

Improvement Of Students' Poetry Reading Skills Through Modeling Method In Class IV SDN Rangkapanjaya

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Abstract

The purpose of this study was to improve poetry reading skills in Indonesian language subjects. The methodology used in this research is class action with 2 cycles. The object of this research is the students of Rangkapanjaya State Elementary School, Depok City, totaling 33 students. The instrument of this research is to use oral tests about students' reading skills in reading poetry and teacher observation sheets about the application of the modeling method. The results of the study include pre-research, here the number of students who completed 8 students and the percentage was 24.30% of 33 students with a class average of 67.00%. Cycle 1 the number of completed students was 15 students and the percentage was 45.40% of 33 students with a class average of 71.87%, Cycle 2 the number of completed students was 26 students and the percentage was 78.80% of 33 students with a class average of 75.90%. The conclusion of this study is that the application of the modeling method can improve the reading skills of fourth grade students of SD Negeri Rangkapanjaya Depok City is successful.

Kata kunci: reading Skills, modelling method, indonesian language learning.

1 INTRODUCTION

Education is one of the most important components of human life. Every human being needs education to be able to develop their thinking and abilities. Realizing basic language skills in elementary school can improve their abilities. Reading skills in Indonesian language learning aim to improve language skills, one of which is reading skills. Reading skills are a form of literary work. According to Rachmayanti, et al (2020) learning reading skills is a literary work that exists in elementary schools, while according to Tarigan (2008) skills are skills or expertise possessed from birth. Thus reading skills are taught at the elementary level. Reading skills in education receive special attention because they create effective learning. Students' reading skills greatly support the learning process well, especially poetry reading skills. Reading skills education can foster children's curiosity so that children dare to express and explore freely, so that children will grow with confidence and develop into themselves (Huzaefah, 2017).

Reading poetry cannot be equated with reading as usual. This is in line with the opinion according to Abbas (2006) that reading poetry is an ethical reading that lies in the elements of rhythm, intonation, memorization, and soulfulness. According to Djuanda (2009) reading poetry is a literary work that tends to the rhythm (rhythm) built with rhyme, stanza, and line. Meanwhile, according to Istanti (2009), things that must be considered in reading poetry are articulation, discussion, tempo, dynamics, intonation, and pauses. Based on the above opinions, it can be concluded that reading poetry must pay attention to beauty with certain aspects. It can be expected that reading skills, especially high poetry

reading skills, can have a positive impact on students' ability to follow other learning, especially Indonesian.

Indonesian language learning still has several problems, one of which is still very low as seen from the KKM score which is not optimal, one of which is in reading skills reading poetry material has not shown maximum results. It is evidenced from the results of the value of student learning activities in class IV SDN Rangkapan Jaya in reading skills, especially in poetry reading skills which are still not optimal, this is due to the lack of maximum in learning to read poetry, namely: (1) students are less enthusiastic in learning to read poetry, (2) lack of student interest in reading poetry, (3) lack of student appreciation in reading poetry, (4) the teacher only gives lectures so learning activities are monotonous and students are less active in learning, (5) the teacher has not used the right learning methods and strategies, (6) the teacher does not provide opportunities to develop competencies possessed by students, (7) the teacher lacks motivation to students in learning.

Based on the above problems, it shows that the quality of the process and results of Indonesian language learning in reading skills in poetry reading material is still not optimal. The methods and strategies used by the teacher are still inappropriate, namely only using the lecture method so that learning activities become monotonous, related to the problem where the teacher only provides the theory of reading poetry, but less in terms of reading poetry practice, students become passive and less able to read poetry. Impacting on the lack of student skills in reading poetry, these results are indicated by reading student poetry that seems as it is, intonation, memorization, appreciation, and appearance are very lacking seen from the expression of students in reading poetry. According to Kosasih (2012) Reading poetry is not just sounding out words but conveying messages and impressions of the poet. One of the efforts made is to change the learning method with the modeling method.

Modeling method is a learning process by demonstrating an example that will be imitated by students. According to Suprijono (2012), this modeling method is one of the approaches of Contextual Teacher Learning (CTL) which can make it easier for teachers to relate the material taught to everyday life. According to Istanti (2009), the things that must be considered in reading poetry with the modeling method are articulation, discussion, tempo, dynamics, intonation, and pauses.

There are advantages and disadvantages in the modeling method. One of the advantages of the modeling method is that students can better understand the learning material, students can be more active, and students will be more motivated in the learning process, while one of the disadvantages of the modeling method is that it requires mastery of the material and expertise to be imitated. The application of this modeling method is expected to motivate students in improving reading skills, especially reading poetry, and can encourage students to improve learning outcomes. The specific purpose of this research is to improve students' poetry reading skills through modeling methods in Indonesian language subjects in class IV SD Negeri Rangkapanjaya.

