



## Difference Poetry Reading Skills Using Interactive Video Learning Media and Power Point Teaching Materials in Grade IV Elementary School Students

Fafa Emilia Rahmatul Haaf<sup>1</sup>, Rida Fironika Kusumadewi<sup>2</sup>, Sari Yustiana<sup>3</sup>

Sultan Agung Islamic University<sup>1,2,3</sup>

\* Corresponding author: fafaemilya@std.unissula.ac.id<sup>1</sup>, ridafkd@unissula.ac.id<sup>2</sup>, sariyustiana@unissula.ac.id<sup>3</sup>

Received 18 December 2021; Revised 26 December 2021; Accepted 28 December 2021

Published 31 December 2021

### Abstract

In this study, a problem was found, namely in Indonesian language learning where the poetry reading skills of fourth grade students at SD Negeri Gebangsari 01 were classified as low both in terms of rhythm, articulation, volume, expression, and kinesics or body movements. This research is a quantitative research that includes a true experimental design with a posttest only control group design type. This study aims to determine differences in poetry reading skills using interactive video learning media and power point teaching materials for fourth grade students at SD Negeri Gebangsari 01. The results of data analysis Independent Sample T-Test hypothesis test proves that there is a difference in terms of Lower and Upper respectively. negative values, namely lower -22.388 and upper -12,128. while Sig (2-tailed) is worth 0.000.

**Keywords:** Poetry Reading Skills, Interactive Video Learning Media, Power Point Teaching Materials.

### Abstract

In this study, a problem was found, namely in learning Indonesian where the poetry reading skills of fourth grade students at SD Negeri Gebangsari 01 were classified as low both in terms of rhythm, articulation, volume, expression, and kinesics or body movements. This research is a quantitative research that includes a true experimental design with a posttest only control group design type. This study aims to determine the differences in poetry reading skills using interactive video learning media and power point teaching materials for fourth grade students at SD Negeri Gebangsari 01. The results of data analysis Hypothesis testing Independent Sample T-Test proves that there is a difference in terms of Lower and Upper respectively. negative value, namely lower -22.388 and upper -12.128. while Sig (2-tailed) is worth 0.000.

**Keywords:** Poetry Reading Skills, Interactive Video Learning Media, Power Point Teaching Materials

### PRELIMINARY

In the learning that is carried out in elementary schools, the Ministry of Education and Culture has now implemented that learning is carried out using the 2013 curriculum where there is a lesson content that becomes a thematic unity including Indonesian Language, Mathematics, PPKn, Social Sciences, Science, SBdP, and Physical Education. . One of the compulsory subjects in elementary school is Indonesian.

In learning Indonesian, there are language skills. Language skills must be taught by

teachers to their students. Own language skills according to Tarigan, GH(2008:7)It is explained that language skills are the process of conveying messages from the author to the reader through the medium of written language or words. There are four types of language skills, including listening skills, speaking skills, writing skills, and reading skills. The four skills have a fairly close relationship with each other.

From all these language skills, this research takes the problem of students' reading skills. Saddhono, K., and

Slamet(2014: 100)revealed that, "Reading is an activity carried out by readers to get the author's message, which the author makes with the medium of words". From this opinion, reading skills are an activity in reciting and understanding a message conveyed in a series of words. With the preservation and development of the Indonesian language, it is hoped that Indonesian language learning is applied properly and correctly so that its objectives are achieved. There are six types of reading, namely "Intensive reading, critical reading, speed reading, appreciative and aesthetic reading, and technical reading."(Saddhono, K., and Slamet, 2014: 120–123).

One of the students' appreciative reading skills is poetry reading skills. In reading poetry, the reader must first understand the content of the poem, and reflect on the poem. This is not an easy thing for students to do. Sudjiman(in Faisal, M., 2009: 13)revealed that "Poetry is a variety of literature whose language is bound by rhythm, dimension, rhyme, as well as the arrangement of lines and stanzas". From the opinions that have been described, poetry is a string of literary types in the form of a stanza consisting of an array bound with rhyme and diction and expressed on the basis of pronunciation, intonation and facial expressions that are in accordance with the content of the poem.

