Improving Poetry Reading Skills by Applying the Observation, Imitation, and Modification Learning Model Using Video Media for Students of Class 10 IPA Sman 8 Sarolangun

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ABSTRACT: The purpose of this study was to improve the poetry reading skills of 10th grade science students at SMA Negeri 8 Sarolangun in the even semester of the 2022-2023 academic year through the Observe, Imitate, and Modify learning model using video media. This study was designed with a classroom action research design. This Classroom Action Research (CAR) was carried out in two cycles. Each cycle has four stages, namely 1) implementation planning, 2) action implementation, 3) observation, 4) reflection. The subjects of this study were 10th grade science students at SMA Negeri 8 Sarolangun. The research focused on problems related to the low poetry reading skills of students. The data in this study were obtained through observation, interviews, tests of students' poetry reading skills, and documentation. The data were analyzed by data reduction techniques, data presentation, and drawing conclusions. The results obtained are the percentage of achievement indicators of poetry reading skills which have increased in each cycle. The average ability of students in discussing before implementing the action is categorized as less. After implementing the action for two cycles, the average ability of students in reading poetry is categorized as very good. The results showed that there was an increase in skills in reading poetry. It was proven during the first cycle of action with an average score of 6.72, and at the end of the implementation of the action, namely the second cycle, the average score was 8.48. Thus, the skills of students in reading poetry have increased by 1.76.

KEYWORDS: poetry, watch, copy, modification.

I. INTRODUCTION

The Minister of National Education Regulation Number 22 of 2006 concerning content standards (BNSP 2006: 329) states that one of the objectives of learning Indonesian is to increase students' ability to enjoy and utilize literary works to broaden horizons, refine character and improve knowledge and language skills. To be able to realize basic language skills at school, learning Indonesian aims to improve language skills and work skills which consist of four aspects, namely the ability to listen, speak, read, and write (Mashita, 2018).

Indonesian Language and Literature subjects cover aspects of listening, speaking, reading, and writing. Literature learning is part of the Indonesian Language and Literature subject which functions to refine character, increase sensitivity to humanity and social care, foster cultural appreciation and channel ideas of imagination and creative expression in oral and written form. Mashita (Ismawati, 2018) revealed that broadly speaking, the purpose of teaching literature is divided into two parts, namely short-term goals and long-term goals. The short-term goal is for students to be familiar with literary creations and be able to answer questions related to it. In addition, the long-term goal of teaching literature is the formation of a positive attitude towards literature with the characteristics of students having a high appreciation of literary works and being able to make it beautiful in every phase of their life as the saying goes with art (literature) life becomes more beautiful.

To improve language and literature skills in learning Indonesian at school, especially in grade 10 science, the researchers chose one of the language components, namely reading skills. Reading is one of the language skills in learning Indonesian in high school that must be trained by teachers to students. According to Dalman (2020: 5) reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a thought process to understand the content of the

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text read. According to Aminuddin (2002: 15) reading is referred to as an activity to give a reaction because in reading someone first makes observations of letters as a representation of speech sounds and other signs of writing.

The same opinion was also expressed by Harjasujana & Melati (Dalman, 2020: 6) reading is a skill development that starts from words and continues to critical reading. Then Damaianti (Dalman, 2020: 6) suggests that reading is the result of the interaction between perceptions of the symbols that embody language through the language skills the reader has and his knowledge of the natural surroundings. Meanwhile, according to Rusyana (Dalman, 2020: 6) interprets reading as an activity to understand language patterns in written appearance to obtain information from them. Meanwhile, according to Tarigan (Dalman, 2020: 7) reading is a process carried out and used by readers to get the message to be conveyed by the author through the medium of words or written language. In this case, reading is an attempt to explore the meaning in writing.

According to Mashita (Prasiti, 2018) reading skills are basic skills for students that they must master in order to participate in all activities in the education and learning process. The same opinion was conveyed by Syafi'ie (1993: 41-42) that reading is very important for students, both during their education at various levels and types of school, as well as after they finish school and work in the community.