2 RESEARCH METHODS

The type of research is Classroom Action Research (PTK) is a qualitative research, by carrying out pre-cycle, cycle 1 and cycle 2. Each cycle has 4 stages of activity, namely planning, implementation of action, observation, and reflection. According to Hanifah (2014) this classroom action research is a caustic and contextual research on conditions, circumstances, and situations in the classroom.

This research was conducted at SD Negeri Rangkapanjaya, Depok City. This school is located at Jl. Caringin Kp. Kupu No.1, Kel. Rangkapanjaya, Kec. Pancoran Mas, Depok City, West Java, the research time was conducted in the second semester of the 2021-2002 school year. In May 2022. The subjects of this study were fourth grade students totaling 33 students consisting of 18 male students, and 15 female students.

The characteristics of grade IV elementary school are included in the stage or phase of growth. According to the opinion of Izzati et al (2008) that the characteristics of grade IV students are that their attention is focused on practical everyday, curious, realistic, and want to learn. Meanwhile, according to Piaget (1983) grade IV students are at a concrete stage of development. Knowing the characteristics of grade IV students will help teachers to know students' imagination, creativity, students' skills when reading poetry, students' confidence when reading poetry, and increase students' motivation when reading poetry.

Data collection methods used observation, oral tests, and interviews. Tests were conducted during the learning process by reciting poetry. The test has indicators including understanding and reciting poetry by paying attention to proper and appropriate memorization, intonation, and expression. The research instruments consisted of student activeness observation sheets, teacher performance observation sheets, test sheets, and interview guideline sheets.

The data processing method was done with frequency distribution statistics. Data analysis was carried out in two ways: tabulation, calculating the average, and percentage of student learning data, as well as describing histograms, pie charts, and graphs with all the composition of student learning data, then compiling a Frequency Distribution Table (TDF). Classical learning outcomes of at least 75% and the number of students reaching the KKM is 75 (Seventy-five).

3 RESULT AND DISCUSSION

Sebelum menuliskan judul hasil dan pembahasan, berikan jarak 2 spasi baris 10pt. Hasil penelitian merupakan uraian berdasarkan jenis-jenis data yang dikumpulkan menurut metode penelitian. Hasil dan pembahasan harus bersesuaian.

The results of the research using the modeling method can improve the process and learning outcomes of students. This research phase was carried out with 2 cycles. Each cycle consisted of 1 meeting. The way to overcome the problems that arise in this study is to use the modeling method. In the initial condition or activities carried out during pre-research is to conduct an interview with the class teacher. Based on the results of the interview, it shows that out of 33 students only 24.30% have reached the KKM (complete) and 75.70% have scored below the KKM (incomplete) with an average of 67.00%. Students' poetry reading skills are still very low, so students' skills in reading poetry must be improved again. So the research continued to cycle 1.

Cycle 1 is divided into four stages, namely planning, implementation, observation, and reflection. Before carrying out the implementation stage in cycle 1, the planning stage must first be carried out by collecting data using predetermined instruments, analyzing the curriculum and making a learning syllabus, making a Learning Implementation Plan (RPP), preparing observation sheets, and assessment sheets.

Learning Implementation Plan (RPP), preparing observation sheets, and assessment sheets. After that, the implementation of learning using the modeling method was carried out. During the implementation of learning, the collaboration team observed student behavior and the results obtained were the average results of student observations in the learning process of cycle 1 with the modeling method with a value of 19.22 in the sufficient category, This is due to the lack of students in paying attention to the teacher's explanation, students pay less attention when the teacher models reading poetry, students are less active and orderly in the learning process. In addition to student observations, the collaboration team also observed teacher performance with an average score of 22 with a good category even though there were still shortcomings in the learning process.

Student learning outcomes about reading poetry in Indonesian language subjects in cycle 1 are still not optimal. Evident in the results of cycle 1 of 33 students who were able to score > 75 with details of 15 students or 45.40% of students who were complete and 18 students or 54.60% of students who were not complete. This can be interpreted that the results of learning skills are in the Not Completed category. With an average score of

71.87%. From the results of cycle 1, it indicates that it has not yet reached the specified success indicator of 75%.

Cycle 1 reflections in the learning process include the following: (1) Students lack understanding of poetry learning material, (2) Students are not confident when reading poetry, (3) Students are less motivated, (4) students are less active in the learning process, (5) lack of teacher explanation in delivering learning material. So there needs to be improvement in the next cycle, namely cycle 2.

