan teknik Studi Dokumen, Wawancaran, dan Kuesioner. Hasilnya menunjukkan, Lembar Kerja Peserta Didik (LKPD) mendapatkan rata-rata skor validasi ahli 89% dan mendapatkan kategori "sangat layak". Sementara rata-rata skor uji coba produk terhadap peserta didik dan guru sama-sama mendapatkan 90% dengan kategori "sangat layak". Berdasarkan hasil penelitian, maka dapat disimpulkan bahwa Lembar Kerja Peserta Didik (LKPD) Menulis Puisi Berbasis *Contextual Teaching and Learning* sangat layak untuk digunakan dalam pembelajaran. Penggunaan LKPD ini dapat memperjelas struktur pembelajaran menulis puisi serta dapat meningkatkan keterlibatan peserta didik dalam pembelajaran.

Kata Kunci: Validitas LKPD; Menulis Puisi; *Contextual Teaching and Learning*

Introduction

Learning to write poetry is one of the creativity in the literary field from the results of a poet's experience, knowledge, and feelings in the form of poetry puisi (Nurrahmawati, 2013; Putu et al., 2020). Learning to write poetry is included in one of the scopes of Indonesian Language material in elementary school. This is based on the Indonesian Language Learning Outcomes as described in the Decree of the Head of BSKAP of the Ministry of Education and Culture Number 032/H/KR/2024 which explains that The achievement of Indonesian Language in the

writing element in Phase C of elementary school, requires students to be able to convey feelings based on facts, imagination (from oneself and others) beautifully and interestingly in the form of literary works with the use of vocabulary creative (Keputusan Kepala Badan Standar, Kurikulum, Dan Asesmen Pendidikan, 2023). When referring to the Learning Outcomes, it is clear that one of the Indonesian language competencies in the writing element of Phase C that students must master is the skill of writing literary works. One of the ways to learn literature in elementary school is through poetry learning. This statement is in line with Piaget's theory which states that the thinking skills of children aged 10-12 years have reached the stage of reflective thinking and can express their thoughts in the form of symbols, which means they can express their thoughts in the form of poetry essays (Rahmawati & Citrawati, 2023).

Poetry is one of the literary genres that strongly emphasizes the game of language in the form of rhyme and rhythm. The language in poetry is beautifully presented, imaginative, bound to rhyme and rhythm, and often contains figurative language/metaphorical language (Saputro & Utami, 2022). Poetry has benefits in honing communication and improving children's vocabulary. The language in poetry is different from ordinary writing, so writing poetry can teach children new vocabulary they have never used in daily communication. Poems that contain pleasant meanings can influence the mind, broaden their horizons, and help them understand the nature of the world through the child's point of view (Abdullayeva, 2022). In addition, poetry can be used as a medium for developing creativity, imagination, and language skills that are effective for children. So poetry has good benefits for children's development; through poetry, children can enrich their insight about the language needed in their communication development (Wibowo et al., 2023).

Learning to write poetry in several elementary schools shows that students have various problems; this was revealed in research conducted in elementary schools in South Tangerang City that students still find it challenging to pour their ideas and ideas into the form of poetry. So, the form of poetry students write needs to be better structured (Wafiqni & Rosdiani, 2019). Another fact about learning to write poetry for grade 5 elementary school students shows that most students have difficulty writing their ideas in poetry because of the teacher's lack of ideas/inspiration in learning the poem (Mubarok & Darmawan, 2019). The problem of writing poetry in grade 5 elementary school students is also caused by students who need help finding the right ideas and diction (Yunianta & Ichsan, 2020). Furthermore, it was found that the problem of students in learning to write poetry is the lack of student activity in learning caused by the non-use of Student Worksheet in learning, even though the student's activeness in learning is an essential factor in realizing meaningful learning and the achievement of learning goals (Rois et al., 2023). So for this reason, the Student Worksheet is very influential on the learning outcomes of students; the lack of interest in the Student Worksheet will affect the activeness and learning outcomes of students in writing poetry (Yuniati et al., 2022).

The development of Student Worksheets can encourage students' ability to write poetry, so the use of Student Worksheets in learning to write poetry in elementary schools is needed to increase students' activities, creativity, and imagination to be more active (Susanti et al., 2023). Based on this, in learning to write poetry, a Student Worksheet should be given to support enrichment, so students' writing skills will be honed through the activities arranged in the worksheet.

