

Efforts to Improve Poetry Writing Abilities by Implementing The Educational Game "Words Connect" for Students of SDN 06 Rantau Utara Labuhan Ratu Regency

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ABSTRACT

This research is motivated by initial observations that indicate that sixth-grade students still experience difficulties in writing poetry, especially in word choice, the use of figures of speech, and understanding the structure of poetry. This study is a type of Classroom Action Research (CAR) consisting of four cycle stages: planning, implementation, observation, and reflection. This research was conducted at SDN 06 Rantau Utara, Labuhan Batu Regency in the 2025-2026 academic year. The research participant were sixth-grade students. The research instruments used included observation sheets to observe student activities during learning and poetry writing skills tests (pre-test and post-test) to measure the improvement in students' poetry writing ability. Data collection techniques used were observations, tests, and documentation of student work. The data were analyzed quantitatively and qualitatively. Quantitative analysis was performed by comparing the average pre-test and post-test scores and the percentage of student completion in each cycle. Qualitative analysis was conducted by analyzing the results of observations and documentation to determine the processes and obstacles faced by students during learning. The results showed that the implementation of the "Sambung Kata" game can improve the poetry writing abilities of sixth-grade students at SDN 06 Rantau Utara. Quantitatively, there was an increase in the average poetry-writing test score from cycle to cycle. This increase was also observed for the percentage of students who achieved learning completion. In cycle I, the percentage of students who completed it was only 25%, but increased to 85% in cycle II. Qualitatively, the results of observations showed that students were more active and enthusiastic about participating in poetry-writing learning after the implementation of the "Sambung Kata" game. They also appear more creative in choosing words and using figures of speech in their poems. This game proved effective in improving students' vocabulary and word choice, which ultimately improved their poetry-writing skills.

Keywords: Educational Games, Writing Skills, Poetry, Action Research Class

I. INTRODUCTION

Education is a crucial foundation for national' progress. Through education, the younger generation is prepared to face the challenges of the time and contribute to societal development. Education focuses not only on mastering science and technology but also on developing character and creative thinking skills. Language skills, both spoken and written, play crucial roles in this context. Language is a communication tool that enables humans to interact with, share ideas, and express feelings. Good language skills will open opportunities for individuals to achieve success in various areas of life (Amalia et al., 2020).

Writing skills are among the most important aspects of language learning. Writing is a process of expressing ideas, thoughts, and emotions in written form. Writing is not just about conveying information but also a means of developing critical, creative, and analytical thinking skills. Through writing, students learn to construct sentences effectively, choose appropriate words, and logically organize ideas. Good writing skills are crucial for students, especially when facing the demands of academics and the workplace (I.G.A.D.C. Rasmi, 2022). Students are introduced to various types of writing, such as letters, essays, and poetry. Poetry is a form of literature that holds a unique appeal for students. Poetry is the expression of feelings and thoughts in a beautiful and rhythmic language. Through poetry, students can learn to express emotions, develop their imaginations, and increase their sensitivity to their surroundings. Writing poetry can also help students enrich their vocabulary, understand language structures, and improve their creative thinking skills (Khalid, 2021).

However, the reality on the ground shows that elementary school students' poetry-writing skills still need improvement. Many students struggled to find ideas, choose the right words, and construct effective sentences. This is due to various factors, including students' lack of interest in poetry, teachers' lack of understanding of effective learning methods, and lack of engaging learning media. As a result, students find it difficult and unmotivated to learn how to write poetry.

To address these issues, innovative approaches are needed to teach poetry writing. One approach is to implement the educational game, "Sambung Kata." This game is designed to help students develop their poetry-writing skills in a fun and interactive way. In "Sambung Kata," students were encouraged to arrange words into meaningful and poetic sentences. This game can train students to think creatively, develop their imaginations, and enrich their vocabulary. Furthermore, the "Sambung Kata" game can also increase students' motivation to learn to write poetry because they feel more involved and active in the learning process (Khoiriyah, 2023).