According to Klein (Dalman, 2020: 6-7) suggests that reading includes : first , reading is a process. The point is that information from the text or knowledge possessed by the reader has a major role in forming meaning. Second , reading is strategic. Effective readers use a variety of reading strategies that are appropriate to the text and context in order to construct meaning when reading. Third , interactive reading. The reader's engagement with the text depends on the context. People who like to read a useful text, will find several goals to be achieved, the text that someone reads must be easy to understand. So that there is an interaction between the reader and the text.

Based on several definitions of reading that have been conveyed above, it can be concluded that reading is a process of changing the shape of a symbol or sign or writing into a meaningful form of sound. Therefore, this reading activity is largely determined by physical and mental activities that require a person to interpret written symbols actively and critically as a pattern of communication with oneself, so that readers can find the meaning of writing and obtain the information needed.

According to Mashita (Santoso, 2018) improving reading skills is one of them by learning literary appreciation. Learning appreciation of literature, especially poetry, can motivate students to work, imagine, fantasize, not just following the teacher but creating their own literary works. There are three things that need to be considered in learning literary appreciation, especially poetry, namely teachers, students and poetry. Students' interest in reading poetry is largely determined by the knowledge and skills of the teacher in presenting it at school (Waluyo, 2001: 44).

Siswantoro (2011: 23) reveals that poetry is the most dense and concentrated form of literature. The density of the composition is indicated by the use of fewer words, but reveals more things. Therefore, poetry can be defined as a type of language that says more and more intensively than what daily language says. Therefore, the message conveyed is clear and does not contain ambiguous dimensions.

The research was carried out at SMA Negeri 8 Sarolangun in grade 10 Science Even Semester for the 2020-2021 Academic Year. Based on the results of observations, literary learning skills still need to be improved, especially learning to read poetry. The learning model used by the teacher is ordinary or less varied and the teacher does not use the learning media in schools. The learning model used in learning to read poetry in grade 10 in science is actually good, namely the teacher gives direct examples of poetry reading. However, students still find it difficult to imitate the reading of the poem. This is because the teacher only once gave an example of reading poetry. That way, if students' listening power is lacking, it will result in students not being able to imitate properly.

Based on the results of observations and interviews, students' tests in poetry reading skills did not achieve the expected goals. From both cognitive tests and reading skills tests, many students' scores are below the Minimum Completeness Criteria (KKM). It is evident from the number of 31 students, only 8 students who achieved the KKM score in the cognitive test. While the other 23 students did not meet the KKM scores or had not completed. For the results of the poetry reading skill test, only 5 students achieved the KKM score. Meanwhile, 26 other students have not achieved the KKM score. Most students are shy in making facial expressions that match the content of the poem. The problem above is caused by several things. Based on interviews conducted with the Guardian of class 10 Science, namely Mr. Junaidi, he explained that the cause of students being unskilled in reading poetry is the lack of self-confidence of students and also the interference factor from their friends. In more detail, the researcher conducted interviews with several students whose final cognitive evaluation reached the KKM, but their reading skills were still less than the KKM. Interviews were also conducted on students whose final evaluation scores for cognitive and reading skills did not reach the KKM score.

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The problems that arise based on the results of the observations and interviews above, a lesson plan is designed to fix these problems, namely by applying the ATM learning model (Observe, Imitate, and Modify) assisted by audiovisual media to improve students' reading skills in reading poetry. This ATM learning model can provide a fun learning atmosphere and does not make students bored quickly. Such a learning atmosphere can help students determine the right pronunciation, intonation, and expression for a poem. In this learning model there are basic training techniques in reading poetry. Meanwhile, audiovisual media in the form of videos can help students read poetry correctly. This ATM learning model and audiovisual media can also develop students' imagination skills in determining expressions according to the content of the poems that they will read.

The purpose of using the Observe, Imitate, and Modify learning model is to make it easier for students to improve their poetry reading skills. Students will play an active role during the learning takes place. By showing examples of poetry reading videos, whether they realize it or not, students will have an idea to read poetry well. Bringing up the characteristics of students in reading poetry is also the goal of this learning model. While poetry reading media is a supporting medium for the Observe, Imitate, and Modify learning model (Herlina, et al 2016)

The purpose of this study is to improve the poetry reading skills of 10th grade science students at SMA Negeri 8 Sarolangun in the even semester of the 2022-2023 academic year through the Observe, Imitate, and Modify learning model using poetry reading video media.

