



Reading poetry based on video modeling techniques of poetry performance records

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ABSTRACT

Background: Reading poetry is an effort to convey the poet's message to his listeners.

Purpose: This study aims to analyze the process of learning to read poetry and improve results.

Design and methods: This experiment analyzes the improvement of the learning process, including the stages of attention, retention, reproduction, and motivation, as well as the improvement of student learning outcomes when reading poetry in terms of intonation, pronunciation, volume, gestures, and expressions. This research was conducted on Literary Club extracurricular students at SDIT ALIF. The method used in this study is a quantitative experimental method using the video modeling technique of recording a poetry performance by Helvy Tiana Rosa. Data analysis techniques in this study were in the form of videos during which students read poetry, observation sheets, field notes, and student test results in the form of performance tests. In this design, two groups are randomly selected and then given a pretest to find out the difference in the initial state between the experimental group and the control group. Each group that was randomly selected was the same for both the control group and the experimental group, namely 10 people

Results: experimental class pretest data with an average of 14.10 while the control class obtained an average of 19.60. From the results of the posttest, it was obtained that the average posttest score of the experimental class was 17.50 and that of the control class was 26.30. Thus, it can be said that the skills of students have increased. However, based on the assessment with this technique, there is an insignificant increase in effect.

Keywords: Poetry performance video modeling techniques, poetry reading

Introduction

Modeling technique is one of the contextual learning techniques (Ichsan, et al, 2023). Contextual learning shows that not only teachers can be used as models. Models can be planned and can also use external models. The model is also expected to overcome class problems (Hidayat, 2012). Modeling bases are ideas, learning practices, and student activities at the request of the teacher. Thus modeling can be combined with poetry performance videos. Modeling learning theory is a theory put forward by Albert Bandura.

Modeling is a learning process by observing the actions and actions of others around us (LESILOLO, 2019). Modeling, or imitation, is also a process of learning by observing, paying attention, and imitating the actions of others. The results of modeling or imitation tend to resemble even the behavior of the person being imitated. This modeling is a very important and effective part of the learning process (Zebua et al., 2019). There are at least three important elements in reading poetrynamely appreciation, vocals, and appearance.

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Appreciating poetry means fully understanding the content of poetry so that the soul of poetry can connect with the soul of the reader. Appreciation for reading poetry is reflected in word fragments, tone and intonation, expression and fluency. Reading poetry is an effort to convey the poet's message to his listeners. Vowels are also called pronunciations. Vocals refer to efforts to correctly pronounce the words or groups of words that make up poetry (Marta Swara Utami et al., n.d.). Readers should pay attention to when it is appropriate to take a deep breath and how long it lasts. The final factor is appearance. Poetry reading performances include questions about new techniques, blocks and use of backdrops, body movements, and types of clothing. The new technique is how poetry readers present themselves first. This technique is used to make the poetry reader master the stage first. The second thing to note regarding appearance is blocking. Blocking is a way of reading to position the body when reading poetry. Blocking also refers to the use of backdrops and objects on stage. The third consideration regarding appearance is gestures to accommodate the soul of the poetry being read. The fourth is getting dressed. Dress is related to thinking about whether the contents of the poem require supportive clothing. Based on the description above, it is necessary to do modeling techniques in reading poetry so that the author's message contained in the poem can be conveyed properly (Afriansyah & Yanti, 2020).