This study aims to examine the effectiveness of the educational game "Sambung Kata" in improving the poetry writing skills of sixth-grade students at SDN 06 Rantau Utara, Labuhan Batu Regency, in the 2025-2026 academic year. This study is expected to contribute to the development of poetry-writing learning in elementary schools, as well as provide alternative solutions for teachers to overcome students' difficulties in writing poetry.

Education is one of the pillars of life that can support the successful development of children, in terms of both knowledge and behavior. The world of education is synonymous with schools, meaning that structured education is carried out only in schools. The scope of schools is very broad and includes categories of levels. The most basic level is elementary school, or SD. Education is the activity of discussing knowledge to strengthen the foundation of life. The foundation applied in life is useful for improving the system of life to be more organized and in accordance with religious principles (Nuraiha, 2020).

Elementary school education is the education of children aged 7 to 13 years as a basic level of education developed in accordance with the educational unit, regional potential, and socio-cultural context. In elementary schools, students are required to master all subject areas and learn how to solve problems. At the elementary school level, literature learning is one type of learning implemented.

Literature education aims to develop a conceptual understanding of the literary works of the Indonesian people. As stated by Sayogha et al. (2023), through literary education, students can understand various life values, including moral, social, and cultural ones.

Students can also develop empathy and sympathy for others through literary works. Language and literature play vital roles in strengthening personality. Language is a means of communication that is used to convey ideas, thoughts, and feelings. Literature, on the other hand, is a work of art mediated by language. Through language and literature, we can learn noble values, such as honesty, compassion, responsibility, and love. These values are essential for developing good characteristics (Sayogha, AS, Kadek, N., & Rahmaputri, 2023). Referring to the theory that literature can contribute more to education, one of its contributions is the art of writing poetry.

Writing poetry is a skill that a writer possesses, possessing knowledge of all things related to literature. Poetry is a type of literary work that supports students' writing needs. According to Tarminto (2014:1), poetry is a part of Indonesian literature. Poetry is a bound composition, meaning it is bound by strict rules. Writing poetry is a language skill needed to improve quality of learning (Paيدا, 2023)

Learning methods are presentation techniques mastered by a teacher to present lesson material to students in the classroom either individually or in groups, so that the lesson material can be absorbed, understood, and utilized well by students.

There are various teaching methods that teachers can use tailored to the school's situation and conditions. Teaching methods vary greatly, and all aim to facilitate the transmission of messages from teachers to students (Suzanti, 2021).

Based on the results of observations carried out at SDN 06 Rantau Utara, students' poetry-writing skills are still low. Teachers still have difficulty in determining the correct learning method to achieve the desired target. In addition, students seem less enthusiastic about participating in poetry writing lessons and experience difficulties in poetry writing lessons. Therefore, researchers have proposed a word connection game method for learning poetry writing. The word connection game method can create or arouse a sense of enjoyment in students during the post-writing learning process. The word connection game method is one of the learning methods that aims to make students associate learning as a fun activity. Students are given the freedom to express their imagination through the writing they produce, such as poetry.

In the learning process, poetry writing is a collaborative project undertaken by students in groups. At the end of the lesson, a series of connected poems were created by students (a number of groups formed during the

lesson). This learning activity, using the word connection game method, is carried out as a step to motivate students to develop their imagination to write poetry, which will be carried out individually in their study groups (Setyorini, N., 2022).

This is evidenced by the increasing average value of the minimum completion criteria (KKM) during each observation cycle. Before the second cycle, the average KKM score for students was still very low at only 65.55%. This score was still far from the minimum KKM score of 75. The average score during the first cycle was 71.48%. With this score, students were classified as capable of composing poetry; however, this score still did not meet the minimum completion criteria (KKM). Therefore, a second cycle is necessary. During the second cycle, the students' average score increased significantly. In this cycle, the average score for the students was 82.53%. This score can be classified as very good'. Since the average score for students reached 80, classroom action research (CAR) can be said to have been successful or proven.