However, based on a preliminary study through a document study on the Student Worksheet writing poetry used in grade 5 of SDN Cigoong 3, it was found that the Student Worksheet was not following the criteria and elements of the Student Worksheet. It should contain activities following KD/learning indicators, varied according to students' character,

have a systematic structure, an attractive and not boring appearance, and standard language but be easy for students to understand (Kosasih, 2021). Meanwhile, The Student Worksheet used in the school does not contain varied activities and only directs Students to write their poems directly; in terms of language, it uses a standard language and is easy for students to understand, but in terms of the appearance of the Student Worksheet tends to be unattractive because it is not colored and not equipped with any illustrations.

Based on the observation of the document, it can be seen that the Student Worksheet made by teachers is only in the form of exercise sheets that students use to write their poems, and it is not equipped with supporting activities and attractive displays. Meanwhile, ideally, in honing students' poetry writing skills, the use of a Student Worksheet is very important in the learning process to activate students in the learning process, assist students in developing concepts, train students in finding and developing process skills (Hidayat, 2013; Susanti et al., 2023).

This problem is corroborated by the results of a preliminary study, which involved interviews with six 5th-grade students of SDN Cigoong 3 Serang City, Banten Province. The interviews showed that students experienced difficulties in learning poetry, especially when they wanted to write their poems. These difficulties include inserting sentences that contain figurative language, making sentences that end in the same sound (rhyme), and lack of inspiration regarding the theme of the poem to be written.

Based on the results of the preliminary study through document observation and student interviews, it can be concluded that the student's ability to write poetry is not very good; the problem of their concept of understanding poetry is still minimal, so poetry writing tends to be made like a series of sentences. In addition, most of them still write poems without including elements that should be present in the poem, such as figurative language and rhyme, as well as the suitability of the content and title of the poem with the theme. The reason is the need for poetry-writing practice, so students need to hone their poetry-writing skills. For this reason, an adequate Student Worksheet is needed to support optimal poetry-writing learning activities that can help students hone their poetry-writing skills. Thus, Student Worksheet contains activities that can hone students' poetry writing skills continuously and gradually. Considering that Student Worksheet is one of the teaching materials that contains activities that can help learners understand and construct a particular concept, principle, or procedure (Kosasih, 2021). So that learning about poetry writing can be packaged with interesting activities. In constructivism, a person will learn if he actively constructs knowledge in his brain. One way to implement this theory in the classroom is to package learning materials into the Student Worksheet, which contains what students must do and consists of performance, observation, and analysis (Nugraheny, 2017).

The preparation of the Student Worksheet needs to consider the approach and learning model that will be used to encourage students' ability to write poetry (Susanti et al., 2023). Referring to Jean Piaget's theory, children with an age range of 10-11 years or children in grade 5 of elementary school are classified in the concrete operational phase, where they begin to be able to develop their rational thinking skills through concrete objects (Pakpahan et al., 2022). The way of thinking of students who are still concrete in writing imaginative poetry essays must be facilitated with contextual learning. So, Contextual Teaching and Learning (CTL) would be very appropriate if used as the basis for developing the Student Worksheet. Thus supported by the results of a preliminary study conducted through the distribution of questionnaires to 5th-grade students of SDN Cigoong 3, showing that poetry writing activities for students will be

easier if they are done by looking at pictures/examples of objects and reading stories/explanations about an event regarding the theme of the poem will make it easier for them to write poetry so that their imagination and ideas can come out to the maximum. In addition, students also agreed that seeing examples from teachers, asking questions, looking for and finding things, and reflecting can make learning activities easier for them. Activities designed in groups can also make it easier for them to work together and share ideas when starting to write poetry.

Based on the preliminary study, the Contextual Teaching and Learning concept will be suitable if used as a basis for activities in the Student Worksheet. CTL is a system that helps students gain meaningful understanding by associating the learning context with the real-life context (Hyun et al., 2020).

The following describes some of the findings of other researchers in previous studies. The first research is titled *The Development of Comic-Based Teaching Material Using Contextual Approach to Students of Amalyatul Huda Elementary School Medan* (Rahim et al., 2020)*; this* research develops comic teaching materials based on *Contextual Teaching and Learning (CTL)* which focuses on reading and numeracy literacy materials, while the research that will be carried out will develop Student Worksheet teaching materials based on *Contextual Teaching and Learning* which will focus on poetry material. The second study was titled *Learning Mathematics with Contextual-Based Student Worksheet* (Nareswari et al., 2021)*; this* research develops contextual-based Student Worksheet products that focus on Mathematics subject material "Determining the circumference and area of a flat building of squares, rectangles, and triangles" in grade 4 of elementary school. Meanwhile, Student Worksheet-based products will be developed in the research to be carried out, such as Contextual Teaching and Learning, which focuses on poetry material in grade 5 of elementary school. Based on the previous research that has been mentioned, it can be synthesized that the latest from the research that will be carried out is that the product to be developed is a teaching material in the form of a Student Worksheet, which focuses on poetry writing material, to help students in practicing writing poetry following the right rules. The student activities in this Student Worksheet will be compiled based on Contextual Teaching and Learning components.