Cycle 2 learning is carried out the same as the previous cycle, namely one meeting. Before carrying out the implementation, planning will be carried out first in cycle 2, namely compiling an improvement plan, compiling an improved Learning Implementation Plan (RPP), preparing observation and assessment sheets that will be used in cycle 2. After that, the implementation of learning using the modeling method that has been improved from the previous cycle. The implementation of learning takes place, the collaboration team observes student behavior and the results obtained are that students are more confident because they are motivated by the teacher, students understand the material better, because with the teacher adding understanding of the material reading poetry students can better understand the learning material, besides that the teacher can guide students to mark the text so that students can know the right pauses, and intonation, Students are more active in the learning process, so that the average student observation results in the learning process of cycle 2 with the modeling method are 22.48 with a good category, In addition to student observations, the collaboration team also observed teacher performance with an average score of 31 with a very good category. This is because the teacher has improved the shortcomings in the previous cycle, in cycle 2 both students and teachers experienced significant changes.

Student learning outcomes in cycle 2 have increased. Evident in the results of cycle 2 of 33 students who were able to score > 75 with details of 26 students or 78.80% of students who were complete and 7 students or 21.20% of students who were not complete. This can be interpreted that the results of learning skills are in the Completed category. The average score is 75.90%. From the results of cycle 2, it indicates that it has reached the specified success indicator of 75%. This is because it has improved the shortcomings in cycle 1, students become more active, more confident, more motivated during the learning process, students better understand the learning material. Students can read poetry with predetermined indicators, namely: students are able to use intonation, expression, memorization, and style when reading poetry appropriately, so that poetry becomes more lively and meaningful. According to Doyin (2010) the essence of reading poetry is an expression of the feelings and thoughts of the author, while according to Wei (2010) reading poetry taken from imaginative words that come from the feelings and thoughts of the author. So it can be concluded that reading poetry is an expression of one's feelings and thoughts in imaginative words. So that the research improvement process was successful and completed in the implementation of cycle 2.

Tabel 1. Student Learning Outcomes

	Completed		Not Completed		Total Student
	Total	Percentage	Total	Percentage	
Pre Research	8	24,30%	25	75,70%	33
Cycle 1	15	45,40%	18	54,60%	33
Cycle 2	26	78,80%	7	21,20%	33

The results of the reflection on cycle 2, it will be sufficient in this cycle because the students' learning outcomes have met the success indicators that have been formulated in this study the average value of the overall learning outcomes of students has reached a value of 75.90% and students who reach the minimum completeness criteria value of 75 have reached 78.80% of the total number of students. So it is obtained that the right learning method for Indonesian subjects about reading poetry is through the modeling

method as many as 26 students can follow the learning well and get good results. The following are the results of student learning material reading poetry in tabular form table 1.

Based on the table above, students' learning outcomes in Indonesian language subjects on poetry reading material can be seen that there is an increase in the completeness of learning outcomes from the initial conditions of pre-research to cycle 2. The learning outcomes of the complete category from pre-research 24.30%, namely 8 students, increased in cycle 1 to 45.40%, namely 15 students and continued to increase in cycle 2 to 78.80%, as many as 26 students. The following is a graph of student learning outcomes in reading poetry:

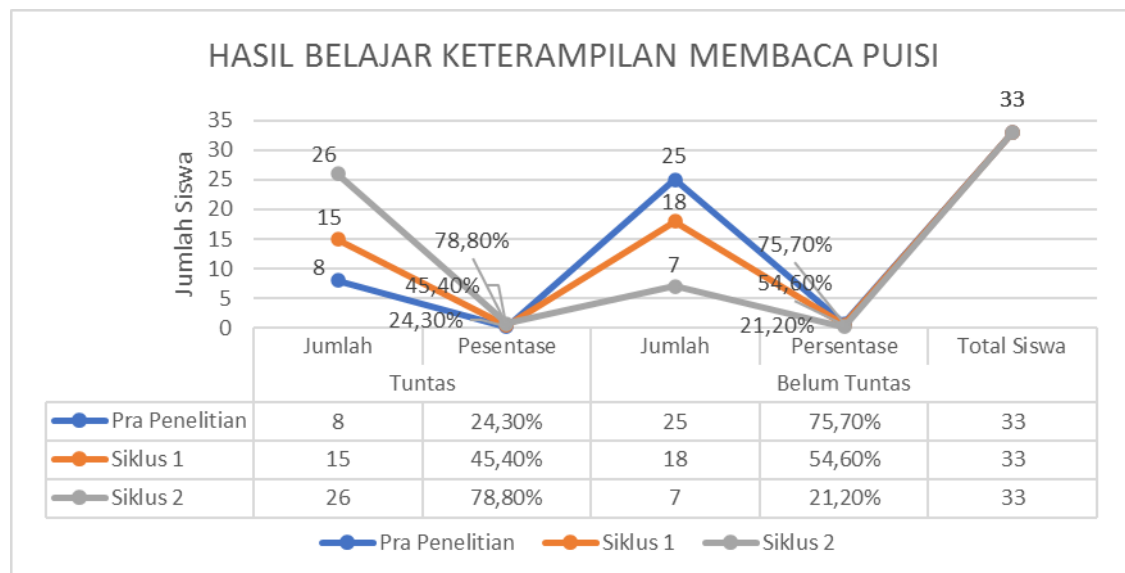


Figure 1: Learning outcomes of poetry reading skills

Based on the results of the graph above, it can be seen that there is an increase in the completeness of learning outcomes from the initial conditions of pre-research to cycle 2. Learning outcomes in the complete category from pre-research 24.30%, namely 8 students, increased in cycle 1 to 45.40%, namely 15 students and continued to increase in cycle 2 to 78.80%, as many as 26 students. The results of the teacher observation sheet by applying the modeling method in tabular form are as follows:

Table 2: Application of the Modelling Method

No.	Aspect	Cycle 1				Cycle 2			
		4	3	2	1	4	3	2	1
1.	The teacher opens the learning activity	✓				✓			
2.	Teacher provides apperception			✓		✓			
3.	Teacher motivates students			✓			✓		
4.	The teacher provides learning materials			✓			✓		
5.	The teacher invites the model to recite the poem			✓			✓		
6.	The teacher guides the students to mark important points in the poem text	✓					✓		

7.	The teacher evaluates the students to recite the poems in front of their friends	✓			✓
8.	The teacher gives the students an understanding of the content of the poems read out	✓	✓		
9.	The teacher asks questions and makes conclusions	✓		✓	
10.	The teacher conducts closing activities	✓			✓
Total		6	16	12	15
Recapitulation		22		31	4

Based on the table above, the results of teacher observations have increased, at the beginning of cycle 1 the teacher was less motivating, the teacher was less in guiding students, the teacher did not provide understanding material, in cycle 1 a total score of 22 was obtained and has increased in cycle 2 with a total score of 31. This is because there have been improvements in the previous cycle. The relationship between student learning outcomes and the method that has been applied, namely the modeling method. The following is the relationship between learning outcomes and the modeling method in the form of a graph as follows:

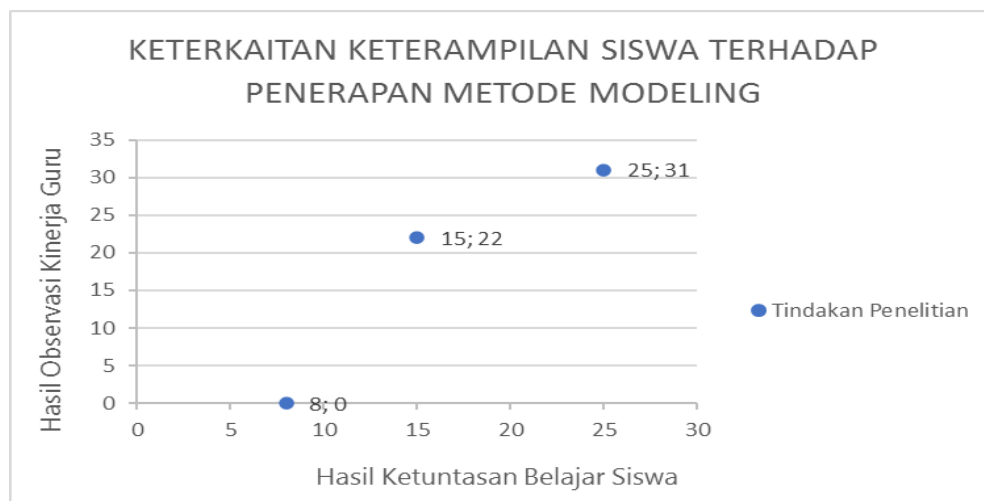


Figure 2. Linkage results of student skill results to the application of the modeling method

Based on the graph above, it can be seen that the application of the modeling method is very related and has a significant effect on student learning outcomes, from the initial pre-research condition of 8;0 to cycle 2, namely 25;31, has experienced a significant increase. Therefore, the application of the modeling method is the most appropriate method used to improve students' skills in reading poetry.

3 CONCLUSION

Based on the results of research that has been carried out through two cycles, the percentage of students reached 78.80%, thus students are categorized as complete because they have exceeded the success indicator of 75%. This can be proven by an

increase in the average score and completeness or achievement of indicators. The average score in the pre-cycle was 67 with an indicator achievement of only 24.30% or only 8 out of 33 students who were declared complete. While the average score in cycle 1 increased by 71 with the achievement of indicators increasing by 45.40% or there were 15 out of 33 students who were declared complete. The average score in cycle 2 increased by 75.90 with the achievement of indicators increasing by 78.80% or 26 out of 33 students were declared complete. Thus it can be concluded that the application of the modeling method in Indonesian language lessons, especially in reading poetry in class IV SD Negeri Rangkapanjaya Depok City can improve students' skills in reading poetry.

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