II. METHODS

A. Research Design

This study specifically examines how the educational game "Sambung Kata" can influence students' cognitive and affective processes in writing poetry. The cognitive aspects examined included the students' ability to use diction, imagination, and style in poetry. The affective aspects examined included students' motivation, interest, and self-confidence in writing poetry.

This study employed a classroom action research (CAR). CAR is research conducted by teachers in their own classrooms with the aim of improving quality of learning. This study combines research procedures with substantive action, where teachers engage in a disciplined inquiry to understand what is happening while participating in the process of improvement and change (Hopkins in Azizah and Fayakunia Realita Fatamorgana, 2021).

This CAR will be implemented collaboratively between the researcher and the sixth-grade teacher at SDN 06 Rantau Utara. This collaboration is crucial to ensure that the research is relevant to the classroom context and student needs. Furthermore, this collaboration will facilitate in-depth reflection after each cycle of action, enabling continuous improvement in efforts to enhance students' poetry-writing skills.

B. Research Subjects

The subjects of this study were sixth-grade students at SDN 06 Rantau Utara, Labuhan Batu Regency, in the 2025-2026 academic year. The number of students participating in the study will be adjusted based on the sixth-grade student data for that academic year.

Sixth-grade students were selected as research subjects because they are in the final stages of their elementary school education. Good poetry-writing skills will be highly beneficial for them as they continue their education to a higher level. Furthermore, at this age, students are also considered to have sufficient cognitive and language skills to engage in more complex post-writing learning processes.

C. Population & Sample

This research was a participant action research study in which the researcher was involved from beginning to end. This research is cyclical, meaning that if problems are encountered when teaching poetry writing, appropriate actions will be designed. Subsequent actions will always be better than the previous ones. The use of cycles continues until significant improvements in students' poetry writing skills are achieved.

The PTK cycle model used in this study is the Kurt Lewin model, which consists of planning, implementation, observation, and reflection stages.

1. Cycle I

Researchers and teachers collaborated to determine methods to improve student learning and behavior. This was done by identifying issues related to students' poetry writing skills, designing actions to address learning challenges, preparing procedural notes for the actions, and preparing the media and methods to be used such as lesson plans and research instruments.

The research was conducted during the poetry-writing learning process using direct object observation. This observation aimed to train students to hone their post-writing skills.

Observations were conducted using observation sheets containing field notes. The primary focus of the observations in Cycle I was on student activities. The data obtained from the observations were qualitative and were used to assess the success of the research.

At this stage, researchers and teachers understand the processes, problems, and obstacles encountered during action. Observation results were discussed, and teachers provided feedback and comments on the actions taken to measure the success of each aspect. The aspects that are not yet assessed will be addressed in the next cycle.

2. Cycle II

Cycle II was implemented based on the results of reflection on cycle I.

The planning in cycle II is based on the findings of cycle I. The action plans that will be carried out are (1) making improvements to the poetry writing learning plan by using the direct object observation method with the same material as cycle I, but with the aim of improving problems or deficiencies in cycle I, (2) preparing interview sheets and observation sheets to obtain data notes for cycle II, and (3) preparing poetry writing test equipment that will be used to evaluate students' poetry writing skills in cycle II.

The actions taken by the researcher in Cycle II were (1) providing feedback on the results obtained in Cycle I, (2) implementing the learning process of writing poetry using the direct object observation method in accordance with the learning plan, and (3) motivating students to participate more actively and seriously in writing poetry. The learning process in Cycle II provided solutions to the difficulties experienced by students in writing poetry.

The observations in Cycle II were the same as those in Cycle I, including student and classroom observations. The progress achieved in Cycle I and any remaining weaknesses were also the focus of the observations, which were then assessed.

Reflection in cycle II is used to reflect on student learning outcomes in cycle I to determine the progress achieved during the learning process and to identify weaknesses that still appear in classroom learning.