II. RESEARCH METHODS

This research is located in SMA Negeri 8 Sarolangun. Pelawan District, Sarolangun Regency. The time of this research was carried out on January 27 - February 15 or when this research took place. This research takes place in the even semester of the 2022-2023 academic year. The research subjects in this study were students of class 10 science at SMA Negeri 8 Sarolangun in the even semester of the 2022-2023 academic year, totaling 31 students. Each consisted of 11 male students and 20 female students.
This type of research data is in the form of qualitative and quantitative. This research uses classroom action research
(classroom action research). The action taken is the application of the Observe, Imitate, and Modify learning model According to Sani (2016: 5) Classroom action research is a practical research conducted by examining the problems faced by teachers in the classroom and taking action to solve these problems. The data collection techniques used by researchers in order to obtain as much data as possible in order to achieve completeness are Tests, Nontests, Observations (Observations), Interviews, Journals, and Documentation.

The action research design used is the Kurt Lewin model design which consists of four steps, namely: planning, action, observation and reflection (Sani, 2018: 289) . Kurt Lewin's model was chosen because in teaching students to read poetry using the Observe, Imitate, and Modify method, it begins with planning, then carrying out the plan, observing the implementation of the action, and reflecting on the actions taken to see the advantages and disadvantages of the actions taken. This research will be carried out in two cycles, namely, cycle I and cycle II. Cycle I consisted of (1) action planning, (2) action implementation, (3) observation, and (4) reflection. In the process of cycle I, if problem solving has not been resolved, it can be continued in cycle II which consists of (1) action plan, (2) action implementation, (3) observation, and (4) reflection.

III. RESULTS AND DISCUSSION

Improving Poetry Reading Skills After Applying Observe, Imitate, Modify (ATM) Learning Models for Class 10 Science Students at SMA N 8 Sarolangun, can be seen in the following table:

Table 1. Average Value of Pre-cycle Test, Cycle I and Cycle II

No	Assessment Aspect	Indicator		Precycle	Score Cycle I	Cycle II
1	appreciation	a.	Intention (understanding)	6.64	10.54	12.81
		b.	Mimics (facial movements)	3.34	6.25	8.51
		c.	Atmosphere	4.34	7.32	7.91
2	Vocal Technique	a.	Rhythm	6.62	9.08	10.60
		b.	Volume	3.99	5.86	7.81
		c.	Pause	4.00	6.11	7.78
3	Appearance	a.	Blocking	3.98	5.35	7.46

b.	Kinesic	3.35	4.78	6.04
c.	Conversation (eyesight)	3.45	5.21	7.40
	Amount	40.97	60.5	76.32
	Average value	4.55	6.72	8.48

From the table presented above, it can be concluded that students' skills in reading poetry using the observation, imitation, and modification learning model from pre-cycle to cycle II have increased in every aspect, namely:

1. Appreciation

Aspects of this assessment include matters relating to intentions (understanding), expressions or (facial movements), as well as the atmosphere created in the reading of a poem. The average score on pre-cycle activities for the indicator of intention (understanding) reached an average value of 6.64, and the indicator of facial expressions (facial movements) obtained an average value of 3.34. While the atmosphere indicator obtained an average value of 4.34. These results are categorized as not good enough, because students have not been able to read poetry according to their understanding, facial expressions that are not in accordance with the content of the poem and the atmosphere when reading poetry does not feel like someone who is reading poetry.

The average score in the first cycle in the intention indicator (understanding) reached an average value of 10.54, and the expression indicator (facial motion) obtained an average value of 6.25. Meanwhile, the atmosphere indicator obtained an average value of 7.32. This shows an increase in students' poetry reading skills in the appreciation aspect of the initial test (pre-cycle). Furthermore, the average value of the second cycle in the intention indicator (understanding) reached an average value of 12.81, and the expression indicator (facial motion) obtained an average value of 8.51, while the atmosphere indicator obtained an average value. of 7.91. These results indicate an increase in the average score from pre-cycle to cycle II by 6.17 points for the intention indicator (understanding) and 5.17 points for the expression indicator (facial movements), and 3.57 points for the mood indicator. The results of the average value of this aspect can be said to be higher, this indicates that the average student is able to read poetry with proper understanding, facial movements that are in accordance with the content of the poem and can appreciate the poetry he reads.

