

Improving the Poetry Writing Skills of Grade VIII Students of SMP IT Al-Fateeh Semarang Using Wordwall Media

Ahmad Mujib Shohib, Meilan Arsanti, Aida Azizah

Universitas Islam Sultan Agung Semarang, Indonesia

*Corresponding Author: mujib3778@gmail.com

Abstract

The implementation of student learning activities is more attracted to media involving gadgets. Students who like games on gadgets sometimes make them prefer similar activities. The purpose of this study is to describe wordwall media in poetry writing skills for class VIII in order to test the increase in students' understanding of poetry writing material. The method used is PTK (Classroom Action Research) with qualitative descriptive techniques. The results of this study can be used as a fun learning media to improve students' understanding of poetry writing material for class VIII using wordwall media. The process of learning to write poetry using wordwall media is carried out well and smoothly, students can understand the material of writing poetry well. So there is an increase from pre-cycle to cycle I to cycle II. The percentage of classical completeness criteria increases from pre-cycle to cycle I to cycle II for class VIII B from 27% to 60% to 80% and for class VIII C from 31% to 54% to 85%.

Keywords: writing poetry, wordwall, 8th grade junior high school students

INTRODUCTION

Writing skills are not solely achieved through theoretical lessons, but also through practice. This can result in well-structured and correct writing. If someone can practice writing regularly, their writing skills can be said to be easy. However, writing skills are considered difficult if someone only practices without practicing. According to Yani (2016:3), engaging writing lessons can be made possible by utilizing surrounding facilities and existing media. Writing lessons in schools are expected to provide students with hope that they will be able to write easily and be able to describe their writing well.

The use of good Indonesian in writing can make a difference in the classification of the written work. The use of appropriate punctuation and standard language can influence the type of written work. There are two types of written works: scientific writing and non-scientific writing. Scientific writing is neutral, objective, systematic, logical, presents facts, is straightforward, and uses formal language. Meanwhile, non-scientific writing is written based on personal experience, the facts concluded must be subjective, the style of delivery uses everyday language, the presentation of the essay is accompanied by history, does not contain hypotheses, is imaginative, the situation of the essay is made dramatic, and the essay is persuasive (Kurniawan 2019:4).

Poetry writing skills are one of the student skills in literature learning that can be done by eighth grade students of SMP IT Al-Fateeh Semarang. In the independent learning curriculum, the learning outcomes for poetry writing skills for students in phase E are that students are able to write ideas, thoughts, views, and directions for various purposes logically, critically, and creatively in the form of informational and fictional texts. Students are able to write expository texts on research results and functional texts on the world of work. Students can transform one text into another for creative economic purposes. Students can also publish their writings in print and digital media. The learning objective for poetry writing skills 10.2 is that students can create poetry texts that they hear, and the flow of the learning objective for poetry writing skills 10.2.1 is that students are able to create poetry texts that they hear into the form of monolog.

Some of the challenges students face when writing poetry include difficulty generating ideas, developing them, and expressing their ideas, feelings, thoughts, and imagination. Students also struggle to align the theme with the poem's content. They also struggle to use diction, imagery, and style appropriate to the subject matter (Saepuloh *et al.*, 2021:108).

One learning medium that can address these issues is a *word wall*. This web-based application can be used to create online quiz-based *games* and can be presented as a learning resource and a student assessment tool. *Word walls* are used online. Teachers can assess students' difficulty levels by ranking their scores from highest to lowest. *Word wall games* are a learning medium that utilizes technology to facilitate independent student learning and are an innovative form of learning (Kusuma, 2024:1566).

Research conducted by Rahayu (2021) on the Effect of Using *Wordwall* Media on Vocabulary Use in Grade X Students in Writing Poetry at the Al-Falah Abu Lam U Islamic Boarding School, Aceh Besar. The purpose of this study was to determine the effect of using *wordwall media* on students' writing abilities on poetry material for grade X, while in this thesis research, it was to determine the poetry writing skills of grade VIII students. But the method used in this study was an experimental method with a one-group pretest-posttest design, while this thesis research used the PTK method. Data collection techniques used tests and observations. Data analysis techniques used normality tests and hypothesis tests. The results of this study showed a calculated t value $> t$ table $6.45 > 1.708$. This can be stated that the use of *wordwall media* has an effect on the poetry writing abilities of grade X students of Al-Falah Abu Lam U High School, Aceh Besar.