Based on the description above, this study was conducted to develop and test the validity of Student Worksheet writing poetry based on Contextual Teaching and Learning for grade 5 elementary school students.

Method

This research refers to the research and development ADDIE model, which has five development steps (Branch, 2009). These steps are illustrated in the following image:
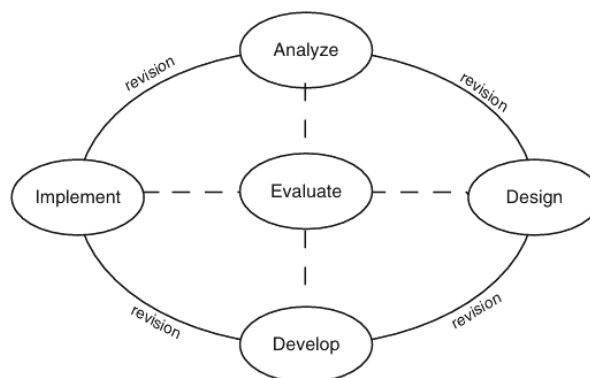

Figure 1. ADDIE Model (Branch, 2009)

The first stage is *Analyze*. This stage begins with a preliminary study on the development of a Worksheet for Students Writing Poetry in Grade 5 of SDN Cigoong 3 which is carried out by way of a document study of the Student's Worksheet that was previously used at the school, this aims to see the shortcomings in the Student's Worksheet, so that the development of the Student's Worksheet is needed new ones. Then interviews were conducted with 6 students to find out the problems of learning poetry and their difficulties in writing poetry. Then to strengthen these results, interviews were also conducted with 2 grade 5 teachers to find out the problems of learning poetry, the use of Student Worksheets in learning, and the need for the development of Student Worksheets according to teachers. Furthermore, it was continued by distributing a questionnaire to 27 students in class 5A, to identify the needs for the development of Student Worksheets and recommendations for the design of Student Worksheets that students want. The results of this preliminary study are used to design product concepts that will be carried out in the next stage.

After obtaining the results of the preliminary study, it continues to the *Design* stage which begins by designing the concept and content that will be displayed on the Contextual Teaching and Learning-Based Student Worksheet, so that the conceptual framework of the Student Worksheet product is obtained as the basis for making the product. The next activity at this stage is to realize the manufacture of products based on the design made previously.

The third stage is *Develop*. This stage is a stage to test the validity of instruments and products to be developed to 3 experts, namely; Media Instrument Expert, Material Instrument Expert, and Language Instrument Expert. The revised product will then be tested on students to see the students' response to the product that has been made. The stages of this trial consist of 3 stages, namely; One-to-one, small group test, and large group test. However, because this research only tests the product's validity, it is limited to the development stage. Nevertheless, the implementation and evaluation stages will be carried out in different studies after this research is developed.

The subjects in this study are six expert lecturers and 27 students in grade 5 of SDN Cigoong 3, consisting of 12 males and 15 females. Students are randomly selected with recommendations from teachers, while experts who become validators are selected based on the focus of their expertise. This research was carried out during the 2023/2024 school year. Data collection is an important part of research because it can affect the quality of research results (Taherdoost, 2021). The data collection technique in this study uses document studies, interviews, and questionnaire distribution. The instruments used are document study instruments, interview guidelines, needs analysis questionnaires, product validity test questionnaires, and student response questionnaires. The instruments are developed based on the following grid:

Table 1. Document Study Instrument Grid (Needs Analysis)

No	Information
1	Contains subject matter
2	Loading the purpose of the activity
3	Loading work steps
4	Contains evaluation questions
5	Contains activities that are by learning outcomes
6	Loading varied activities

7	Structure of systematic activities (from easy to difficult)
8	Attractive display
9	Standard language
10	Loading supporting components

Table 2. Student Interview Guidelines Grid (Needs Analysis)

Aspects	Indicator
Learning to write poetry in class	Learners' experiences when learning
	Students' opinions about the difficulties in learning poetry
	Use of Worksheets
	Learners' experience after learning activities
Student Worksheet Development	Students' opinions on the development of Student Worksheet
	Recommendations for the design, shape, and contents