In this study, there is one problem in the content of Indonesian language lessons, namely learning to read poetry cannot be carried out by students to the maximum extent possible, because it is seen from students who have not been able to display works of art with special skills which are not only reading ordinary text but by reading this poem. Students must be able to read beautifully by paying attention to intonation, rhythm, expressions or movements that must be mastered by students. The low skill of

students in reading poetry is due to several factors, including the lack of student practice in reading poetry, lack of interest and self-motivation in learning to read poetry and lack of understanding of students to read poetry properly and correctly.

With this, an effective learning media is needed to improve students' skills in reading poetry. As stated byDjamarah, Z., and Zain, A., (2013: 121)that the media is a tool in the learning process whose function is to convey the material provided by the teacher that cannot be conveyed directly through words. With this media can make it easier for students to understand the material presented by the teacher to students.

In learning should be carried out interactively because this is quite important. This is stated byMulyati et al., (2021:29)that interactive learning is carried out through active teacher-student interactions with learning resources so that a more meaningful learning goal can be achieved.

One source of learning is learning media. Media that can be used effectively in online learning during the current Covid-19 pandemic can take advantage of interactive learning media. The same thing was also stated byPrehanto et al., (2021: 36)that in distance learning due to the pandemic, one of the choices teachers can make in delivering material is using interactive video media.

This interactive video learning media is used to make it easier for teachers to convey material in an interesting way to students. Fajarwati, N., and Sujarwanto(2015:2)states that "Interactive video learning media is a moving image display accompanied by sound."

In theory, Robert M. Gagne also explains that "learning also requires external factors or stimuli that can be accepted by the five senses, one of which is learning media"(Warsita, B., 2018: 65).

With this interactive video learning media, it is hoped that it can help and encourage the effectiveness of the poetry reading learning process. In addition to using interactive video learning media, you can also do learning with teaching materials. "Teaching materials are useful in facilitating the learning process to achieve good learning outcomes as expected and as a reference in independent study, as well as developing potential"(Irawati, 2020:18).

In arranging sequentially so that students can more easily understand the material in the teaching materials. This is in accordance with what was stated by Sari and Yustiana, (2021: 177) that in compiling teaching materials, it must be systematic or sequential in order to make it easier so that students can master competencies in an integrated manner in order to achieve learning objectives.

Teaching materials should be interesting and innovative. This is in line with what Gusman et al., (2021:71) that teaching materials have an important role to develop and advance the learning carried out, it is necessary to have innovation and creativity in packaging teaching materials so that students do not feel bored when the teacher gives the material. One of the teaching materials that can be used in the learning process is power point teaching materials.

According to Mulyadi, (2018:83) explained that utilizing Power Point teaching materials could make it easier for teachers to transfer their knowledge to students by presenting material to students and being able to master classes where students became more focused when the teacher explained the material in learning.

This study aims to examine the differences in students' poetry reading skills using interactive videos and power point teaching materials for fourth grade students at SD Negeri Gebangsari 01.

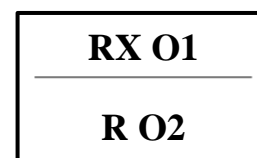
The hypothesis in this study is that there are differences in students' poetry reading skills using interactive videos and power point teaching materials for fourth grade students at SD Negeri Gebangsari 01.

## RESEARCH METHODS

In this study using quantitative research methods. According to Sugiyono (2018:14) The quantitative research method in this study is in the form of an experiment.

This experimental research uses a research design called True Experimental Design, to be precise, namely Posttest-Only Control Group Design. In this design there are two randomly assigned groups (R). "The first group was given treatment (X) and the other group was not. The group that was treated was called the experimental group and the group that was not treated was called the control group.(Sugiyono, 2018:112).

By using this design. From this explanation, the design of this research can be seen in the following scheme:



**Picture1.**

### Posttest-Only Control Design Schematic

Schematic description:

R = two groups are chosen randomly

O1 = posttest experimental class

O2 = posttest control class

X = the treatment given

Judging from the scheme above, it is explained that there are two groups, namely the control group and the experimental group which were chosen randomly. The experimental group (O2) was given a treatment in the form of interactive video learning media (X), while the control group (O4) was not treated in the form of interactive

video learning media but used power point teaching materials. Then, after being given the treatment, the students were given a Posttest, so that the researcher could know exactly what poetry reading skills were after the treatment or treatment given to the students.