Furthermore, research conducted by Syahroni et al. (2023), entitled Utilization of Scroll Poetry and *Wordwall* in Pancasila-Based Poetry Writing Learning for Students at Penggerak Schools. This study uses *wordwall media* in poetry writing learning, the media used is the same as this thesis, namely using *wordwall media* in poetry writing. The results show that mastering writing skills requires mastering other language skills, because writing is the highest aspect of language. Moreover, writing poetry has unique language characteristics. However, although learning to write poetry is a complicated category of learning, it has an important role in literature and the world of education. This role can influence character, personality, broaden life's insights, and improve students' language skills. This research method is a qualitative method with a descriptive form. The results of this study describe the meaning of 6 scroll poems that contain the profile of Pancasila students that are effective and fun to use as learning materials. Scroll poems with *wordwall media* are a combination that has an impact on meeting students' needs in learning to write poetry.

The study entitled The Effect of *Wordwall Application* on Poetry Writing Learning Outcomes of Grade VIII Students of SMP Unismuh Makassar was conducted by Fatimah et al. (2024). The purpose of this study was to determine the effect of using *wordwall applications* on poetry writing learning outcomes of grade VIII students of SMP Unismuh Makassar. Based on the results of this study, the use of *wordwall applications in poetry writing learning has a significant influence on improving poetry writing skills. The pretest score obtained by students before being given treatment using the wordwall application was 57. After being given treatment using the wordwall application was 85. This shows that the use of wordwall applications has increased the poetry writing skills of grade VIII students of SMP Unismuh Makassar.*

In this study, the researcher intends to conduct research to improve poetry writing skills in eighth grade students of SMP IT Al-Fateeh. It is hoped that with the help of *wordwall media*, learning will be more effective. *The wordwall model* is used so that students can understand vocabulary systematically and organized. Students will compose poetry using vocabulary that already exists on *the wordwall* so that students are more helped and easier in writing poetry, with the aim of describing *wordwall media* in eighth grade poetry writing skills to test the improvement of students' understanding of poetry writing material.

METHOD

Research methods are formulated to facilitate research, ensuring it is structured and capable of producing satisfactory results. In this research, the research methods include: data and data sources, primary data sources, secondary data sources, research subjects, research variables, research instruments, data collection techniques, and data analysis techniques.

The design used in the study "Improving Poetry Writing Skills with *Wordwall Media* for Students of SMP IT Al-Fateeh Semarang" is Classroom Action Research (CAR). The research procedure used follows the classroom action research procedure which is carried out in cycles. Each cycle consists of planning, action, observation, and reflection. This is in accordance with the opinion of Kemmis MC Tanggart (in Ilham 2021: 102), he stated that CAR is a spiral-shaped self-reflection cycle, aimed at carrying out the process of improving conditions and finding new, more effective ways to achieve optimal results.

The researcher used two cycles with the following research procedures, the planning that has been designed in making questions in the *wordwall application*, the implementation of the action using two cycles, if the first cycle has not met the success criteria then the researcher carries out the second cycle of action, then observations are made whether the action has met the success criteria or not. The researcher only used two cycles to find out whether or not the learning evaluation using the *wordwall application has improved* because if it is continued it can interfere with the next learning material.

The data used in this study are divided into two types: primary data sources and secondary data

sources. Primary data sources are data obtained directly from the research subjects through data collection tools. Secondary data sources, on the other hand, are obtained from secondary sources, such as documentation and other data (Sugiyono, 2019:16-17).