Table 3. Teacher Interview Guidelines Grid (Needs Analysis)

No	Aspects	Indicator
1	Student Worksheet	Use of Student Worksheet
		Student Worksheet development by teachers
		The importance of Student Worksheets in poetry learning
		Recommendations for poetry learning methods/techniques
2	Student Worksheet Development Recommendations	Student Worksheet development recommendations
		Recommendations for Student Worksheet content that needs to be developed
		Recommendations for the form of Student Worksheet

Table 4. Needs Analysis Questionnaire Grid

Aspects	Indicator
Material	Students' opinions on the difficulty of learning to write poetry
Use of Student Worksheet	Use of Student Worksheet in the classroom
	Student Worksheet development needs
Contextual learning	The urgency of relating direct experience/real situations in the stages of writing poetry
	The urgency of inquiry
	The urgency of questioning activities
	The urgency of group learning
	The urgency of modeling
	The urgency of reflection activities

Table 5. Media Expert Validation Questionnaire Grid

Aspects	Indicator
Table of Contents Display	Interesting cover, colours, backgrounds, and images.
	Colour and image compatibility
	Clarity of colours and images
	Suitability of the design to the characteristics of the learner
	Correctness of the use of font types and sizes
	Text readability
	Compatibility with Learning Outcomes and Flow of Learning Objectives
	Diversity of activities
	Suitability of activities with the character of students

Structure	Activity compatibility with CTL components
	Suitability of the design to the characteristics of the learner
	Systematic activities (from easy to difficult)
Language	Easy to understand for students
	Conformity with language rules
Technical	Ease of use of Student Worksheet
	Student Worksheet helps students understand the material

Source: modified from (Kosasih, 2021) & (Idayanti & Sujana, 2022)

Table 6. Material Expert Validation Questionnaire Grid

Aspects	Indicator
Content Eligibility	Material compatibility with Learning Outcomes and Flow of Learning Objectives
	Accuracy of the material
	Freshness of material
	Encourage desire
	Serving technique
Eligibility of Serving	Serving support
	Presentation of learning
	Coherence and completeness of the thought line
Contextual Assessment	Suitability of materials to contextual components

Source: modified from the National Education Standards Agency (BNSP) (Ningtyas & Rahmawati, 2023)

Table 7. Linguist Validation Questionnaire Grid

Aspects	Indicator
Conformity with the level of student development	Conformity with the level of intellectual development
Communicative	Message readability
	Accuracy of language rules
Shortcomings and cohesion of the thought line	Blurring and coherence between chapters
	Blurring and cohesion between paragraphs

Source: modified from the National Education Standards Agency (BNSP) (Ning2 & Rahmawati, 2023)

Table 8. Student Response Questionnaire Grid

Aspects	Indicator
Product quality	Student Worksheet can be used independently
	Compatibility with the level of social-emotional development
	The material is easy to understand
Material quality	Presentation of interesting material
	Use of Language
	Increase motivation to learn
	Letter selection
The technical quality	Colour compatibility
	Dancing image display

Source: (Humaidi et al., 2021; Yulianto et al., 2023)

Data measurement in the needs analysis questionnaire, product validity test questionnaire by experts, and student response questionnaire used a Likert scale with a scale of 1-5 in the answer choices:

Table 9. Likert Scale

Score	Description
1	Very Less
2	Less
3	Enough
4	Good
5	Excellent

Source: (Suggestion, 2021)

The recapitulation of the data obtained from the results of the calculation of the questionnaires will then be searched for the percentage using the formula:

$$P = \frac{n}{N} x100\%$$

Description:
P   : Percentage (%)
n   : The number of scores obtained
N   : Maximum number of scores

Figure 2. Percentage Formula
Source: (Arikunto, 2012; Utami et al., 2023)

After obtaining the percentage, the data will be interpreted into the following product validity interpretation criteria:

Table 10. Product Validity Criteria

Score in percent (%)	Validity categories
≤ 20%	Very Less Feasible
20 – 40%	Less Feasible
40 – 60%	Enough Viable
60 – 80 %	Viable
80 – 100%	Very Feasible

Source: (Arikunto, 2012)

