Improving Poetry Reading Skills in Grade V Elementary School Students using the Emotive Approach

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This research is based on the background of the emergence of the attitude of students who are impressed as they are in reading poetry, it means that students were not able to read poetry with regard to aspects of intonation, pronunciation, appreciation and appearance. This research is used to answer two main problems, how students are able to understand, appreciate the content or meaning of poetry and how students improve their poetry reading skills. The research design used is classroom action research designed by Kemmis and McTaggart. The results showed that students were able to improve their poetry reading skills using the Emotive Approach. The results of the first cycle of mastery learning classically show that students' skills reached 59.44%, and increased significantly in the second cycle reaching 92.22%. On the other hand, the results of this study have an impact and generate the emotive power of students.

Keywords: *poetry reading skills, Emotive Approach, Indonesian language.*

INTRODUCTION

The more humans develop, the greater the development of science and technology in all fields (Brookfield, 2015; Dunleavy & Dede, 2014; Smith, 2016). This requires education to adjust its steps to remain relevant so as not to lag behind. The development of humanity pushes more and more people forward and does not want to be left behind. They all need better education (Arthur & Carr, 2013; Smith, 2016). As a result, both the quality and quantity of education cannot be ignored. Learning is an activity that involves a person in an effort to obtain knowledge, skills and, positive values by utilising it as a source for learning in elementary schools which is currently growing rapidly, from traditional learning to modern learning systems (Alderman, 2013). Learning activities are no longer just teaching but more complex and carried out with diverse learning patterns (Ellis, 2017).

Indonesian language learning is directed at increasing the ability of students to communicate in Indonesian language properly and correctly, both verbally and in writing, and to foster appreciation for the results of Indonesian human literary work (Saddhono, 2017; Stracke, 2016; Suparsa, Mantra, & Widiastuti, 2017). Indonesian is one of the five innovative lessons taught in elementary schools, because Indonesian has a position and function that are very important for everyday life. The purpose of learning Indonesian language means that students have good and correct Indonesian language skills and can live Indonesian language and literature in accordance with the situation and purpose of language and the level of experience of elementary school students (Akhadiah Sabarti, n.d.; Frazier & Brown, 2001).

In general, the functions and objectives of learning Indonesian language and literature are as a means of: (1) fostering national unity; (2) enhancing knowledge and skills in the context of cultural preservation and development; (3) increasing knowledge in order to gain and develop science, engineering, and art; (4) dissemination of Indonesian language and literature learning for various purposes; (5) development and reasoning; and (6) understanding the diversity of Indonesian culture through Indonesian literary treasures (Kwall, 2015; Markov & Egle, 2019).

There are a number of reasons why researchers make increasing poetry reading skills to study (Dahliana, 2019; Nichols, Rasinski, Rupley, Kellogg, & Paige, 2018; Satinem & Juwati, 2018). The main reason is the ability of fifth grade students of SD GMIM XV Manado has not shown satisfactory and maximum results in improving poetry reading skills. The students are impressed as they are in reading poetry, meaning that it is not seen that students are able to read poetry by paying attention to aspects of intonation, pronunciation, appreciation and appearance. Rarely seen are students who read poetry with attention to the ups and downs, highs and lows, soft volume in the reading. No students of their own will appear in front of the class to read poetry. The result is students read poetry as they please and do not mean it.

Training students in poetry reading is very important (Hanauer, 2017). Poetry reading activities are not only used to sharpen observation and improve language skills (Fahrurrozi, 2018; Firman, 2018). With poetry reading activities students are expected to gain fresh interest that arises from the depth of the poem itself (Guy, 2015). Learning to read poetry does not have to be used to print, learning to read poetry can be used to express thoughts and feelings. Learning to read poetry can also be used to develop students' creativity (Hanauer, 2017).

Poetry is one of the learning materials from learning Indonesian. Poetry is a form of literature that expresses thoughts and feelings imaginatively and is compiled by concentrating all the power of language by concentrating the physical structure and inner structure. In a poem, the poet devotes all his feelings and thoughts which are then processed by using the poet's creativity and manifested through the medium of language (Goodman, 2018). The language used in poetry is different from the language used in drama and fiction (Hinchliffe, 2017; Short, 2018). The language used in poetry tends to be distinctive because the poet wants to express his soul in a dense and intense manner (Nichols et al., 2018; Timmermans & Johnson, 2017). For that, poets use diction, denotative and connotative meanings, figurative language, imagery, rhetorical means, linguistic factors and things related to the structure of words or sentences in their poetry (Dahliana, 2019; Hanauer, 2017).