In both cycles, researchers will use various data collection techniques to obtain comprehensive information about students' post-writing abilities. In addition to observations and tests, researchers will also conduct interviews with students and teachers to gain a deeper understanding of their experiences in learning to write poetry using the educational game "Sambung Kata." Data collected from these sources will be analyzed using triangulation to increase the validity and reliability of the research.

D. Data Collection Technique

The data collection techniques used in this study were observation and post-writing ability tests. The observation instruments used in this study were student activity observation sheets and teacher activity observation sheets. In this study, observations were made by recording the results of observations of student and teacher activities on the observation sheets provided.

The test was conducted to determine the improvement in students' poetry writing skills through the implementation of the educational game "Sambung Kata." The test was tailored to the core competencies that were to be achieved.

Documentation is a data-collection technique in the form of writing, drawing, or monumental work. Documents were used to obtain initial data on the names of students and the poetry writing ability scores of sixth-grade students at SDN 06 Rantau Utara before receiving treatment, as well as photographs during the learning process using the "Sambung Kata" educational game method.

In addition to the data collection techniques mentioned above, researchers will use interviews to gather data from students and teachers. The interviews will be semi-structured, with the researchers preparing several key questions but also allowing respondents to express their opinions and experiences more freely. These interviews aimed to supplement the data.

E. Data Analysis Technique

Data analysis was conducted by grouping, presenting, interpreting, and concluding data. Data on students' poetry-writing skills after the implementation of the intervention were analyzed based on the results of the tests. A student was declared to have completed individual learning if her learning outcomes achieved a score of ≥ 70 .

Table 1. Categorization of Learning Outcomes

No.	Mark	Category
1	85-100	Very good
2	70-84	Good
3	55-69	Enough
4	46-54	Not enough
5	0-45	Very less

F. *Achievement Indicators*

The success of this research was measured based on the improvement of students' poetry-writing skills through the word connection game method. Based on the Minimum Completion Criteria (KKM) in grade VI of SDN 06 in Rantau Utara, students are said to have completed individual learning if their learning outcomes achieve a minimum score of 70. Meanwhile, class-based learning completion is achieved if at least 80% of the students in the class have obtained a passing grade. An increase in learning outcomes is said to occur if more students achieve KKM compared to those who do not and have fulfilled classical completeness.

III. RESULTS AND DISCUSSION

A. *Research Results*

This research was conducted at SDN 06 Rantau Utara, Labuhan Batu Regency. This study was conducted in two cycles, each consisting of four stages: planning, implementation, observation, and reflection.

This study was conducted in two cycles, each consisting of three meetings. This research was conducted using the word connection game method, which aimed to describe the process of implementing the word connection game and to improve poetry writing skills in sixth-grade students of SDN 06 Rantau Utara in the 2025-2026 academic year.

B. *Cycle I*

Cycle I was conducted for three meetings with a total of grade VI students of SDN 06 Rantau Utara in the 2025-2026 academic year.

a. *Planning*

Before implementing the action, planning was conducted. This planning aims to prepare everything that will be implemented during the action implementation stage in an effort to improve students' poetry-writing skills using the word connection game method. The research plan discussed by the researcher with the teacher in Cycle I is as follows:

1. Teaching module using the word connection game method.
2. Observation sheet to observe the activities of teachers (researchers) and students during the learning process.
3. Create a poetry-writing ability test to determine the extent of students' understanding of the material they have studied.

Classroom action in Cycle I was implemented over three meetings. In the first and second meetings, the learning process was carried out using the word connection game method, while in the third meeting, a test was conducted on students' poetry-writing skills.

The first meeting consisted of three activities: preliminary, core, and closing.

First, the teacher greets the students, asks how they are, asks the students to read a prayer, checks their attendance and readiness, and conducts an initial ability test on the students regarding poetry.

