

BUILDING STUDENTS' SKILLS IN READING POETRY TEXTS WITH CREATIVITY AND INTEREST

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Abstrak: Tujuan penelitian ini untuk membangkitkan minat baca puisi pada siswa melalui pendekatan musikalisasi puisi. Tim pengabdian melakukan analisis situasi pada mitra dan menemukan bahwa minat baca puisi pada siswa rendah karena kurangnya pemahaman dan apresiasi terhadap puisi serta kurangnya kreativitas siswa dalam merepresentasikan puisi. Penelitian ini dilaksanakan sebagai upaya untuk mengembangkan kreativitas siswa dalam bidang seni dan budaya. Kreativitas dapat membantu siswa mengembangkan kemampuan berpikir kritis dan kreatif, memecahkan masalah, dan berinovasi dalam berbagai bidang. Pendekatan musikalisasi puisi dipilih sebagai metode dalam kegiatan ini karena dapat meningkatkan apresiasi dan pemahaman terhadap karya sastra, khususnya puisi. Musikalisasi puisi dapat membuat puisi lebih menarik dan mudah dipahami oleh siswa serta meningkatkan kemampuan berbahasa dan kesenian siswa. Metode ini efektif untuk meningkatkan apresiasi terhadap puisi dan membantu siswa untuk mengembangkan kemampuan kreatifitasnya.

Kata kunci: Minat Baca, Kreativitas, Musikalisasi Puisi, Apresiasi Puisi

Abstract: *Building Students' Skills In Reading Poetry Texts with Creativity And Interest.* The aim of this research is to arouse students' interest in reading poetry through a poetry musicalization approach. The service team conducted a situation analysis with partners and found that students' interest in reading poetry was low due to a lack of understanding and appreciation of poetry and a lack of student creativity in representing poetry. This service activity is also carried out as an effort to develop students' creativity in the fields of arts and culture. Creativity can help students develop critical and creative thinking skills, solve problems, and innovate in various fields. The musicalization of poetry approach was chosen as the method in this activity because it can increase appreciation and understanding of literary works, especially poetry. Musicalization of poetry can make poetry more interesting and easier for students to understand and improve students' language and artistic skills. This method is effective for increasing appreciation of poetry and helping students to develop their creative abilities.

Keywords: Interest in Reading, Creativity, Musicalization of Poetry, Appreciation of Poetry

INTRODUCTION

In language learning, it is known that several skill elements are interrelated with each other. These skills include listening, speaking, reading and writing. However, each element of existing skills is also interrelated, for example in writing a scientific essay, a writer must first have some information that is usually obtained in order to enjoy and utilize literary works to broaden insight, character, and improve knowledge and language skills, and appreciate and be proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people. Therefore, literature is an inseparable part of teaching Indonesian as stated in the school curriculum. (Bawamenewi, 2021)

The ability to read is important and useful in everyday life, as is reading literature. Reading literature can instill an appreciation of art in children, arouse a love of reading, provide encouragement, and cultivate children's talents as declamators. Likewise, reading poetry is very important because it is related to the activity of reading or listening meaningfully and seriously. Understanding the meaning of poetry must be supported by inner sensitivity. Poetry appreciation

activities are understanding, interpreting and enjoying the atmosphere of poetry. Therefore, reading poetry can increase inner sensitivity, appreciation, interpretation and enjoyment of the atmosphere of poetry.

Reading involves a person's ability to provide interpretations of the symbols contained in the text they read. Before facing a poem, students need to prepare themselves by understanding the meaning contained in it. This is because reading poetry requires a different approach compared to reading books or newspapers, because the language style is complex and rich in meaning. Reading poetry is included in the aesthetic realm, where the main goal is to enjoy and appreciate the beauty contained in the literary text. Poetry is a form of literary work written by poets using simple, concise language, combined with harmonious rhythm and a choice of figurative words. In order for reading poetry to be more meaningful, readers need to pay attention to several important aspects. (Yunikasari, 2021).

Reading is part of the student learning process, which requires selecting, implementing and developing learning methods to achieve the desired learning goals. Poetry is included in reading activities because it is a type of literary work that uses regular language. Poetry is an expression of a writer's heart expressed in written form. To convey the message contained in poetry well, it is important for readers to pay attention to intonation, pronunciation and expressions that are appropriate to the context of the text being read. One of the main challenges in reading poetry is accuracy in pronunciation. Teachers are faced with the task of motivating their students to be interested in reading poetry and overcoming obstacles that may arise in the reading process. (Mardiyah & Islam, 2023).

Reading assessment, also known as reading assessment, is an evaluation that focuses on a person's reading ability in the context of Indonesian language learning. The purpose of this assessment is to serve as a reliable instrument and indicator for evaluating a person's reading ability, by referring to materials that are relevant to their reading competency. Activities such as understanding, differentiating, classifying, identifying errors, capturing meaning, compiling, reviewing, revising, and summarizing are some of the learning activities applied to test this knowledge. (Sukenti et al., 2021).