In language lessons, one of the materials that must be understood by students is reading poetry. In line with this, that reading poetry is an activity of reading literary works that use beautiful and meaningful words (Lou & Noels, 2019; Satinem & Juwati, 2018). So, reading poetry is reading written information using beautiful and meaningful words. Therefore, there are several skills that must be mastered by students in order to be able to read poetry well. Skills in reading poetry include (Audina, Slamet, & Poerwanti, 2018; Chortaria & Zafiri, 2018): First, it is necessary to understand the intent and content of poetry in order to appreciate it. Second, understanding poetry content both happy, scared, sad, etc. so that it can be expressed through facial expressions. Third, understanding the punctuation contained in the poem, for example: punctuation (/) means pausing, punctuation (//) means stopping a little longer. Fourth, able to articulate / pronounce clearly when the poem is read. Fifth, able to adjust the tone of pronunciation when reading poetry.

One of the learning approaches that can be used in order to improve poetry reading skills is in the fifth grade students of the elementary school is namely Emotive Approaches (Lin, Chew, & Chen, 2017). This approach involves emotions which teach to read poetry with the right techniques to stimulate the feelings, visions, hearing and pronunciation of students so that they seem to be in or in the environment that the poem tells. Thus, they can feel sad, happy, difficult and so on according to the one described by poetry (Hanauer, 2017; Satinem & Juwati, 2018).

The Emotive Approach is an approach to the appreciation of literary works by finding elements that suggest the emotions and feelings of the reader (Tajri & Chandra, 2018; Yacoub, 2018).

Giving emotion can be in the form of beauty or something new that can entertain connoisseurs of literature; or even about funny and interesting ideas or ideas contained in literary works that they enjoy. Imaginative Emotive Approach is an approach that tries to find the elements that suggest the emotions or feelings of the reader (Cowie & Hanrott, 2018). Asking emotions is related to the beauty of the presentation of forms and suggestions that relate to content or ideas that are funny or interesting (Canfield, 2016).

Therefore through this Emotive Approach can optimise the right brain hemisphere so that students can develop their imagination freely. The brain is a sleeping giant. Balanced use of the right and left brain can lead to reading well. This positive effect of working the right hemisphere is stimulation or encouragement for the work of the left hemisphere so that at the same time students can develop their logic, which in the end students can produce good poetic works (Fakhri & Faujiyah, 2019).

METHODOLOGY

This research is a classroom action research with descriptive method that is implemented in teaching and learning activities in the classroom. This class action research was designed by Kemmis and Mc Taggart, which consists of four stages, namely: (1) Planning Phase; (2) Actions; (3) Observation; (4) Reflection (Williams, 2011).

This classroom action research was conducted on fifth grade students of elementary school GMIM XV Manado. Why class V students? Because they are already in the concrete operational stage, where children are able to think logically and able to solve concrete problems and take initiatives through classifying, identifying, interpreting and applying learning concepts.

Data collection techniques, which will be used in this study consist of observations (a way to conduct an assessment by conducting direct and systematic observations) and tests (a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, ability or talent possessed by individuals or groups).

Data analysis techniques in this study include techniques for analysing qualitative data and quantitative data. Qualitative data analysis shows the selection of data (data reduction) that is relevant to the purpose of improving learning, describing observational data, and drawing conclusions regarding the use of Emotive Approaches, to improve the ability to read poetry in learning Indonesian. Quantitative data in the form of simple numbers, includes the test scores as a result of students' poetry reading abilities in Indonesian language learning and the results of observations of activities of teacher and student activities.

If all the indicators set out in the poetry reading ability of students in Indonesian language learning have met the minimum completeness criteria reaching a minimum average score of 65 (the score set by the school on Indonesian language lessons) and the number of students who have completed the study reaching a minimum of 65% in a classical manner, it can be interpreted that the results of the poetry reading ability of class V students has increased. If students get a value of ≥65 then they are categorised as complete learning; but if students get a value of <65 then it is categorised as not yet complete learning. The complete analysis of classical learning is using thisformula:

$$Final\ Score = \frac{Score\ Achieved}{Score\ Maximum} x\ 100\%$$

RESULTS AND DISCUSSION
Cycle I

Some things deserve appreciation that the students entrusted by the teacher recite poetry in the group. They were able to answer the challenge even though it felt scary at first because the students still felt embarrassed to read poetry. With the character of the different students there is a challenge for the teacher, because there are still students who are difficult to be invited to pay attention to learning because they may still be familiar with the previous learning process. Students were quite surprised by the presentation of the video delivered, so that at the first meeting the class atmosphere became crowded and tended to be noisy.At the second meeting the students were not surprised anymore but they were already getting used to the learning process.