2. Vocal Technique

This aspect includes several indicators, namely rhythm, volume, and pause. The average score of students in the pre-cycle in the rhythm indicator reached a value of 6.62, the sound volume indicator reached a value of 3.99, while in the pause indicator the average value was 4.00. This value is categorized as not good enough. This is because, when reading poetry in the pre-cycle students are still unable to use the appropriate rhythm, volume, and pauses in accordance with the poem and are just reading.

The poetry reading skills of the first cycle students in this aspect of vocal technique, with the rhythm indicator reaching a value of 9.08, in the voice volume indicator reaching a value of 5.86, while in the pause indicator an average value of 6.11. These results indicate that students have started to be able to read poetry by paying attention to rhythm, volume, and good pauses and not just reading. Then, for the average score of students reading poetry in cycle II in the aspect of vocal technique, the rhythm indicator reached a value of 10.60, the voice volume indicator reached a value of 7.81, while in the pause indicator the average value was equal to 7.78. These results indicate an increase in the average score on the vocal technique aspect, from pre-cycle to cycle II by 3.98 points for the rhythm indicator, 3.82 points for the voice volume indicator, and 3.78 points for the pause indicator. This data indicates that on average students are able to read poetry with a good rhythm, proper vocal technique and appropriate pauses in accordance with the content of poetry reading.

3. Appearance

Indicators in this aspect are blocking, kinesics, and conversations. The average score of students on the blocking indicator reached a value of 3.98, on the kinesic indicator it reached a value of 3.35, while in the conversation indicator (eyesight) it reached an average value of 3.45. This value is categorized as not good enough. This is because on average students still feel less confident so they often lower their heads, cover their faces with poetry texts so that they lack communication with listeners when in front of the class and seem unable to understand the contents of poetry well.

Then, the students' skills in reading poetry in the aspect of appearance in the first cycle for the blocking indicator reached a value of 5.35, the kinesics indicator reached a value of 4.78, while in the conversation indicator (eyesight) the average value was

5.21. This result is still categorized as sufficient because on average there are still many students who feel less confident so that they have difficulty expressing the contents of the poem in front of the class.

Then, for the average score of students reading poetry in cycle II in the aspect of appearance on the blocking indicator it reached a value of 7.46, on the kinesic indicator it reached a value of 6.04, while in the conversation indicator (eyesight) it reached an average value. of 7.40. These results indicate an increase in students' poetry reading skills in the aspect of appearance from precycle to cycle II by 3.48 points for the blocking indicator, 2.69 points for the kinesic indicator, and 3.95 points for the conversation indicator (eyesight). From these data, it can be categorized as very good, because on average students have the confidence to express the contents of the poem in front of the class, so that there is communication between the reader and the listener who is impressed that the poetry reader has lived the content of the poem well.

From these scores, it can be seen that up to the second cycle, the scores obtained by the majority of students have reached the minimum completeness criteria (KKM) in Indonesian language and literature subjects, namely 75 and there are only a few students who have not achieved the minimum completeness scores. However, students can already be categorized as being able to read poetry well.

Based on the results of the assessment of poetry reading skills above, it can be seen that the skills of 10th grade science students at SMA Negeri 8 Sarolangun in reading poetry have increased by 3.93 from the average value of students' poetry reading skills before being subjected to action until the end of the second cycle of action.

IV. CONCLUSION

From the results of the research that has been carried out, it can be concluded that the implementation of learning to read poetry with the learning model of observing, imitating, and modifying was applied to cycle I and cycle II, with the ongoing learning process including, (a) delivering material regarding the criteria for good poetry reading, (b) showing a video of poetry reading to provide examples of criteria for good poetry reading, and (c) students reading poetry individually.

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