The population used in this study were fourth grade students for the 2020/2021 academic year at SD Negeri Gebangsari 01. In this case, the fourth grade students at SD Negeri Gebangsari 01 were 74 students consisting of two classes, namely grades IV A and IV B.

The sample in this study was taken using . The sampling technique is the probability sampling technique, more precisely, the "Simple Random Sampling Technique". This random sampling technique is determined randomly or randomly regardless of the level or strata in the population (Sundayana, 2018:120).

In this case, the population in this study was grade IV students at SD Negeri Gebangsari 01 totaling 74 students consisting of two classes, namely class IV A with 38 students and class IV B totaling 36 students. In the calculation of sampling using the Solvin formula. The following is sampling using the Slovin formula seen below.

$$n = \frac{N}{1 + N \times \alpha^2}$$

**Figure 2**

**Slovin Formula Schematic Sampling**

Information:

- n = number of samples
- N = total population
- $\alpha$  = tsignificance level

From the number of samples that have been determined by the Slovin formula, the error level or significance level is 5%. In this study there was a population of 74 students so the sample could be calculated as follows:

$$N = 38 + 36 = 74$$

$$\alpha = 0.05$$

$$n = \frac{74}{1 + 74 \times (0,05)^2}$$

$$n = \frac{74}{1 + 74 \times 0,0025}$$

$$n = \frac{74}{1.185}$$

$$n = 62.447$$

In the calculation of sampling using the Solvin formula, the results were 62.447 and were rounded to 62, which means that the number of samples taken was 62 students.

The data collection technique used to collect data from class IV SD Negeri Gebangsari 01 is to use a performance assessment. After knowing the data collection techniques, the next step is to create a research instrument. The instrument used is a performance assessment sheet.

When all the data has been collected, the next step is to analyze the data. Previously, it was necessary to test the instrument. The test instrument used is "content validity test". For the prerequisite test, the data analysis used normality test and homogeneity test. In addition, to test the hypothesis using the independent sample t test.

## RESULTS AND DISCUSSION

The data in this study came from the posttest results of poetry reading performance values given to experimental class students after treatment in the form of interactive video learning media and in the control class using power point teaching materials.

The following is the entire posttest data of poetry reading skills which are described in detail in the table as follows.

**Table 1**  
**Posttest Data**

No	Criteria	Posttest Data
1	Number of student samples	62
2	Standard deviation	13.37
3	variance	178,80
4	Minimum	40
5	Maximum	95
6	Average	68.8

Posttest data conducted through Microsoft Excel, that the number of samples used in the study amounted to 62 students who have a standard deviation of 13.37, with a variance of 178.80, a minimum value of 40, and a maximum value of 95, and has an average value 68.8.

**Table 2**  
**Independent Sample T Test Output Results**

	Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Equal variances assumed	2,080	.154	-6,729	60	.000	-17,258	2,565	-22,388	-12,128	
Equal variances not assumed			-6,729	56,889	.000	-17,258	2,565	-22,394	-12,122	

From the output of the independent sample t-test above, based on the data scores of the control class and experimental class students, it can be seen that the Lower and Upper columns have negative values, namely lower -22.388 and upper -12.128. while Sig (2-tailed) is worth 0.000. So it is said that the output data shows that, H<sub>0</sub> is rejected, which means H<sub>a</sub> is accepted. This means that the hypothesis test shows that there are differences in poetry reading skills between the experimental class and control class students.

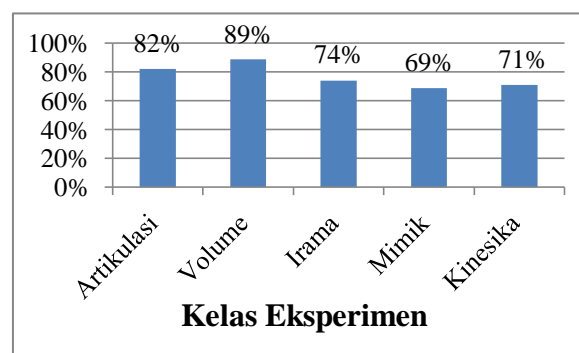
In addition to looking at the results of data analysis through independent sample t-test

hypothesis testing, it can also be seen from the results of indicator achievement in poetry reading skills which also experienced different skills between the experimental class and the control class. The following is an explanation of the achievement data indicators in poetry reading skills as follows.