The subjects of this study were students of class VIII B and class VIII C of SMP IT Al-Fateeh Semarang, with the independent variable being poetry writing skills, and the dependent variable being *wordwall media*.

analysis techniques to determine whether the activities were successful. This can be seen from the percentage of success achieved by eighth-grade students of SMP IT Al-Fateeh Semarang. Field data was then analyzed using the Miles and Huberman qualitative data analysis model. Qualitative data analysis has three methods: data reduction, data presentation, and drawing/verifying conclusions.

According to Apriani (2022:49), the success of action research is marked by the presence of change towards improvement. This is in accordance with the characteristics of action research. The two aspects of the indicators of success of this classroom action research can be explained as follows.

Process Success Indicators

Indicators of process success can be seen from several things, namely:

- a) The learning process is carried out in an interesting way and is considered fun.
- b) The learning process is carried out by directly involving students.
- c) Students were enthusiastic and active during the poetry writing learning process.
- d) Students understand about learning to write poetry using *wordwall media*.

Product Success Indicators

Product success indicators are described by student success in the practice of writing poetry through *project-based learning strategies*. Product success is marked by students' scores meeting the standard values. completion. So, learning to write poetry using *wordwall media* and *project-based learning* can be said to be successful if the student's score has met the standard passing score, namely 73.

RESULTS AND DISCUSSION

This study used *word walls* to improve students' poetry writing skills. Data were obtained from the poetry writing skills of students in grades VIII B and VIII C. The poetry writing skills of students in grades VIII B and VIII C were tested in the pre - cycle, cycle I, and cycle II.

Pre-cycle data obtained from observations with students regarding their attitudes during the process of writing poetry without *wordwall media*, students' interest in the activity, attitudes, enthusiasm, interest, and students' ability to understand the material presented.

Table 1. Non- Test Rubric Results Observation Pre Cycle

No.	Observation Indicators	Value Scale				Number of Students	Presentation
		STS	TS	S	SS		
1.	Students' attitudes when learning to write poetry without using <i>Wordwall media</i> .		√			8	19%
2.	Students' interest in learning to write poetry without using <i>Wordwall media</i> .		√			11	27%
3.	Students' enthusiasm for learning to write poetry without using <i>Wordwall media</i> .	√				13	32%
4.	Students' interest in learning to write poetry without using <i>Wordwall media</i> .			√		5	12%
5.	Students are able to understand the material on writing poetry without using <i>Wordwall media</i> .			√		4	10%

Researchers observed the learning process. In Cycle I, students appeared enthusiastic and engaged in their work. After the game ended, the researchers observed the percentage of questions answered by the students.

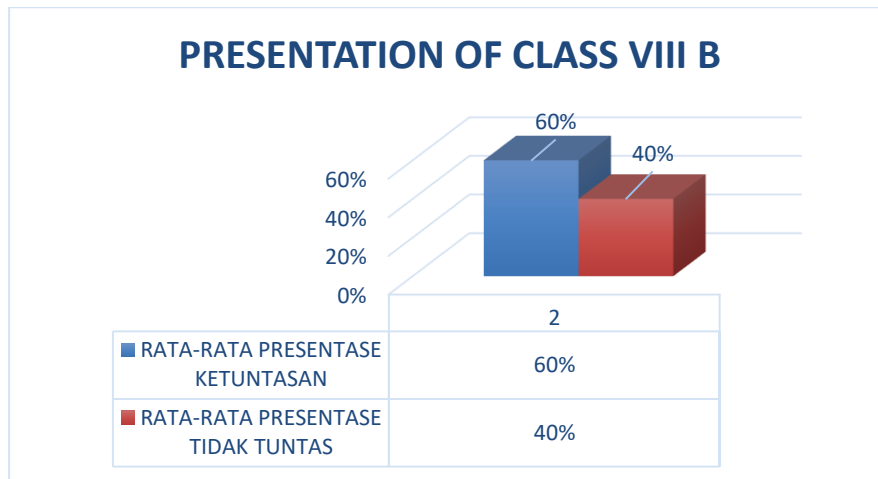


Figure 1. Class VIII B Diagrams

Figure 2 presents a diagram of cycle I. The diagram is for class VIII B, which has 15 students. The average percentage of completion in answering questions in *the wordwall game* was 60% with 9 students. And the average percentage of incomplete answers was 40% with 6 students.