Poetry is a literary work that has meaning. This is because the diction expressed in poetry is the result of con Reading poetry is divided into two main forms, namely reading aloud and reading silently. Reading silently will usually be more effective. Templates that combine the various feelings that the poet wants to express. Determining the research method that one wants to use really depends on the problem and research objectives as well as the research approach that one adopts. (Gloriani & Setiawan, n.d.).

Reading is a process in which readers understand the message conveyed by the author through writing. There are several goals in reading, such as (a) finding ideas, (b) understanding the order of reading, (c) summarizing the content of the reading, (d) grouping the content of the reading, (e) evaluating the reading, and (f) making comparisons between the contents of the reading. Reading involves the ability to recognize written symbols and interpret them phonetically. When students read poetry, it is important for educators to pay attention to pronunciation, intonation, emphasis, and pauses. Poetry is not bound by certain rules, so it is a type of literary work that is freer in expression. (Wahyu, 2019).

At the high school level, poetry is still one type of Indonesian literature that is studied and studied. Poetry is an integral part of learning literary appreciation, helping students understand the structure and message contained in literary works and encouraging them to appreciate the beauty and meaning contained therein. One way to appreciate poetry is through reading techniques, which is a

learning activity that stimulates students' creativity. The use of modeling techniques in reading poetry in front of the class has a significant impact on increasing student understanding. The direct experience provided by the model of reading poetry in front of the class provides an opportunity for students to learn directly how to read poetry well and correctly. (Berliannisa & Ripai, n.d.).

The ability to read is important and useful in everyday life, as is reading literature. Reading literature can instill an appreciation of art in children, arouse a love of reading, provide encouragement, and cultivate children's talents as declamators. Likewise, reading poetry is very important because it is related to the activity of reading or listening with full appreciation and sincerity. Understanding the meaning of poetry must be supported by inner sensitivity. Poetry appreciation activities are understanding, interpreting and enjoying the atmosphere of poetry. Therefore, reading poetry can increase inner sensitivity, appreciation, interpretation and enjoyment of the atmosphere of poetry. (Arifin Alatas & Albaburrahim, 2021).

Therefore, learning poetry is an important element that must be introduced to students, especially in the context of reading poetry. Reading poetry has become part of the curriculum at the elementary school level at earlier grade levels. The activity of reading poetry is an integral part of the Indonesian literature learning process. Poetry learning is an inseparable part of literary appreciation. At the elementary school level, literature learning aims to provide literary experiences to students. Through literary appreciation learning, students are guided to recognize the structure and content of a literary work so that they can grow their understanding and appreciation of literature as a beautiful and meaningful form of work. (Suryani, 2017).

One important aspect of language skills that still requires attention is reading ability, especially in the context of reading poetry for students. Reading poetry is a challenge in itself for students, therefore, the role of the teacher as a facilitator and guide in the classroom is very vital. Teachers need to be the main actors in the learning process. Learning to read poetry is an integral part of learning literary appreciation. The literary appreciation process involves interaction between teachers and students, which aims to introduce, understand and appreciate literary works. However, literature learning, especially reading poetry, has not been fully optimized because actually reading poetry requires special skills in performing this work of art. (Anggara, 2021).

In learning Indonesian, reading ability is one of the four skills that must be mastered. Reading has great significance in education because by mastering reading skills, students can access information, understand reading content, and interpret it. Reading ability also substantially supports the teaching and learning process in various subjects. Therefore, it can be concluded that having good reading skills will have a positive impact on students' ability to understand and follow each lesson. (Suryani, 2017)

Internal factors that influence students' abilities can be influenced by various things during the learning process. The learning approach used, which includes various methods and strategies, is one of the factors that influences students' ability to read poetry. The results of research on students show that the role of the teacher has a significant impact on the learning process. Therefore, Indonesian language learning methods need to be adapted in order to improve reading skills, especially reading poetry, for both teachers and students. Thus, it is necessary to improve the quality of learning. Language skills, including reading ability, play an important role in improving students' communication skills. Reading is a form of direct communication where the reader tries to understand the content of the text. Therefore, improving reading ability has an important role in improving student communication.

Based on the results of observations, the challenges that often arise in learning to read poetry texts are that students often experience difficulty in expressing appropriate words when reading poetry texts, lack of understanding of the structure of writing poetry texts, and limitations in applying personal creativity and imagination when reading texts. poetry. However, the aim of learning to read poetry texts is to inspire the reader's emotions and imagination. Poetic texts often have the power to convey various emotions to readers, such as joy, sadness, fear, or emotion. Reference books on poetry texts in schools are often limited, so students have difficulty understanding the material. In addition, the learning model used by teachers tends to be monotonous, often prioritizing a lecture approach, which results in less than satisfactory student learning outcomes. There are two factors that influence the problem above, namely student and teacher factors, namely:

For student:

Students are less able to express the right words when reading poetry texts. The structure of writing poetry texts is still poorly understood by students. Students are less able to use their own creativity and imagination in reading poetry texts.