Law no. 20 of 2003 concerning the National Education System article 1 paragraph 20 states that learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is also an effort to improve subject proficiency. This is clearly different from the concept of learning, which can be interpreted as an effort to acquire intelligence or knowledge, and practice to change behavior and reactions caused by experience. From this it can be concluded that what is meant by learning is the process of interaction between students and educators and learning resources in the learning environment. Learning is a process that helps students learn well. Studying literature is part of learning Indonesian in formal schools. Decree of the head of the standard, curriculum and educational assessment body number 008/kr/2022 concerning learning outcomes in early childhood education, basic education level, and secondary education level in the independent curriculum in learning achievement of Indonesian for elementary schools in the elements of reading and watching. Reading is the ability of students to understand, interpret, interpret, and reflect on texts according to their goals and interests to develop their attitudes, knowledge, skills, and potential. Viewing is the ability of students to understand, interpret, interpret, and reflect on printed, visual and/or audio-visual presentations according to their goals and interests. Components that can be developed in reading and viewing include sensitivity to phonemes, letters, sign systems, vocabulary, language structure (grammar), meaning, and metacognition (Arofah & Anis, 2020). In learning Indonesian based on the Merdeka curriculum, learning includes text-based learning. One of them is the text of poetry. Reading poetry is taught at the elementary school level as well as in the extracurricular activities of the Sastra Club at SDIT ALIF to instill an artistic spirit in children, awaken a love of reading, give encouragement, and nurture children's talent to become declaimers.

Education units are obliged to organize extracurricular activities to encourage the development of students' talents and interests. Therefore, extracurricular activities must be managed systematically and in a pattern that leads to the achievement of the goals that have been set. In order to create and develop systematic and structured extracurricular activities, schools need to understand the methods and stages of the need for guidelines that can guide the implementation of educational units. With reference to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning extracurricular activities in primary and secondary education, with reference to

extracurricular character development activities related to the development of potential, talents, interests, abilities, character and cooperation. Student independence is optimally carried out outside study hours for curricular and extra-curricular activities under the guidance and supervision of the Education Office. Literature is the expression of artistic and imaginative facts as a form of embodiment (manifestation) of human life and society (Karya & Sonjaya, n.d.).

In literature, the delivery uses language and has a positive effect on human life. It can be concluded that literature is the work of humans that tells about human life and is conveyed through language. Literature Extracurricular is one of the extracurriculars related to literature or art with the aim that students who have talent in literature are able to develop it and be able to practice it in everyday life (Hardianti et al., 2022). In the Literature Extracurricular this Club has several focused activities which are of course very useful as a venue for channeling talents and for increasing student creativity. One of them is Poetry. The Literature Extracurricular consists of students from grades 1 to 6 of elementary school, both male and female. The selection of members of the Literature Extracurricular is through a selection of students' potential interests and talents held by the school. It can be concluded that the results of this selection are individual, that is, they are developed according to the potential/talent of each student.

This research is different from previous research which can be proven from the objectives, methods, and technical analysis. Previous research aimed to see and analyze the increase in poetry reading through the application of the modeling the way strategy in class X students of Jambi Medan Private Vocational School. The research design used in this research is The Post Test Only Control Group Design (Zahara & Nurhayati, 2022). The modeling method Albert Bandura used in his graduate studies Musadat was a scholar. The title of the research is "Using a Modeling Strategy" to improve the speaking skills of SD Negeri 5 Class IV Mataram students. Research has led to increased levels of Less than: listening stage (I:75% II:87.5% III:89.5%, model analysis (I:72.8%, II:91.2% III:93%), Speaking Practice (I:64.6% II:74.9% III:91.5%) (Arifin Alatas & Al Baburrahim, 2021). Modeling techniques have also been used in poetry reading modeling by Mashita (2018). The research was entitled Implementation of Modeling Techniques to Improve Poetry Reading Skills in Class II Students at SDN 006 Sekip Hulu Rengat. The results of this research were to produce a modeling method in learning poetry reading was SDN 006 Improving Poetry Reading Skills for Class II Students by Sekip Hulu Rengat. From observations showing that student activity changed to be more active Learning to read poetry in cycle I obtained an average score of 2.82 with a percentage of 70%. The score of cycle II averaged 3.28 with a percentage of 82%. Students in cycle I obtained an average score of 82.61 and the average value achieved in cycle II increased to 85.87 in 75 KKM (Mashita, 2018).