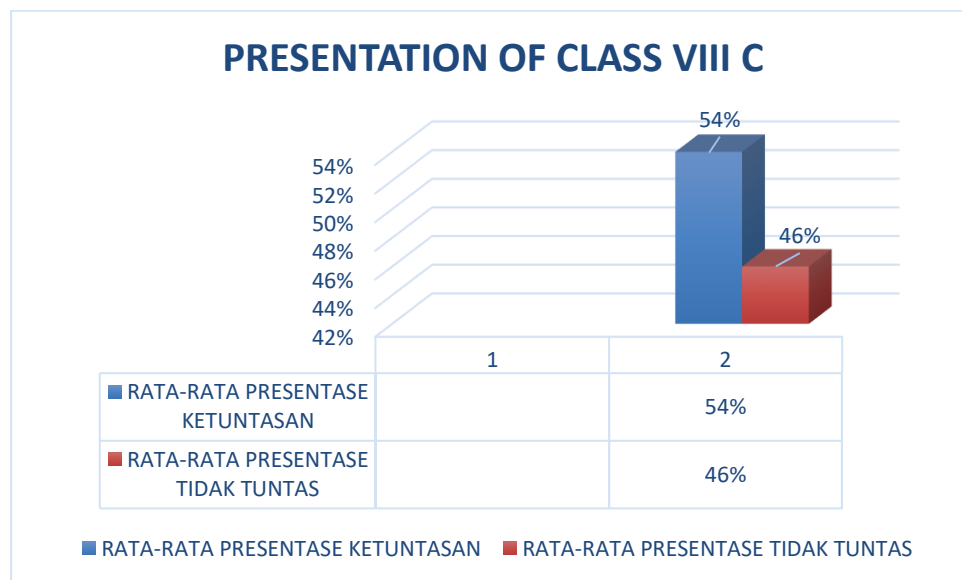


Figure 2. Class VIII C Diagrams

Figure 3 presents a diagram of cycle I. The diagram is for class VIII C, which has 26 students. The average percentage of students who completed the questions in *the wordwall game* was 54%, with 14 students. And the average percentage of students who did not complete the questions was 46%, with 12 students.

The results of the researcher's actions in cycle II yielded results, which were then observed by the researcher to determine whether there was an increase in understanding of the poetry writing material. The following are the results obtained by students.

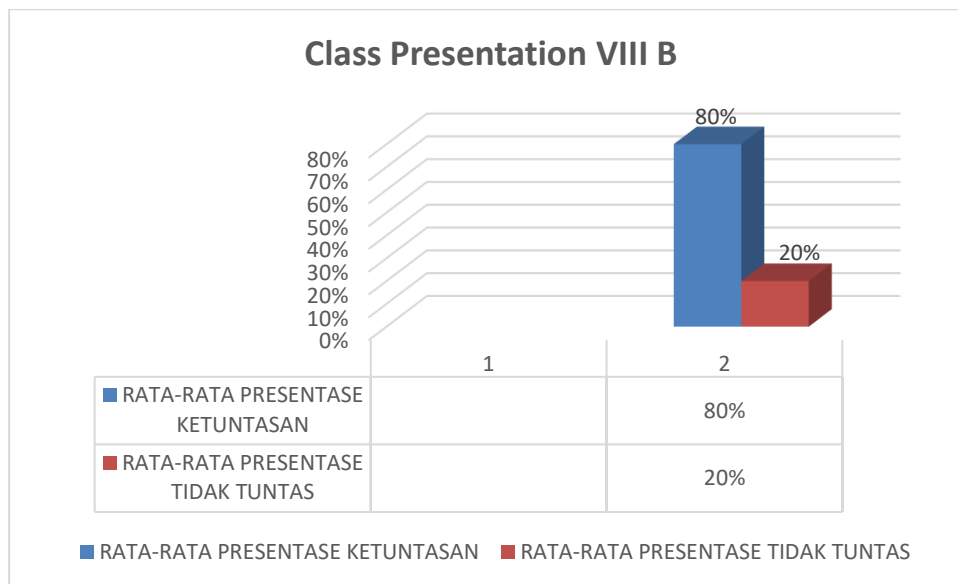


Figure 3. Class VIII B Diagrams

Figure 3 presents a diagram showing improvement in Cycle II. The diagram shows class VIII B, with 15 students. The average percentage of students who completed the *wordwall game* was 80%, with 12 students. The average percentage of students who did not complete the game was 20%, with 3 students.