For teachers:

Reference books on poetry texts in schools are very limited so students have difficulty mastering the material. The models used by teachers in learning tend to be monotonous.

Based on the background above, the following is the identification of the research problem, namely:

Students' lack of interest in reading poetry texts. Lack of mastery of intonation in reading poetry texts

How student creativity and attraction can improve students' reading abilities. The aim of this research is to improve students' reading skills when learning Indonesian with creativity and interest.

METHODS

This research method uses qualitative research with a descriptive approach. The subjects of this research are students. The object of this research is reading poetry texts. The research instrument uses intonation, expression and creativity. data collection using student observations in the classroom. The analysis techniques used are content analysis and narrative analysis (Moleong, 2004).

RESULTS AND DISCUSSION

According to initial observations, there is a difference between ideal conditions and student conditions. Researchers classify them into various outcome categories. First, thirty students failed to read the poem. This is demonstrated by the results of classroom practice. Students face difficulties in understanding every emotion and feeling contained in each stanza of poetry. Apart from that, there are students who lack self-confidence, so the voice they make when reading poetry sounds weak and slow. Their grades were unable to exceed the minimum KKM limit due to the student's previous condition. Those who are part of this group of students have succeeded in reading poetry with the right expressions. They have the ability to change and actualize facial expressions, intonation, appreciation and representative body movements.

There are several aspects to pay attention to:

1. Aspects of understanding and appreciating the meaning of poetry, the atmosphere of delivery, the author's attitude, and the author's intentions.

2. Aspects of delivery which include the quality of speech, tempo, duration, pronunciation, facial expressions, body flexibility, and the author's intentions."

Things you need to pay attention to when reading poetry include:

1. Expression Expression is a way of expressing intentions, ideas and feelings resulting from a deep understanding of poetry.
2. Pantomimics/physical appearance Pantomimics involve body movements and are assessed based on student performance, behavior or interactions.
3. Pronunciation Pronunciation is the clarity and accuracy of the reader in pronouncing language sounds, including letters, syllables and words.
4. Pauses The rhythm of poetry can be formed through stresses and pauses, or the time the reader takes to stop speaking.
5. Intonation/song of voice in poetry.

Understanding the content of poetry The ability to assess and understand the content or overall meaning of a poetic text in poetry reading skills involves attention to pronunciation, tone, stress and intonation. Apart from paying attention to the vocal aspects, researchers also assessed students' facial expressions and physical appearance when reading poetry. Therefore, researchers made poetry reading the main focus in this research.

a. Poetry assessment

Judging poetry cannot be separated from the poet's soul and the language used as a means of expressing that soul. Therefore, aspects that need to be considered in evaluating poetry include the sensitivity of the poet's soul and the use of language. A poet's sensitivity includes the ability to express, the power of imagination, and the style of thinking. Meanwhile, language use includes word selection, coherence between words and lines, and unity in the context of expression. These two aspects of assessment, namely the poet and language, are two sides of a coin that cannot be separated, because the expressive power of the poet's soul is reflected through language.

Evaluation of poetry can focus on the language used. Therefore, assessing the expressiveness of a poet's soul can be done through assessing the language used by the poet. Only by assessing the language used can we determine whether a poem is good or not, of good quality or not, beautiful or not, and so on. Evaluation of a poem needs to consider elements such as imagination, emotion, logic, diction, graphic design and unity. Each of these elements can be assessed both descriptively and quantitatively, depending on the assessor's preferences and abilities.

b. Poetry reading assessment

Poetry

Poetry Assessment of poetry readers shows skills in pronouncing phonemes, words, phrases, or what is written in poetry. The elements that the jury must pay attention to in the poetry reading competition include:

1. Vocals

Vowels include the sound of every sound written in poetry. Vowel sounds such as a, e, i, u, and consonant sounds such as b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z must be pronounced clearly according to their potential. Vocal assessment involves the jury observing facial expressions, mouth shape, vocal pronunciation, and touching components of the speech apparatus that can make the mouth shape less round and flat.

2. Rhythm

Rhythm includes sound pressure, high and low sound, fast or slow sound, and basic pitch. Poetry readers are assessed by looking at the tone first, then the stress, frequency and tempo.

3. Expression of Assessment

Expressions in reading poetry can be seen from facial expressions. Emotions such as joy or sadness, confused or calm thoughts, as well as whether the soul is right or not can be seen from the reader's facial expressions.

4. Interpretation

The interpretation of poetry can be seen from the same point of view if it is also logically consistent. For example, the interpretation of art, even though it is from the same point of view, can be different in interpretation."

CONCLUSIONS AND SUGGESTIONS

Based on discussion and data analysis, it is proven that the use of student attraction in Indonesian language subjects for students can improve poetry reading skills. This is proven by the increase in pronunciation, intonation, expression and body movements when students read poetry in front of the class. "In addition to improving poetry reading skills, students' ability to confidently express poetry content according to the theme also increases."

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