On the other hand students are still having difficulties with the process of giving input to the process of reading poetry by their friends, this possibility is because in the previous learning process students never do things like this. Despite the difficulties, the teacher was guided so that they began to get used to the learning process. It appears that the quality of learning displayed by teachers and students in the learning process by using an Emotive Approach, has not been satisfactory, so it needs to be continued and then improved in the next cycle. Based on the steps of learning Indonesian with an Emotive Approach that has been designed by researchers, the reality in the field shows that there are still many shortcomings made by teachers, where there are still several steps in the Emotive Approach that the teacher does not do. Similarly, student activities in the learning process have not been satisfactory. Some students are less enthusiastic, joking and not diligent in the learning process.

Table 1. Results of Reading Skills Achievement in Class V Students Elementary School in Cycle I

Name	Aspects of Poetry Reading Skills					Value	Information
	Signs of Poetry Reading	Mimics of Poetry Reading	Intonation of Reading Poetry	Purpose and Contents of Poetry	Pronunciation		
	20	**20**	**20**	**20**	**20**		
Resp 1	5	10	15	15	20	65	Complete
Resp 2	5	5	20	10	10	50	
Resp 3	10	10	15	15	15	65	Complete
Resp 4	5	5	10	15	20	55	
Resp 5	10	5	10	10	10	45	
Resp 6	10	5	15	10	20	60	
Resp 7	5	10	15	10	20	60	
Resp 8	5	5	10	10	20	50	
Resp 9	5	5	15	20	20	65	Complete
Number of Student	60	60	125	115	175	535	
Total	180	180	180	180	180	900	
Percentage							**59.44%**

In the calculation of learning completeness above the researcher sums all the correct answers and values of all students, divided by the number of all students and multiplied by 100%, then the percentage analysis of student learning success in classics obtained in the first cycle only reaches 59.44% with a success rate students who complete learning only 3 students out of 9 students or 33.33% students who achieve a minimum score of 65 as specified in the minimum completeness criteria.

Based on the learning outcomes of students' poetry reading skills during the learning process has not been achieved; because most students are less directed to logical, objective and analytical thinking in the learning process discussed. In general, it can be concluded that the use of the Emotive Approach has not been implemented properly and maximally and will continue in the next cycle.

Cycle II

Based on the observations of researchers, in general an overview of the course of teaching and learning activities is as follows: Teachers carry out poetry reading learning activities in accordance with the learning design that has been made. When the teacher delivers the material,

most students seem to pay more attention to the teacher. Although, there are still some students who are less serious about paying attention (first meeting), and this does not happen at the second meeting. In this second cycle the teacher asks students to look at poetry readings directly. From these activities students can appreciate the contents of the poem presented. In this second cycle of action the teacher when giving material is often interspersed with questions and answers. In addition, in the middle of learning the teacher also provides an interlude by inviting students to be more relaxed so that students also look more enthusiastic and enjoy the lesson.

The existence of rewards from the teacher in the form of praise, applause, added value, and gifts turned out to be quite effective in increasing students to express their opinions, and responding to statements or stimulus given by the teacher. All students are invited to actively apperception together so that almost all students concentrate and focus on learning. In this cycle the teacher also conducts poetry reading lessons well and increasingly shows an increase, especially in classroom management and applying the Emotive Approach. The teacher also repeated the material given at the previous meeting. Furthermore, the initial activity of learning begins with the teacher's explanation of the sequence of words collected from students and can be transformed into a poem. The response and interaction of students and teachers at this stage is very good. Students are very happy at the time of making poetry because the poem is the result of their thoughts and is proud of their class making a poem together. The students looked so enthusiastic, this was seen during the appointment of students who wanted to read poetry, almost all students pointed their hands to be able to come forward.

As long as the learning activities take place at this stage and all students follow them well, the interaction, activity, and response of students to the teacher is going to improve. It can be said that shortcomings or weaknesses during the implementation of the action in the second cycle are barely visible or have been as expected. Table 2 shows that the teacher has been able to overcome the shortcomings that occurred well in the previous two cycles. In addition, in this cycle the attitude of students in learning also looks better.