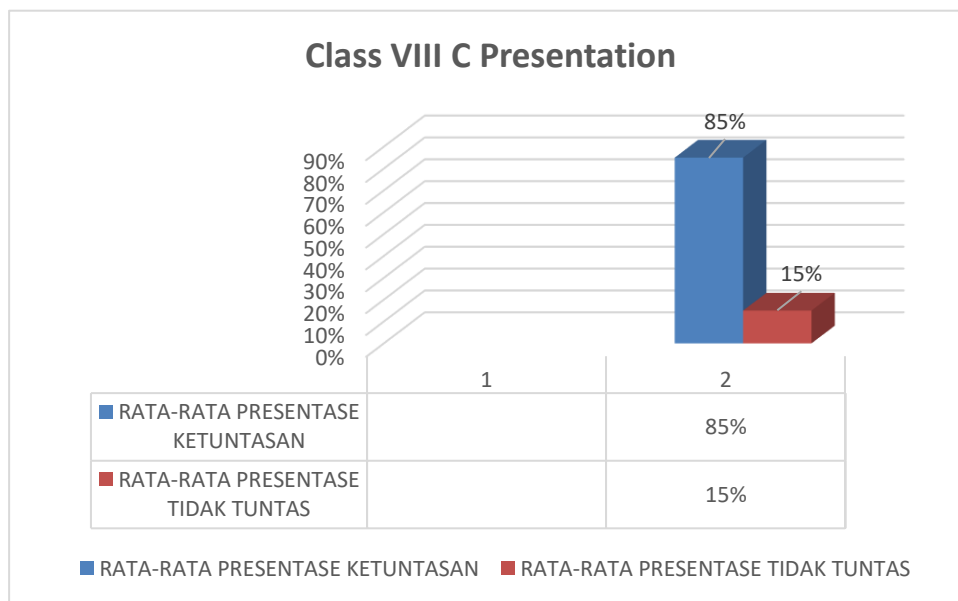


Figure 4. Class VIII C Diagrams

Figure 4 presents a diagram showing improvement in Cycle II. The diagram shows class VIII C, with 26 students, obtained an average completion rate of 85% for 22 *students*, and an average incomplete rate of 15% for 4 students.

The observation rubric for poetry writing skills in cycle I and cycle II contains the following data. The first observation rubric indicator is the attitude of students when learning to write poetry using *wordwall media* as many as 34 students with a percentage of 83%. In the second observation indicator, namely the interest of students in learning to write poetry using a median *wordwall* as many as 28 students with a percentage of 62%. In the third observation indicator, namely the enthusiasm of students in learning to write poetry using *wordwall media* as many as 13 students with a percentage of 32%. In the fourth indicator, namely the interest of students in learning to write poetry using *wordwall media* as many as 25 students with a percentage of 61%. The last observation indicator is that students are able to understand the material for writing poetry using *wordwall media* as many as 18 students with a percentage of 44%.

Based on the test results, it was found that students' understanding of the material on writing poetry increased from cycle I to cycle II. The percentage of classical completion criteria increased from cycle I to cycle II for class VIII B from 60% to 80% and for class VIII C from 54% to 85%.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the process of learning activities to write poetry using *wordwall media* is easy to understand regarding how to play it. Student understanding increases with the influence of *wordwall media*. The response of students of SMP IT Al-Fateeh to the influence of *wordwall media* is good, students' enthusiasm is seen in solving the questions in *the wordwall media*. Student understanding increases from cycle I to cycle II. The percentage of classical completeness criteria increases from cycle I to cycle II for class VIII B from 60% to 80% and for class VIII C from 54% to 85%.