While this article aims to find out the need to conduct experiments using modeling techniques with reference to video poetry performances based on experimental methods to improve poetry reading skills in extracurricular literature clubs. This study aims to analyze the process of learning to read poetry and improve results. This experiment analyzes the improvement of the learning process, including the stages of attention, retention, reproduction, and motivation, as well as the improvement of student learning outcomes when reading poetry in terms of intonation, pronunciation, volume, gestures, and expressions.

Methods

The method used in this study is a quantitative experimental method using the video modeling technique of recording a poetry performance by Helvy Tiana Rosa [Someday - Sapardi Djoko Damono \(Declamator: Helvy Tiana Rosa\) - YouTube](#). Experimental research

methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions (Mashuri, 2021). Through the quantitative experimental method using the technique of modeling video recordings of poetry performances, this aims to improve the ability to read poetry.

The subject of this study was the Extracurricular Literature Club SDIT Alif – Ciawi, which consisted of 24 students consisting of 4 first grade students, 4 second grade students, 4 third grade students, 6 fourth grade students, 4 fifth grade students and 2 fifth grade students. grade six. This research was used in the form of observation sheets, poetry reading performance test sheets, and field note sheets. Data collection in this study was carried out by observation, field notes, and poetry reading performance tests.

In this study, there were two variables observed, namely variable X and variable O. The X variable in this study was a video recording of a poetry performance and the O variable in this study was the students' ability to read poetry. In this design, two groups are randomly selected and then given a pretest to find out the difference in the initial state between the experimental group and the control group. Each group that was randomly selected was the same for both the control group and the experimental group, namely 10 people.

Table 1. Pretest-posttest control group design research design model

R	O1	X	O2
R	O3		O4

The data analysis techniques in this study were adapted to the data analysis techniques in experimental research. The data to be analyzed is in the form of videos during which students read poetry, observation sheets, field notes, and student test results in the form of performance tests assessed by the extracurricular advisor.

Findings & Discussion

Findings

This research was conducted at the Alif Integrated Islamic Elementary School in the Extracurricular Literature Club activities. This extracurricular has 24 students and takes 10 students as the control class and 10 students as the experimental class which are taken randomly or randomly. So the total number of samples is 20 students. The following shows the indicators used in this experiment.

Table 2. Experimental indicators Validity statistics

No	Indicator	Sig. (2-tailed)
1	Meaning	0,009
2	Intonation	0,002
3	Time	0,013
4	Gesture	< 0,001
5	acting	0,003
6	facial expressions	0,001

From the table above, data is obtained which states that the instrument used is valid because $\text{sig.} \leq 0.05$, then declared valid. If $\text{Mr.} > 0.05$, then declared invalid. The meaning indicator has a result of 0.009, the intonation indicator has a result of 0.002, the tempo indicator has a result of 0.013, the gesture indicator has a result of <0.001 , the acting indicator has a result of 0.003, and the mimic indicator has a result of 0.001.

The reliability test is used for the accuracy of the measurements being measured. This research instrument can be trusted. The following presents the results of the Reliability test.

Tabel 3. Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.883	6

From the table above, the number of valid case values is 10 and the reliability statistics show that the results of the analysis are reliable or consistent with Cronbach's Alpha values > 0.60 is 0.883.

Based on the data obtained according to the aspects that are assessed in reading poetry include aspects of meaning, intonation, tempo, gesture, acting and expression (Aminuddin, 2013). then data is obtained

Tabel 4. Frequencies Statistics

		PRETEST	POSTTEST
N	Valid	20	20
	Missing	0	0
Mean		16.85	21.90
Std. Error of Mean		1.027	1.388
Median		16.50	22.50
Mode		20	15 ^a
Std. Deviation		4.591	6.206
Variance		21.082	38.516
Skewness		.270	-.095
Std. Error of Skewness		.512	.512
Kurtosis		-1.026	-1.182
Std. Error of Kurtosis		.992	.992
Range		16	20
Minimum		10	12
Maximum		26	32
Sum		337	438

a. Multiple modes exist. The smallest value is shown

From the table above, the highest score before conducting the experiment was 26 and after conducting the experiment was 32. The lowest score before conducting the experiment was 10 and after conducting the experiment was 12. The average value before conducting the experiment was 16.85 while after conducting the experiment it was 21.90. standard deviation pretest is 4.591 and posttest is 6.206. the pretest variance is 21,082 while the posttest is 38,516. It turned out that from testing the pretest and posttest values for the initial abilities of the two samples, there was quite a large difference.