Table 2. Results of Reading Skills Achievement in Class V Students Elementary School in Cycle II

Number of Respondent	Aspects of Poetry Reading Skills					Value	Information
	Signs of Poetry Reading	Mimics of Poetry Reading	Intonation of Reading Poetry	Purpose and Contents of Poetry	Pronunciation		
	20	**20**	**20**	**20**	**20**		
Resp 1	20	20	20	20	20	100	Complete
Resp 2	15	20	20	15	20	90	Complete
Resp 3	20	20	20	20	20	100	Complete
Resp 4	15	15	20	15	20	85	Complete
Resp 5	15	15	20	20	15	85	Complete
Resp 6	20	20	20	20	20	100	Complete
Resp 7	15	15	15	20	20	85	Complete
Resp 8	15	15	20	15	20	85	Complete
Resp 9	20	20	20	20	20	100	Complete
Number of Student	60	155	160	175	165	175	830
Total Score	180	180	180	180	180	180	900
Percentage							**92.22%**

An increase in the classical average value indicates that the score of students' listening skill improved. In addition, increasing the value of students also has a positive impact on increasing the number of students who complete the study. Where the total number of students totaling 9 students have completed their studies or 100% of the students have completed. While the increase in mastery learning classically can be seen from the increase in the percentage of students who have completed. Where the learning outcomes in this second cycle all students succeeded in completing the learning outcomes well so as to produce a percentage of learning completeness in the classical amounting to 92.22%.

In accordance with the criteria of the results of the expected intervention action, the research action using an Emotive Approach, to improve poetry reading skills at the end of cycle II has reached mastery learning (100%), so that the action is not continued again in the next cycle.

DISCUSSION

The increase in the results of the learning process in order to improve poetry reading skills occurs because researchers assisted by classroom teachers are able to evaluate properly and correctly all the problems in the learning process starting from the initial research and the implementation of the first cycle to the implementation of the second cycle. The process of implementing learning in each cycle is carried out in two meetings (Chortaria & Zafiri, 2018; Firman, 2018). This is done so that the students are able to absorb the new learning model well

and are able to apply it to the test results of learning carried out at the end of the cycle implementation at the second meeting of each cycle.

The process of implementing learning can be done by the teacher well, this can be seen from the activity of students. This is possible because the teacher acts as a facilitator who can guide students, so students are active and motivated to plan and do learning, brave and free to argue with logical reasons, conduct learning activities, and ask questions and draw conclusions (Damaianti, Damaianti, & Mulyati, 2017). On the other hand, students have shown respect for the teacher because they are given the trust and opportunity for them to actively participate, so that an interactive learning process occurs (Frazier & Brown, 2001).

The Emotive Approach is able to change the state of learning with fun activities (Schonfeld et al., 2015; Yacoub, 2018). This happens because the application of reading learning with an Emotive Approach has advantages in contributing to improving reading skills. Emotive power generation of students given through additional learning media can stimulate and condition students in such a way that students can provide positive responses.

On the other hand the Emotive Approach connects what the teacher will teach with an event, thought, or feeling gained from home life, social life outside the home, and academic life owned by the students. On the other hand, the Emotive Approach is an approach to reading learning by giving stimuli to arouse emotions or feelings possessed by students so that they can create imaginatively (Damaianti et al., 2017; Guy, 2015; Saepurokhman, 2016). Other learning media function as creators of emotive atmospheres, stimulus, and at the same time a bridge for students to imagine or create images and events or events based on impressions displayed in front of the class (Muya & Kagaoan, 2017; Wahyuddin, Ridwan, & Martono, 2019). The expected response arises from the students in the form of the ability to see the images of the incident with imagination and logic that is owned and then re-express using verbal symbols.

Therefore, through this Emotive Approach it can optimise the right brain hemisphere so that students can develop their imagination freely (Brinton & Fujiki, 2017). The balanced use of the right and left brain can read well (Saepurokhman, 2016). This positive effect of working the right hemisphere is stimulation or encouragement for the work of the left hemisphere so that at the same time students can develop their logic, which in the end students can produce good poetic works.

CONCLUSION

The use of the Emotive Approach in the process of learning Indonesian can improve the poetry reading skills of fifth grade students of SD GMIM XV Manado. This is evident in this study, where in the first cycle classical learning completeness reached 59.44% with the number of students completing learning and only 2 students from 9 class V students or around 22.22%.

While the results achieved in cycle II increased significantly where the completeness of learning in classics reached 92.22% with the number of students who have completed reached 100%. Students are advised to participate in learning activities that should be more active and take lessons feeling happy. This is because with the presence of pleasure in students it will foster students' curiosity towards the material being studied and make it easier for students to explore the material.

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