ACKNOWLEDGEMENT

The researcher would like to express his gratitude to the Principal and the Indonesian Language Subject Teachers who served as the research location, namely SMP IT Al-Fateeh Semarang and the Department of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, Sultan Agung University, Semarang, who have provided permission, assistance, and cooperation for the completion of this research. Hopefully, this paper will provide benefits for students, educators, academic activists, and future researchers.

REFERENCES

- Aminudddin, MP, & Suryana, H. (2000). Introduction to literary appreciation. PT Sinar Baru Algensindo.
- Anggraini, PD, & Wulandari, SS (2020). Analysis of the Use of Project-Based Learning Models to Improve Student Activeness. *Journal of Office Administration Education (JPAP)*, 9 (2), 292–299. <https://doi.org/10.26740/jpap.v9n2.p292-299>
- Apriani, H. (2022). Improving Poetry Writing Skills Using the SAVI Learning Model with the Assistance of Word Wall Media in Class X IPS Students of MA Al-Khairaat Tarakan.
- Arini, DR, & Nuryatin, A. (2018). Improving Poetry Writing Skills Using the Flowing Word Technique with Sticky Notes Media in Class VIII D Students of Smp Negeri 2 Magelang. *Indonesian Language and Literature Education Journal*, 7(1), 14–18.
- Azizah, A. (2015). Learning to Write Poetry Using Brainwriting Techniques for Fifth Grade Elementary School Students. *Scientific Journal of Elementary Education*, 2(2), 136–140.
- Language, P., Fkip, I., Effect, F., Wordwall, A., Results, T., & Writing, P. (2024). Effect of Application. 09(September).
- Bungel, MF (2014). Application of Problem Based Learning Model to Improve Learning Outcomes of Class VIII Students of SMP Negeri 4 Palu on Prism Material. *Tadulako Electronic Journal of Mathematics Education*, 2 (1).
- Hasanudin, C., Fitriarningsih, A., Setiana, LN, Jayanti, R., Pratiwi, B., & Priyantoko. (2022). Mentoring Students of MBS Al-Amin Bojonegoro Middle School in Writing Short Stories Using the Project-Based Learning Method. *AMMA: Journal of Community Service*, 1 (3), 133–140. <https://journal.mediapublikasi.id/index.php/amma/article/view/126>
- Ilma, N., & Ripai, A. (2023). Application of Project Based Learning Model to Improve Poetry Writing Skills in Class X 7 of SMA Negeri 2 Semarang. 1387–1394.
- Jaya, S., & Syahrul, R. (2013). Improving Poetry Writing Skills Through Picture Media of Grade X Students of SMA Negeri 2 Kota Sungai Penuh. *Language, Literature, and Learning*, 1(2).
- Kautsar, S., Muhammadiyah, U., & Utara, S. (2024). The Effect of Project Based Learning Model on Creativity in Writing Folk Poetry (Pantun) in Class VII Students of Private Junior High Schools. 8, 1819–1829.
- Kusuma, E. (2024). Utilization of Wordwall Educational Games to Improve Indonesian Language Learning Outcomes of Fifth Grade Elementary School Students. *Basicedu Journal*, 8 (2), 1566–1573.
- Maghfiroh, K. (2018). The use of Word Wall media to improve mathematics learning outcomes in fourth grade students of MI Roudlotul Huda. *Journal of the Teaching Profession*, 4 (1), 64–70.
- Marlani, L., & Prawiyogi, AG (2019). Implementation of Project-Based Learning Model to Improve Poetry Writing Skills in Elementary Schools. *Al-Aulad: Journal of Islamic Primary Education*, 2 (1), 8–12. <https://doi.org/10.15575/al-aulad.v2i1.4427>
- Maulidah, T. (2020). Improving Poetry Writing Skills with Images. *Karangan: Journal of Education, Learning, and Development*, 2 (01), 64–70.
- Munawaroh, R., Subali, B., & Sopyan, A. (2012). Application of Project Based Learning and Cooperative