Results and Discussion
Result
        This research and development aims to develop and test the validity of Student Worksheet writing poetry based on Contextual Teaching and Learning for grade 5 elementary school students. This research was conducted based on a development procedure that refers to the steps of the ADDIE R&D model, which has five development steps (Branch, 2009). The stages of this study include;
a.   Analyze
        This stage is a preliminary study stage, which is carried out with several data collection techniques, including;
Document Study
        The first preliminary study was conducted on the Student Worksheet document of writing poetry used in the research site.
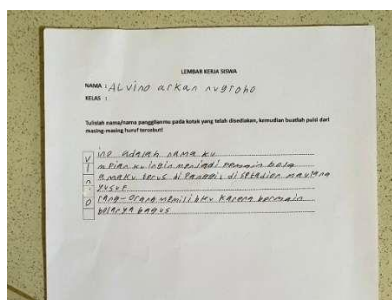
Figure 3. Student Worksheet documents used at the research site

The study of this document aims to see the shortcomings of the Student Worksheet in the research site so that the development of a new Student Worksheet is needed. The results show that the Student Worksheet at the research site does not contain varied activities and only directs students to write their poems directly; in terms of language, have used a standard language and are easy for students to understand, but in terms of appearance, the Student Worksheet tends to be unattractive because it is not colored and not equipped with any illustrations, does not present a discussion of introductory material at all, does not have supporting components such as; table of contents/bibliography/or other sections, because it only contains a brief description of the order to write a poem written by students, it also does not include the purpose of the activity. However, it contains work steps even though it is only a short command.

Student Interview

Six randomly selected students were interviewed on September 12-13, 2023. The purpose of this interview was to find out the problems of learning poetry and the difficulties of students in writing poetry. The result shows that students experience difficulties in learning poetry, especially when they want to write their own poems. These difficulties include inserting sentences that contain figurative language, making sentences that end in the same sound (rhyme), and lack of inspiration regarding the theme of the poem to be written.

Teacher Interview

Teacher interviews were conducted precisely on September 13, 2023, with 2 grade 5 teachers, namely Mr. AM (homeroom teacher of class 5A) and Mr. AR (homeroom teacher of class 5B), which aims to know the problems of poetry learning, the use of Student Worksheet in learning, and the needs of Student Worksheet development according to teachers. The results show that more than the Student Worksheet used to write poetry is insufficient and needs to be made easier for students to write poetry. Most students need help finding the right words to write in poetry sentences on the existing theme. Teachers admit that their limitations in developing poetry-writing Student Worksheets influence students' poetry-writing skills; for this reason, it is necessary to develop a new and more complete poetry-writing Student Worksheet. The teacher also expressed his opinion about it, which should be developed to be made in the form of writing poetry with the theme around the students; then, activities guided students to find knowledge about the poem one by one. For example, a poem about a vacation, then a group activity is made. Then, each group interviewed others about their vacation experience so that before writing a poem, students first understood what words could be made into poetry sentences in this activity. The teacher also advised the students to include good examples of poetry in the Student Worksheet so that students have a reference when writing their poems.

Student Questionnaire

This questionnaire was distributed precisely on September 18, 2023, and it aims to identify the needs for Student Worksheet development and design recommendations that students want. This questionnaire was distributed to 27 students in class 5A. The results show that Poetry writing activities for students will be easier if they are done by looking at pictures/examples of objects and reading stories/explanations about an event regarding the poem's theme. It will make it easier for them to write poetry so that their imagination and ideas can reach the maximum. In addition, students also agreed that seeing examples from teachers, asking questions, looking for and finding things, and reflecting can make learning activities easier for them. Activities designed in groups can also make it easier for them to work together and share ideas when starting to write poetry.

b. Design

This stage contains product planning and manufacturing activities. At the planning stage, a blueprint is created to provide an overview of activities on the Student Worksheet.
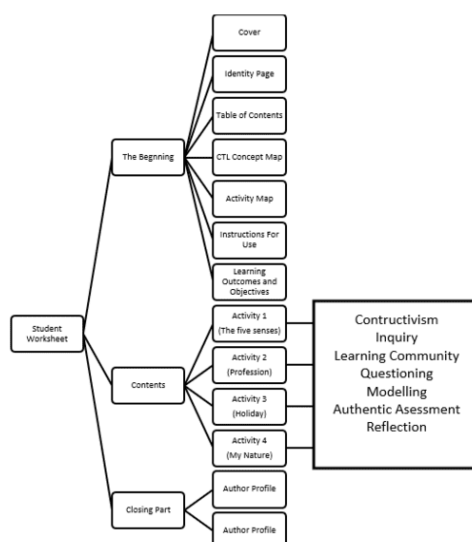
Figure 4. *Blue print* Student Worksheet