In this activity, the teacher conveys the material and learning objectives to be studied, explains the material being studied, and in between the teacher's explanation, the teacher asks students to ask if there is anything lacking or not yet understood, forming students into several groups and giving each group the task of creating poetry. When creating poetry, students applied the word connection game method in the following steps:

- (1) Each student was asked to write several words to form a sentence on the LKPD that had been distributed previously.
- (2) At the end of a word or sentence, students write their name.
- (3) After the students have completed the word or sentence, they are asked to move (hand over) the LKPD containing the word or sentence to the friend on their right.
- (4) Students who receive papers from their peers are asked to read the first word or sentence written on the worksheet to their group members. Then, each student was asked to continue (connect) the word or sentence by adding a few more words or sentences. At the end of each sentence, the students were asked to write their names. This is to identify the owners of sentences that do not match the poem.
- (5) After the second student continues several words or sentences to form a poem, the LKPD moves clockwise again, until the time limit is determined by the teacher.
- (6) After the word connection game activity was completed, each representative of the student group was asked to return the LKPD to the teacher.

During the poetry-writing process, the teacher monitors students as they complete the assigned task and encourages students to ask questions if there is anything they do not understand. After the students finished writing, the teacher asked each group to read their poems.

At the end of the lesson, the teacher provided reinforcement for the assigned task and, together with the class, summarized the material learned. The lesson concludes with prayers and greeting.

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During the poetry-writing process, the teacher monitors students as they complete the assigned task and encourages students to ask questions if there is anything they do not understand. After the students finished writing, the teacher asked each group to read their poems.

At the end of the lesson, the teacher provided reinforcement for the assigned task and, together with the class, summarized the material learned. The lesson concludes with prayers and greeting.

The third meeting was the last meeting in cycle I. First, the teacher greeted the students, asked how they were, asked the students to read a prayer, check attendance and the students' readiness, and instructed them to prepare their writing materials.

After the students are ready, the teacher distributes the Cycle I test, which must be completed by each student. Students are not allowed to cheat or collaborate, and complete it within the specified time.

Student activity in Cycle I was obtained through observations of student behavior during the learning process at each meeting. Results of observations of student learning activities using the word connection game method at each meeting in cycle I.

An overview of student activities during the learning process with the number of students in grade VI of SDN 06 in Rantau Utara. The results can be explained on a descriptive scale as follows: students determine the theme of the poem to be made 80%; students form groups 100%; students receive paper given by the teacher 100%; students write several words to form sentences on the paper at 85%; students write their names at the end of the sentences they have made 85%; students give paper containing sentences they have made to their right friends 85%; students read sentences on the paper they get 85%; students continue the sentences on the paper they get by adding several words and writing their names at the end of the sentence 85%; students collect paper containing poems that have been made by connecting words from each group member 100%; students actively ask questions during the learning process 25%; students actively answer questions from the teacher 30%; and students provide responses during the learning process 42.5%.

Based on the results of research conducted on grade VI students of SDN 06 Rantau Utara, the researcher obtained and collected data through the results of the evaluation of poetry writing skills obtained as follows.

Table 2. Statistical Values of Students' Poetry Writing Skills Results in Cycle I

Statistics	Statistical Value
Subject	20
Ideal Values	100
The highest score	75
Lowest Value	40

Based on the above table, it can be observed that the average student score. The lowest score obtained by students was from an ideal score of 100, and the highest score obtained by students was from an ideal score of 100.

The following shows the frequency distribution and percentage of students' poetry-writing ability scores:

Table 3. Frequency Distribution and Percentage of Students' Poetry Writing Skills in Cycle I

No.	Mark	Category	Frequency	Percentage (%)
1	85-100	Very good	0	0
2	70-84	Good	5	25
3	55-69	Enough	7	35
4	46-54	Not enough	3	15
5	0-45	Very less	5	25

Based on the table above, it can be seen that there were no students in the very good category, five students in the good category with a percentage of 25%, seven students in the sufficient category with a percentage of 35%, three students in the less category with a percentage of 15%, and five students in the very low category with a percentage of 25%. The percentage of students' poetry writing ability completion obtained from the results of the Cycle I evaluation is shown in the following table.