**Table 3**  
**Results of the Achievement of Poetry Reading Indicators**

Indicator	Indicator Achievement Results		Percentage	
	Experimental	Control	Experimental	Control
Articulation	102	91	82%	73%
Volume	111	96	89%	77%
Rhythm	92	60	74%	48%
Expression	86	61	69%	49%
kinesics	89	65	71%	52%
<b>Average</b>			<b>77%</b>	<b>60%</b>

In the table of achievement indicators for reading poetry, it can be seen that there are indicators including articulation (clarity in the pronunciation of each word/letter), voice volume (sound size), rhythm (pause settings, high and low notes), facial expressions (facial expressions), and kinesics. (body movements). For more details, seen from the results of the achievement of poetry reading indicators in the experimental class and control class, it is presented in the following diagram.



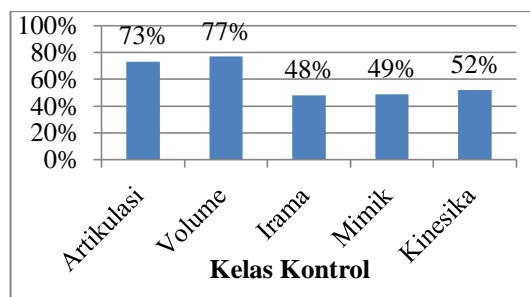
**Figure 3**  
**Percentage Results of Experimental Class Poetry Reading Indicators**

From the graph diagram data, it is explained that the achievement of poetry

reading skills indicators in the experimental class, namely the articulation indicator (clarity in the pronunciation of each word/letter) has a percentage of 82%, the volume indicator (the size of the voice) is 89%, the rhythm indicator (pause settings, height (low tone) percentage, and emphasis) is 74%, the indicator of facial expression (face expression) is 69%, and the kinesika indicator (body movements) is 71% with an average indicator of 77%.

Judging from the diagram of the percentage of reading poetry in the experimental class, it can be shown that of all these indicators, the highest indicator is the volume or size of the voice in reading poetry and the lowest indicator is the expression or facial expression in reading poetry. The low achievement of the indicators of facial expression or expression when reading poetry is seen from the lack of students' ability to express the contents of the poetry text that is read through facial expressions with doubts in expressing the contents of the poem, and there are some students whose facial expressions are still flat. In fact, for the kinesics or body movement indicators, it looks quite good where students are able to read poetry accompanied by body movements such as hand movements to describe the meaning of the poetry read.

The lack of student skills in the indicators of expression (facial expressions) is also stated in the research by Patimah et al., (2017:1551) that there are students who are lacking in expression when reading poetry and some even cover their faces with the text of their poems so that their facial expressions are not seen properly. This is because students are not confident when reading or reciting poetry. Therefore, it is necessary to train again to foster self-confidence in students so that students' ability to express poetry through facial expressions is getting better.



**Figure 4**  
**Percentage Results of Control Class Poetry Reading Indicators**

Meanwhile, seen from the graphic diagram that has been presented in the control class, the achievement indicator of poetry reading skills is the articulation indicator (clarity in the pronunciation of each word/letter) the percentage is 73%, the volume indicator (the size of the voice) has a percentage of 77%, the rhythm indicator (Settings pause, high and low pitch, and emphasis) the percentage is 58%, the mimic indicator (facial expression) is 49%, and the kinesika indicator (body movements) is 52%.

This means that the achievement of the highest indicator percentage is the same as the experimental class where the volume indicator is also the best where on average students are able to read poetry with a clear and good volume or size of the voice. In addition, the lowest indicator in reading poetry is the rhythm indicator.