- Models to Build the Four Pillars of Junior High School Student Learning. UPEJ Unnes Physics Education Journal, 1(1).
- Ngalimun, FL (2013). Paikem-Based Learning Strategies and Models. Banjarmasin: Pustaka Banua.
- Noor, SH, & Mulyani, M. (2016). Improving Poetry Writing Skills on the Beauty of Nature Using Participatory Methods with Image Media. Indonesian Language and Literature Education, 5 (2), 36–41. <https://journal.unnes.ac.id/sju/index.php/jpbsi/article/view/2357>
- Nurjanah, N. (2023). Implementation of the Project Based Learning (PJBL) Model in Improving the Poetry Writing Skills of Class VIII at SMP Negeri 1 Lebakwangi. JGuruku: Jurnal Guru Universitas Kuningan, 1(2), 48–55.
- Nurmajal, D., Sumirat, W., & Darwis, R. (2011). Skilled in Writing Academic Papers, Hosting Events (MC-Moderator) and Writing Letters. Bandung: Alfabeta.
- Pradopo, RD (2012). Poetry Studies (13th edition). Gadjah Mada University Press.
- Rahayu, M. (2021). The Effect of Using Wordwall Media on Vocabulary Mastery of Grade X Students in Writing Poetry at the Al-Falah Abu Lam U Islamic Boarding School, Aceh Besar. STKIP Bina Bangsa Getsempena.
- Rahmi, GD (2016). The Influence of the Number of Tourist Visits on Regional Original Income in Cities and Regencies throughout West Java Province in 2009-2014. Indonesian University of Education.
- Richardo, EY, & Kholifah, S. (2023). Improving Mathematical Reasoning Ability and Learning Interest Through Wordwall Educational Games. Journal of Educational Review and Research, 6(2), 161–169.
- Rokhayah, S. (2022). Development of a Poetry Writing Learning Module Based on "Project Based Learning." Alinea: Journal of Language, Literature, and Teaching, 11(1), 56. <https://doi.org/10.35194/alinea.v11i1.1871>
- Saepuloh, MF, Nurwahidah, LS, & Kartini, A. (2021). Podcast Learning Media to Improve Poetry Writing Skills. Caraka: Journal of Indonesian Language and Literature Education and Regional Languages, 10(2), 107–116.
- Sayuti, SA (2002). Getting to know poetry. Gama Media.
- Setiana, LN, & Azizah, A. (2019). Application of the Project Based Learning Model in Poetry Writing for Unissula Management Students. Journal of Indonesian Language Education, 7(1), 38–48.
- Sma, KX (2022). The Effect of Project-based Learning (PjBL) Model with Image Media on Poetry Writing Ability of Grade X High School Students. Journal of Research, Education and Teaching: JPPP, 3(3), 252–265. <https://doi.org/10.30596/jppp.v3i3.13234>
- Sugiyono, P. (2015). Mixed methods research. Bandung: Alfabeta, 28, 1–12.
- Sugiyono, PD (2019). Qualitative Quantitative Research Methods and R&D (DI Sutopo. S.Pd., MT (ed.); 2nd Edition). ALFABETA, cv.
- Susanti, M. (2018). Improving Poetry Writing Skills Through Project Based Learning Model in Grade VIII Students of SMP Negeri 16 Pesawaran in the 2015/2016 Academic Year. E-Conversion - Proposal for a Cluster of Excellence, 2016, 1–182.
- Syahrani, S., Andayani, A., & Suhita, R. (2023). Utilization of Scroll Poetry and Wordwalls in Pancasila-Based Poetry Writing Learning for Students at the Implementing School. Kwangsan: Journal of Educational Technology, 11(1), 127–146.
- Syarmila, S., Muzammil, AR, (2023). Suggestopedia Method to Improve Poetry Writing Skills of Grade VIII Students of SMPN 6 Sungai Raya. Journal of Education 12, 2715–2723. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/67521%0Ahttps://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/67521/75676598079>
- Tarigan, HG (1986). Writing: as a language skill.
- Waluyo, HJ (1987). Theory and appreciation of poetry.