Table 4. Percentage of Students' Poetry Writing Skills Completion in Cycle I

No	Mark	Category	Frequency	Percentage (%)
1	70-100	Completed	5	25%
2	0-69	Not Completed	15	75%
Amount			20	100%

Based on the above table, the number of students who completed the course was still lower than the number of students who did not. Five students (25%) achieved a passing grade, while 15 (75%) did not. These results indicate that the target of at least 80% of students achieving a passing grade has not yet been achieved. Therefore, corrective action is required in Cycle II.

C. Cycle II

Based on the findings regarding the problems in Cycle I, this research continued into Cycle II. Improvements added during the implementation of Cycle II include the following:

- Teachers (researchers) must provide better guidance to students regarding the stages of assignment completions. Teachers (researchers) must pay more attention, guide, and direct all groups when working on group assignments.
- Teachers (researchers) must encourage and increase students' motivation to become more active in the learning process.
- The teacher (researcher) gives students the time to think during the question-and-answer session and gives students turns to answer questions.

Research in Cycle II, as an improvement over Cycle I, was also conducted in three meetings with the same number of students, namely 20 people. The implementation of Cycle II is divided into four stages: planning, implementation, observation, and reflection.

a. Planning

Before implementing the action, planning was carried out to prepare everything that would be carried out in the action implementation stage in an effort to improve students' poetry writing skills using the word connection game method. The research plan discussed with the teacher in Cycle II included the following:

- Compiling teaching modules using the word connection game method.
- Prepare an observation sheet to observe the activities of the teacher (researcher) and the students during the learning process.
- Create a poetry writing skills test to determine the extent of the students' understanding of the material they have studied.

Classroom action in Cycle II was implemented over three meetings. In the first and second meetings, the learning process used a word connection game method, while in the third meeting, a test was conducted on students' poetry-writing skills.

Activities in the first meeting consisted of three stages: preliminary, core, and closing activities.

The teacher begins the lesson by greeting the students, asking how they are, asking them to recite a prayer, and checking their attendance and readiness. The teacher also conducted a preliminary post-proficiency test.

1. The teacher delivers the material and learning objectives.
2. The teacher explains the material being studied and gives the students the opportunity to ask questions if there is anything they do not understand.
3. Students were divided into several groups and given the task of writing poetry based on the images they had chosen.
4. Students apply the word connection game method with the following steps:
 - a) Each student wrote several words to form a sentence on the distributed LKPD.
 - b) At the end of a word or sentence, students write their name.
 - c) The LKPD is then moved to the friend on his right.
 - d) Students who received the paper read the previous sentence and then added a few words or sentences to continue the poem.
 - e) This process continues until the LKPD returns to the beginning, after the time determined by the teacher.
 - f) Each group submits the LKPD containing the poem to the teacher.
5. The teacher supervises and guides the students during the process of creating poetry and gives them the opportunity to ask questions if they have difficulties.
6. After the poem was finished, each group read the poems in front of the class.

The teacher provides reinforcement regarding the tasks that have been completed, together with the students, summarizes the material that has been studied, and closes the lesson with prayer and greeting.

The activities in the second meeting also consisted of three stages: preliminary, core, and closing activities.

The teacher begins the lesson by greeting the students, asking how they are, asking them to read a prayer, checking their attendance and readiness, and conducting an initial ability test on poetry.

1. The teacher delivers the material and learning objectives.
2. The teacher explains the material being studied and gives the students the opportunity to ask questions if there is anything they do not understand.
3. The students were divided into several groups and given the task of writing poetry according to the theme determined by the teacher.
4. Students apply the word connection game method in the same steps as in the first meeting.
5. The teacher supervises and guides the students during the process of creating poetry and gives them the opportunity to ask questions if they have difficulties.
6. After the poem was finished, each group read the poems in front of the class.

The teacher provides reinforcement regarding the tasks that have been completed, together with the students, summarizes the material that has been studied, and closes the lesson with prayer and greeting.