To find out the comparison of experimental class trials and student control classes with video modeling techniques of poetry performance recordings. Based on the results of data analysis tested on Literature extracurricular students, data was obtained.

Tabel 5. Group Statistics

	KELAS	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	Eksperimen	10	14.10	3.414	1.080
	kontrol	10	19.60	4.006	1.267
POSTTEST	Eksperimen	10	17.50	4.197	1.327
	kontrol	10	26.30	4.547	1.438

Based on the table above, it can be seen that the pretest data for the experimental class averaged 14.10 while the control class obtained an average of 19.60. standard deviation pretest experimental class 3.414 while the control class 4.006. the results of the experimental class and the control class pretest values of the control class have different initial abilities, there are differences in the sample.

At the end of the meeting the students were again given a posttest, this posttest aims to find out the increase in students' poetry reading. The experimental treatment was that students watched a video of a poetry performance by Helvy Tiana Rosa with the title of the poem "On One Day Later" by Sapardi Djoko Damono. From the results of the posttest, it was obtained that the average posttest score of the experimental class was 17.50 and that of the control class was 26.30. for standard deviation or *Std. Deviation* the experimental class is 4.197 while the control class is 4.547. From this, it can be concluded that in the control and experimental classes there were differences in students' ability to read poetry which increased.

To test the normality of the data, the Kolmogorov-Smirnov test was used to determine whether the research data has a distributed data distribution or not. The sample is normally distributed if it is filled with a significant Kolmogorov-Smirnov value < 0.05 . concludes the results of the calculation of research data presented in the table below.

Tabel 6. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.154	20	.200*	.946	20	.315
POSTTEST	.129	20	.200*	.947	20	.325

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the pretest and posttest data for reading poetry has a sig value > 0.05 , it can be concluded that the data is normally distributed.

The data homogeneity test was carried out to find out whether the sample used in the study came from a homogeneous population or not. It can be concluded whether the selected sample can represent the entire existing population. By the similarity test used in the two-variant homogeneity test is the F-test if $F_{count} \geq F_{table}$ then it is rejected and if $F_{count} \leq F_{table}$ is accepted with the quantifier of degrees of freedom quantifier = $(n_1 - 1)$ and the denominator degrees of freedom = $(n_2 - 1)$ at a significant level $\alpha = 0.05$. for the Homogeneity experiment with the Levene Statistical homogeneity test of 0.05 (sig > 0.05) (Slamet, 2020). Uniformity test scores with F Count and Levene Homogeneity test as follows:

Tabel 7. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PRETEST	Based on Mean	.292	1	18	.596
	Based on Median	.367	1	18	.552
	Based on Median and with adjusted df	.367	1	17.918	.552
	Based on trimmed mean	.311	1	18	.584
POSTTEST	Based on Mean	.146	1	18	.707
	Based on Median	.132	1	18	.721
	Based on Median and with adjusted df	.132	1	15.287	.721
	Based on trimmed mean	.145	1	18	.708

From the table above, it is obtained from the homogeneity test of the research variables, it is known that the F value is calculated *pretest* 0.292 with a significant value of 0.596 while *Fcountposttest* 0.146 with a significance of 0.707. From the results of calculating significant prices for pretest or posttest data greater than 0.05 (sig > 0.05), it can be concluded that the data in this study have a homogeneous variance.