After the print, the Student Worksheet is compiled and continues at the product-making stage. Manufacture design This Student Worksheet utilizes the Canva graphic design application with Canva Pro+ specifications; this application was chosen because it can be easily accessed and used by beginner graphic designers; this application also presents features that can make it easier to mix and match images to adjust to the desired theme. After the Student Worksheet product design stage is completed, the stage of preparing instruments based on the grid described above continues.

c. Develop Stage

This stage aims to test the validity of Student Worksheet products based on contextual teaching and learning. The first stage is to test the validity of all research instruments on other lecturers/experts who have mastered the field of instrument preparation so that a proper and ready-to-use instrument can be obtained. The following describes the results of the recapitulation of the validity test of the instrument by experts:

Table 11. Recapitulation of questionnaire validity scores

No	Name	Expert	Value	Max score	Presented
1	Expert 1	Media instruments	21	25	84%
2	Expert 2	Material instruments	22	25	88%
3	Expert 3	Language instruments	24	25	96%

	Average	**89%**
	Category	**Very Feasible**

The second stage is an expert review or test of the validity of a product to gauge how viable it is, according to experts. This validity test was carried out by three experts: media, material, and linguists. The following is described as a recapitulation of the validity results of the Student Worksheet by experts:

Table 12. Recapitulation of Student Worksheet validity scores by experts

No	Name	Members	Value	Max score	Final score
1	Expert 1	Media	123	145	85%
2	Expert 2	Material	146	160	91%
3	Expert 3	Language	59	65	91%
				Average	**89%**
				Category	**Very Feasible**

Based on the table above, it can be seen that Student Worksheet is based on *contextual teaching and* learning scored 89% and received the "Feasible" category. The next stage is the stage of revising the Student Worksheet based on comments and suggestions from experts. The following is an explanation of the results of the Student Worksheet revision:

Table 13. Revision points of media experts

Revision points	Before revision	After the revision
Add the university logo and the Kurikulum Merdeka logo on the cover		
Change the placement of the title text on the cover to be left-aligned		
Change the layout of the author's name to below		

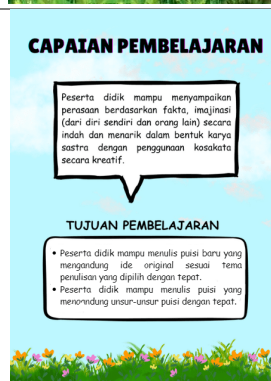|		
Add the author's and supervisor's name on the back cover		
Numbering the page, the page of the Student Worksheet initial chart gives a Roman number		
Table of contents with page numbers so that students can easily find		
Learning Outcomes and Flow of Learning Objectives are converted to a table, and the reference source is below the table		
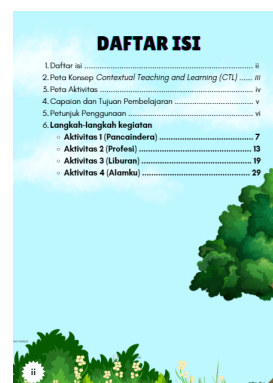
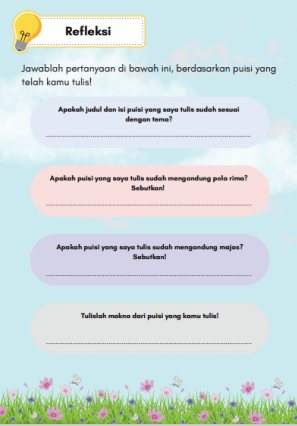**Table 14.** Revision points of material experts

Revision points	Before revision	After the revision
Change the reflection pattern from a question to a statement. So that it seems as if students are reflecting on the results of their work		

Table 15. Linguist revision points

Revision points	Before revision	After the revision
Change the narration in the instructions for use		
The word "kotak" is replaced with "lembar jawaban"		

Delete the word "tadi"		
Improve the narrative as suggested.		
Replace the command word "Buatlah" with "Tulislah"		
Remove the suffix "nya"		
Delete the word "tersebut"		

Products that have been said to be feasible according to the assessment of experts are tested on students in 3 stages: 1) One to one test, conducted on May 18, 2024, to 3 students; 2) a Small group test, conducted on May 21, 2024, to 6 students; 3) Large group test, was carried out on May 27, 2024, to 18 students. After that, a student response questionnaire was distributed to determine the students' response to the Student Worksheet developed. The following are described as the results of the score percentages in the three stages of the trial:

Table 16. Percentage of trial scores

It	Trial	Number of Respondents	Score
1	One To One	**3**	**93%**
2	Small Group	6	90%
3	Large Group	18	88%
		Presented	**90%**
		Category	**Very Feasible**

After being tested on students, the Student Worksheet was improved according to the student's comments and suggestions. However, from the results of the three trials, the Student Worksheet, which is based on contextual teaching and learning, did not receive any comments or suggestions.