The third meeting was the final meeting in Cycle II. The activities carried out in this meeting were as follows:

1. The teacher starts the lesson by greeting the students, asking them how they are, asking them to read prayers, and checking their attendance and readiness.
2. The teacher instructed students to prepare writing materials.
3. The teacher distributed the cycle II test to the students.
4. Students work on the test individually without cheating or collaborating.
5. Students work on the test within the specified time.

By implementing Cycle II, it is hoped that students will experience an increase in their poetry writing skills through the application of the word connection game. Student activity in Cycle II was obtained through observations of student behavior during the learning process at each meeting.

The description of student activities during the learning process in grade VI of SDN 06 Rantau Utara in the 2025-2026 academic year with a total of 20 students can be explained descriptively. All students (100%) determined the theme of the poem to be created, formed groups, received paper from the teacher, wrote several words to form sentences on the paper, and wrote their names at the end of the sentences that had been created. Subsequently, they gave the paper containing the sentences that had been created to their friends on the right, read the sentences on the paper they got, continued the existing sentence by adding several words and writing their names at the end of the sentence, and finally collected the paper that contained the poem by connecting words from each group member. In addition, the active involvement of students in the learning process was

also observed, with 55% of students actively asking questions, 50% of students actively answering questions from the teacher, and 55% of students providing responses during the learning process.

Based on the results of research conducted on grade VI students of SDN 06 Rantau Utara in the 2025-2026 academic year, the researcher obtained data and collected data through the results of the evaluation of poetry writing skills obtained as follows.

Table 5. Statistical Values of Students' Poetry Writing Skills Results in Cycle II

Statistics	Statistical Value
Subject	20
Ideal value	100
The highest score	100
Lowest value	60
Average value	85

Based on the above table, it can be seen that the average score of students was 85. The lowest score obtained by students was 60, from an ideal score of 100, and the highest score obtained by students was 100, from an ideal score of 100. The following shows the frequency distribution and percentage of students' poetry-writing skill scores.

Table 6. Frequency Distribution and Percentage of Skills Writing Student Poetry Cycle II

No.	Mark	Category	Frequency	Percentage (%)
1	85-100	Very good	13	65
2	70-84	Good	4	20
3	55-69	Enough	3	15
4	46-54	Not enough	0	0
5	0-45	Very less	0	0

Based on the table above, it can be seen that there are 13 students in the very good category with a percentage of 65%, four students in the good category with a percentage of 20%, three students in the sufficient category with a percentage of 15%, and no students in the poor and very poor categories.

The percentage of students' poetry-writing skills completion obtained from the results of the cycle II evaluation is shown in the following table.

Table 7. Skill Completion Percentage Writing Student Poetry Cycle II

No	Mark	Category	Frequency	Percentage (%)
1	70-100	Completed	17	85
2	0-69	Not finished	3	15
Amount			20	100

Based on the table above, the number of students who completed the course was greater than the number of students who did not complete the course. There were 17 students who obtained a passing grade (85%) and three students who obtained an incomplete grade (15%). From the results of the data obtained, it can be stated that the target has been achieved, namely, at least 80% of the students who have obtained a passing grade. This shows that learning using the word connection game method can improve the poetry-writing skills of grade VI students at SDN 06 Rantau Utara in the 2025-2026 academic year.

Based on the data above, it can be understood that there has been an increase in the poetry writing skills of sixth-grade students of SDN 06 Rantau Utara in the 2025-2026 academic year. This increase has achieved the desired target of at least 80% of students obtaining a passing grade, whereas in cycle II, 85% of students obtained a passing grade, and 15% of students obtained a passing grade. Thus, the learning in this study is considered complete because it achieved the success indicators in this study.

D. Discussion

The results of this study indicate that the poetry writing skills of sixth-grade students of SDN 06 Rantau Utara in the 2025-2026 academic year in Indonesian language learning after the learning process using the word connection game method has increased. This increase in poetry-writing skills increased after going through several stages of classroom action research consisting of two cycles.