Discussion

Reading poetry is basically a process transfer of one reader's interpretation of poetry which he read. Interpretation delivered to the jury, the audience, also the listener involved all aspects that are inherent in your body reader. This means that in this activity poetry readers immediately read poetry using variations intonation or mobility or movement that is unfounded, however have reason and purpose according to interpretation what was done before (Afriansyah & Yanti, 2020). Based on the theory according to Aminuddin obtained in accordance with the aspects assessed in reading poetry include aspects of meaning, intonation, tempo, gesture, acting and expression (Aminuddin, 2013).

This section discusses the findings obtained from the results of analysis of research data on poetry reading based on the video modeling technique of recording poetry performances in the Literary Club extracurricular based on the results of research data analysis obtained in the control class showing that the average student ability to read poetry has not been able to read poetry well. good.

In fact students have problems reading poetry. This can be seen from the appearance of some students who are confused when reading poetry, are not enthusiastic and are not able

to read poetry with full appreciation, expression, gestures, articulation and intonation. Students feel shy and insecure when reading poetry so that students read poetry like reading ordinary texts. This is due to students' ability to understand poetry reading techniques and examples that are not considered or not used to read poetry. this is the obstacle for both the control class and the experimental class.

In the experimental class that occurred in this trial by applying the video modeling technique to the poetry performance recording, it was seen in the video playback process that the students were enthusiastic and wanted to play the video repeatedly, after that students tried to practice it on their own.

Based on the table above, the average pretest for the control class (19.60) and the average for the posttest for the control class (26.30), the difference obtained is 6.7. Then based on the table above the average pretest experimental class (14.10) and the average posttest experimental class (17.50) the difference obtained is 3.4, if seen in the comparison of the difference between the control class and the experimental class, the difference in the control class is greater because the class control students are given direct directions on how to recite poetry properly and correctly. It can be concluded that this research has influence but not significant. In other words, conventional techniques are more effectively applied to improve students' reading poetry compared to poetry performance video modeling techniques.

The results of reading poetry using modeling techniques can be seen in the ability of students to understand and express the contents of poetry texts using facial expressions, vocals, intonation and gestures. The phenomenon experienced by students when learning to read poetry by using this poetry performance video modeling strategy has a positive impact on the final score achieved. Thus it can be said that the skills of students have increased. However, based on the assessment with this technique, there was an insignificant increase in effect, but this increase increased unevenly, meaning that some increased rapidly, some increased not so rapidly, and some increased slightly.

Conclusion

Learning literature is part of learning Indonesian in formal schools. Reading poetry is taught at the elementary school level as well as in the extracurricular activities of the Sastra Club at SDIT ALIF to instill an artistic spirit in children, awaken a love of reading, give encouragement, and nurture children's talent to become declaimers.

The subject of this study was the SDIT Alif – Ciawi Literature Club Extracurricular. In this study, there were two variables observed, namely variable X and variable O. The X variable in this study was a video recording of a poetry performance and the O variable in this study was the students' ability to read poetry. The data analysis techniques in this study were adapted to the data analysis techniques in experimental research.

The results of analysis of research data on reading poetry based on video modeling techniques for recording poetry performances in the Literary Club extracurricular based on the results of analysis of research data obtained in the control and experimental classes showed that the average student ability to read poetry had not been able to read poetry well. Students feel shy and insecure when reading poetry so that students read poetry like reading ordinary texts. This is due to students' ability to understand poetry reading techniques and examples that are not considered or not used to read poetry. this is the obstacle for both the control class and the experimental class. It can be concluded that this research has influence but not significant. In other words, conventional techniques are more effectively applied to improve students' reading poetry compared to poetry performance video modeling techniques.

Suggestions for further researchers, the modeling method can indeed be used as one of the lessons for teachers in teaching to improve student learning outcomes, especially reading poetry, but it is good that the modeling method used must first look at the characteristics of students, because the needs for student guidance vary.

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