Then, a questionnaire was also distributed to teachers in grades 5A and 5B to determine the teachers' response to the Student Worksheet writing poetry based on contextual teaching and learning. The percentage of teacher response questionnaire results can be seen in the table below:

Table 17. Percentage of teacher response questionnaire scores

No	Name	Classroom teacher	Value	Max score	Final score
1	Mr. AM	5A	89	100	89%
2	Mr. AR	5B	91	100	91%
				Average	**90%**
				Category	**Very Feasible**

After obtaining the results of the students' and teachers' responses, the Student Worksheet enters the final stage of product revision according to the comments and suggestions of students and teachers. As a result, Student Worksheet wrote poetry based on contextual teaching and learning and did not receive any comments or suggestions. However, teachers commented that this Student Worksheet is good enough because it can motivate students to learn, and this Student Worksheet can be a reference for other teachers to develop Student Worksheets in every learning activity.

Discussion

Based on this study's findings, the following is a detailed discussion of research findings based on the theory and logic of the problems raised in this study.

The results of the document study conducted on the Student Worksheet writing poetry used in grade 5 of SDN Cigoong 3 showed that the Student Worksheet did not meet the elements in the Student Worksheet. The Student Worksheet made by teachers is only in the form of exercise sheets that students use to write their poems, without being equipped with supporting activities and attractive displays; this is inversely proportional to the opinion (Sungkono, 2009; Kosasih, 2021), that the Student Worksheet used in schools should present a discussion of

introductory material and be equipped with activities/activities that must be carried out by students and have a preface component/table of contents/and other parts. It is also in line with what is expressed by (Kosasih, 2021) that Student Worksheet should contain activities that are by basic competencies/learning indicators (learning achievements and objectives in the independent curriculum), varied according to the character of students, the structure is systematic, have an attractive and not boring appearance, and language that is standard but easy to understand by students.

The lack of complete components in the Student Worksheet used in this school will affect students' learning process. In line with the interview results, students experience difficulties in learning poetry, especially when they want to write poems. These difficulties include inserting sentences that contain figurative language, making sentences that end in the same sound (rhyme), and lack of inspiration regarding the theme of the poem to be written. Through interviews with class teachers, it was also found that most students had difficulty finding the right words to write in poetry sentences that were by the existing theme. Teachers admit that their limitations in developing poetry-writing Student Worksheets influence students' poetry-writing skills; for this reason, it is necessary to develop a new and more complete poetry-writing Student Worksheet. The teacher also expressed his opinion about the Student Worksheet, which should be developed by writing poetry with the theme around the students; then, activities guided students to find knowledge about the poem one by one. For example, a poem about a vacation, then a group activity is made. Then, each group interviewed others about their vacation experience so that before writing a poem, students first understood what words could be made into poetry sentences in this activity.

Based on the results of the observation of Student Worksheet documents and interviews with teachers and students, the development of Student Worksheet writing poetry in the school is needed. The preparation of the Student Worksheet needs to consider the approach and learning model that will be used to encourage students' ability to write poetry (Susanti et al., 2023). If referring to Jean Piaget's theory, children with an age range of 10-11 years or children in grade 5 of elementary school are classified as in the concrete operational phase, where they begin to be able to develop their rational thinking skills through concrete objects (Pakpahan et al., 2022). The way of thinking of students who are still concrete in writing imaginative poetry essays must be facilitated with contextual learning. So, the researcher decided to use Contextual Teaching and Learning (CTL) as the basis for the Student Worksheet to write poems that will be developed in this study.

It is supported by the results of a preliminary study conducted by distributing a needs analysis questionnaire to grade 5 students of SDN Cigoong 3. The results show that students agree that writing poetry will be more accessible by looking at pictures/examples of objects and reading stories/explanations about an event regarding the poem's theme. It will make it easier for them to write poetry so that their imagination and ideas can reach the maximum. In addition, students also agreed that seeing examples from teachers, asking questions, looking for and finding things, and reflecting can make learning activities more accessible for them. Activities designed in groups can also make it easier for them to work together and share ideas when starting to write poetry. Align with components of contextual teaching and learning, which includes constructivism, inquiry, learning community, questioning, modeling, authentic assessment, and reflection (Rusman, 2018).