In control class students, mastery of rhythm or pause settings, high and low notes, and emphasis in reading poetry on average are still lacking. This was also stated by Patimah, S., et al.(2017:1553)that students still read poetry with the emphasis on the sound of the pronunciation being inaccurate, and the intonation of the voice that was still flat like reading ordinary texts because students had not been trained and still did not understand how to read poetry by paying attention to intonation, pronunciation, pauses, and emphasis.

From the explanation of the percentage of achievement indicators in reading poetry, it can be seen that the achievement of each indicator of poetry reading skills in the experimental class has a higher percentage of achievement than the control class and after

averaging all the percentages of achievement of indicators in the experimental class whose learning has been given treatment or treatment in the form of interactive video learning media that is equal to 77% while in the control class where without being given treatment in the form of interactive video learning media the average percentage of achievement is lower that is equal to 60%. This shows that there are differences in poetry reading skills between the experimental class and the control class.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that there are differences in poetry reading skills using interactive video media and power point teaching materials for fourth grade students at SD Negeri Gebangsari 01 as evidenced by the results of the t test (independent sample t test) through calculations assisted by the SPSS program. , where Lower and Upper each have negative values, namely lower -22,388 and upper -12,128. while Sig (2-tailed) is worth 0.000. Then it is said that the output data proves that, HO is rejected and Ha is accepted. In addition, the results of the achievement of poetry reading indicators show that there is also a difference in poetry reading skills between the experimental class and control class students where the control class has an average achievement of 77% and the control class is 60%.

## BIBLIOGRAPHY

- Djamarah, SB, & Zain, A. (2013). Teaching and learning strategies. Rineka Cipta.
- Faisal, M. (2009). Elementary Indonesian Language Studies. DEPDIKNAS DIRECTOR GENERAL OF Higher Education Directorate of Manpower.
- Fajarwati, N., & Sujarwanto. (2015). Interactive Video Learning Media on Improving Reading Skills for Mild Mentally Impaired Students. *Journal of Special Education*, 7(2).
- Gusman, F., Apriliya, S., & Mulyadiprana, A. (2021). Indonesian Journal of Primary Education Digital Teaching Materials for Writing Poetry Based on Flipbooks in Elementary Schools. *Indonesian Journal of Primary Education*, 5(1), 70–81.
- Irawati, R. (2020). Validity of Microsoft Power Point Teaching Materials – Google Form (Mc. Point-Gg. Form) for Science Learning. *Journal of Learning Physics*, 9(1), 17–25.
- Mulyadi, YB (2018). Development of Power Point Interactive CD-Based Teaching Materials To Improve Student Learning Outcomes. *Journal of Education and Culture*, 9(1), 82–92.
- Mulyati, T., Kusumadewi, RF, Ulia, N., Guru, P., Basic, S., Islam, U., & Agung, S. (2021). Interactive Learning Through Comic Media Interactive Learning Through Comic Media As a. *Journal of Educational Research*, 8(1), 28–39.
- Patimah, S., Sudin, A., & Iswara, PD (2017). Application of Guess, Imitate and Comment Games to Improve Poetry Reading Skills Class V Sdn 1 Asem, Lemahabang District, Cirebon Regency. *Journal of Scientific Pens*, 2(1), 1551–1560.
- Prehanto, A., Aprily, NM, Merliana, A., & Nurhazanah, M. (2021). Indonesian Journal of Primary Education Interactive-Animative Learning Videos as Social Studies Learning Media for High School Elementary Schools during the Covid 19 Pandemic. *Indonesian Journal of Primary Education*, 5(1), 32–38.
- Saddhono, K., & Slamet. (2014). Indonesian Language Skills Learning. Graha Ilmu.
- Sari, Y., & Yustiana, S. (2021). The effectiveness of picture story teaching

materials with religious content on the learning achievement of grade 1 elementary school students. *Scientific Journal of Basic Education*, 8(2), 175.

Sugiyono. (2018). *Educational Research Methods Quantitative, Qualitative, and R&D Approaches*. Alfabet.

Sundayana, R. (2018). *Educational Research Statistics*. Alfabet.

Tarigan, HG (2008). *Reading as a Language Skill*. space PT.

Warsita, B. (2018). Robert M. Gagne's Learning Theory And Its Implications On The Importance Of Learning Resource Centers. *Technodic Journal*, 12(1), 064.