The improvement of poetry skills of sixth-grade students of SDN 06 Rantau Utara in the 2025-2026 academic year was said to be successful after the implementation of cycle II. In the results of the observation of Cycle I, 25% of the students obtained a passing grade. Where this had not reached the success indicator in this study, a minimum of 80% of students obtained a passing grade. Thus, it is necessary to implement Cycle II. Based on the results of the observation of cycle II, it can be said that using the word play method can improve students' poetry-writing skills. In cycle II, the success indicator in this study was achieved, namely, a minimum of 80% of students obtained a passing grade, while in cycle II, 85% of students obtained a passing grade so that this study was completed in this cycle.

This is in accordance with research conducted by Pertiwi et al. (2025) titled " Effectiveness of Acrostic Techniques to Improve Students' Creative Poetry Writing Skills ". Based on the results of the research and discussion, it can be concluded that it is successful because it has been proven that using chain-game techniques can improve the poetry writing skills of grade III students in Indonesian language subjects with poetry writing material with predetermined themes at SDN Keboan Sikep 1, Gedangan District. This is evidenced by the average number of students reaching 80; therefore, classroom action research or (PTK) can be said to be successful or proven (Pertiwi et al., 2025).

And also in line with the research conducted by Alfi Ni'matul Khoiriyah in 2023 with the title "Improving Poetry Writing Skills Through Word Connection Games in Class X Students." Based on the results of the study, it can be concluded that there is an increase in student learning outcomes in the form of poetry writing skills from an average value of cycle I of 48.61 to 80.00 in cycle II through the application of the 'word connection' game-based learning method. (Khoiriyah, 2023).

Poetry is a form of literary work that creatively uses language and words to convey feelings, ideas, or experiences. This is in line with the opinion put forward by Quraini et al., (2024) who stated that one type of literary work that is still developing, poetry consists of the poet's expressions and feelings with meaningful language and is bound by rhythm, meter, rhyme, lyric arrangement, and composed stanzas. Therefore, a method that can enable students to express their ideas or thoughts (Quraini et al., 2024).

One method that can be used is the word connection game. The word connection game is one of the strategies used in the Indonesian language learning process which is expected to improve students' ability to write poetry through cooperation between students, so that in the end students can create poetry in a series. In accordance with the results of research conducted by researchers, using this word connection game method makes students more imaginative and expresses their ideas in writing poetry (Prawoto et al., 2024). This is in accordance with the opinion of Selasih et al. (2025), who stated that by using word connection games stimulates the imagination and ideas of students, the use of game methods makes learning more interesting and students can be more creative and think critically in writing or continuing sentences from their group members so that the sentence is in accordance with the previous sentence (Selasih S et al., 2025). By using this method, students can work together to create rich literary poetry by combining ideas or expressions from various people.

IV. CONCLUSIONS

Based on the results of research conducted at SDN 06 Rantau Utara, Labuhan Batu Regency regarding the application of the "Sambung Kata" educational game method to improve the poetry writing skills of grade VI students, several important conclusions can be drawn. The implementation of the "Sambung Kata" educational game has been shown to significantly improve students' vocabulary and ability to choose appropriate words for use in their poetry. This is evident in the improved quality of diction and the use of more diverse figurative languages in the poems produced by students after participating in this method. This game encourages students to think creatively, search for words that have a deep meaning, and align with the themes of the poems they write. The educational game "Sambung Kata" effectively improves students' poetry-writing skills. This improvement encompasses various aspects, such as determining the theme and title of the poem, developing imagination and creating strong imagery, using effective language styles, conveying the poem's message clearly, and touching the reader's emotions. This is evident in the increase in students' average scores on the poetry writing test from Cycle I to Cycle II, as well as the increase in the percentage of students achieving the minimum passing grade. The educational game "Sambung Kata" (Connecting Words) has proven effective as a fun learning method and motivates students to write poetry. This game creates an interactive and collaborative learning environment in which students can exchange ideas and provide feedback on the post-writing process. Furthermore, this game also helps students overcome fear and hesitation in writing poetry, thus becoming more confident in expressing their ideas and emotions through poetry.

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Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

No datasets were generated or analyzed during the current study

Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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