Furthermore, the researcher develops Student Worksheet products based on contextual teaching and learning to improve the poetry writing skills of elementary school students. The product design uses the Canva application, with the resulting product form being a printed

Student Worksheet because it adjusts to the needs of the research site. Student Worksheet is printed on A4 HVS paper with a length of 29.7 cm and a width of 21 cm, using the type of paper art cartoon in the section Cover, then the whole thing is put together using a spiral on the left side. Then, instrument validity questionnaire instruments, product validity questionnaires, and student and teacher response questionnaires were also prepared.

The questionnaire instrument is tested for validity before being used by experts. The experts who will validate this instrument are divided into 3: material instrument experts, media instrument experts, and language instrument experts. The results of the validity test of the instrument showed that this questionnaire received a score of 89% and received the category of "very feasible". It can be synthesized that the questionnaire is feasible based on validity criteria (Arikunto, 2012), and can be used as a validation test instrument for Student Worksheet-based products for contextual teaching and learning.

Next is the validity test of Student Worksheet-based products for contextual teaching and learning. Researchers distributed product validity questionnaires to 3 different experts. The first validity test of the product is on material aspects, which material experts tested. The results show that the Student Worksheet is based on contextual teaching and learning, gets a final score of 85%, and gets the "Very Feasible" category based on the product's validity criteria (Arikunto, 2012). Then, material experts also provide comments and suggestions on Student Worksheet-based products' contextual teaching and learning, especially in the reflection section of each activity, so that the reflection pattern is changed from questions to statements. The goal is to make it seem as if students are reflecting on the results of their work. Based on these comments and suggestions, the researcher revised the Student Worksheet design based on contextual teaching and learning.

The next validity test of the product is in the media aspect, which a media expert tested. The results show that Student Worksheet gets a final score of 91% and gets the "Very Feasible" category based on the product's validity criteria (Arikunto, 2012). Then, media experts provided comments and suggestions on the section Cover/cover to add the university logo and the independent curriculum logo, the placement of the title text in the Cover changed to left-aligned, the layout of the author name was changed to at the bottom, and the author's name was added in the Cover back. Furthermore, the material expert also added his comment so that the developed Student Worksheet was given a page number (the initial part uses a Roman number), then on the table of contents page must be given. Finally, media experts commented that writing learning outcomes and objectives should be changed into tables, and reference sources for the rules should be given. Based on these comments and suggestions, the researcher revised the Student Worksheet design based on contextual teaching and learning.

The last validity test of the product is in the language aspect, which linguists tested. The results show that the Student Worksheet gets a final score of 91% and gets the "Very Feasible" category based on the product's validity criteria according to (Arikunto, 2012). Several comments and suggestions from experts on the Student Worksheet products are being developed, namely, to correct inappropriate narratives and words/sentences. Based on these comments and suggestions, the researcher revised the Student Worksheet design based on contextual teaching and learning.

Based on the validity of the products of the three experts, the Student Worksheet, which is based on contextual teaching and learning, got an average percentage of 89% and the "very deserving" category. So, based on this, the Student Worksheet can be continued at the product trial stage.

Student Worksheet-based product trial contextual Teaching and Learning This is done in 3 stages, which end with the distribution of student response questionnaires at each stage. At the one-to-one, The product was tested on three students, resulting in a final score of 93%. In the small group, The product was tested on six students, resulting in a final score of 90%. Finally, in the large group stage, the product was tested on 18 students, with a final score of 88%. Based on these results, a final percentage of 90% was obtained with the category "very feasible". For this reason, Student Worksheet products are based on contextual teaching and learning. It is feasible to implement them in actual learning.

Conclusion

Based on the research on the development of Contextual Teaching and Learning Poetry Writing Student Worksheets for Grade 5 Elementary School Students, it is found that Validity based on the results of product validity testing by experts obtained a percentage of 85% (material experts), 91% (media experts), 91% (linguists), with an average percentage of 89% to get the category 'Very Feasible'. Meanwhile, the results of product trials for students obtained a percentage of 93% (one-to-one), 90% (small group test), and 88% (large group test), with an average percentage of 90% and getting the 'Very Feasible' category. Likewise, the product trial results on teachers obtained an average percentage of 90%, thus getting the 'Very Feasible' category. So it can be concluded that the Contextual Teaching and Learning Based Poetry Writing Worksheet for Grade 5 Elementary School Students is very feasible to use in elementary schools. The use of this Student Worksheets can clarify the structure of learning to write poetry and can increase students' involvement in learning. Furthermore, product testing on a larger scale is urgently needed to strengthen the quality of these student worksheets.

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