

Enhancing the Poetry Appreciation Ability Through Process Approach

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Abstract

The aim of this classroom action research is to increase students' ability to appreciate poetry through process approach. Data is collected through observation and analysis of test result. This research was conducted in 2 cycles on 30 students of the 8th grade at SMP Dirgantara Makassar in the Indonesian language lesson. The data obtained was reviewed, reduced based on the research objective, presented, and ended with conclusion. The research results show that students' ability to appreciate poetry can be enhanced by using process approach in language learning. It is proven by the increase of students' learning outcome. The average score of students' test result in the first evaluation was 70, and in the second evaluation in the end of the 1st cycle, it increased to 75. From 30 students, 12 scored below the completeness criteria (80), with the completion percentage was only 60%. In the 2nd cycle, the average score of students' test result increased to 85. The completion percentage increased to 79%. The observation result also showed an increase in attitude, activeness, and enthusiasm of students in learning, and students' understanding of the content of poetry, from the 1st cycle to the 2nd cycle.

Keywords: *ability, poetry appreciation, process approach, language learning*

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Introduction

Language competency is very important for students to master so that they can get good learning achievements. Diem (2014) emphasizes that there are four language competencies that students should master, namely listening, speaking, reading, and writing. Good language mastery can increase students' reasoning skills and expand their knowledge. Therefore, according to Frankel, Becker, Rowe, and Pearson (2016) language teaching should be carried out seriously starting from the elementary education level to the higher level. If students are not successful in understanding the language optimally, it will be difficult for them to get good learning achievements in all subjects.

In carrying out teaching, every language teacher should first understand the purpose of the language teaching (Hobbs, 2018; Nashruddin, Ningtyas, & Ekamurti, 2018; Nilsson, 2019). In addition, language teachers must know why students learn language, and how students adapt to conditions in their learning environment (Oruç &

Demirci, 2020). By understanding all of this, the teacher's insight will increase, so that the language teaching process can take place more effectively and optimally.

Indonesian language learning at schools has not run optimally as expected. Indonesian language learning activities are not enough to help students to have language skills in communication (Sukenti, Tambak, & Charlina, 2020). In schools, grammar rules are taught to students without inviting them to actively use the language in writing or speaking (Praheto, Andayani, & Wardani, 2020). In other words, students mostly just learn the language rather than use it. As a result, many students at universities still cannot use Indonesian language to communicate either written or verbally (Rianto, 2020).

Language learning and literature cannot be separated from each other (Hart, Oliveira, & Pike, 2020; Prihatin, 2020). Literature is used as a medium for studying linguistic features, on the other hand, language is a medium for understanding a literary work. The use of literary works in language learning at schools is important because literature is related to problems in human life and ethics (Okyar, 2021; Shang, 2020). Teaching literature requires awareness of moral attitudes (Müller, 2020). Therefore, teaching literature to students is more focused on literary appreciation. By having the literary appreciation, students are automatically encouraged to know things about life experiences to improve their learning achievements.

Language learning in schools plays a role as one of keys in renewing and improving the quality of education (Harju-Autti & Sinkkonen, 2020; Iwaniec, 2020). To improve the quality of language teaching, learners must have the freedom to express their actions, and the opportunity to personalize their appreciation of the literary works they study (Omar et al., 2020). Furthermore, teachers must try to apply appropriate methods or approaches. Thus, the role and influence of language teachers becomes a force that encourages the students' literary appreciation ability.

One type of literary work is poetry. To achieve the goals of language teaching, poetry has a very important role (Hennessy, Marlow, Alexander, & Dymoke, 2021; Mart, 2021). Poems read and studied by students can increase students' evaluative power (Angkouw, Oroh, Wuntu, & Maukar, 2021). If students have good poetry appreciation skill, the meaning they make is not much different from the poet's intentions and goals (Fishman, 2021; Jordan, 2021). However, students often experience a lack of understanding in poetry appreciation. One of the reasons is that teachers pay less attention to literary appreciation.

To increase the literary appreciation in language learning, one approach that can be applied to students is the process approach. The process approach is essentially a management of teaching and learning activity that focuses on actively and creatively involving students in the learning process to obtain good learning outcome (Hailemariam & Gebeyehu, 2020; Ruiz-Palmero, Fernández-Lacorte, Sánchez-Rivas, & Colomo-Magaña, 2020). The process approach is seen by many educational experts as the most appropriate approach with the implementation of language learning in schools to face the current's increasingly rapid development in science and technology (Akbar, Khan, Khan, & Mahmood, 2020). The process approach will be effective if it matches intellectual readiness. Therefore, the process approach must be arranged in a logical sequence according to the student's level of ability and experience (Joveini et al., 2020).

From some definitions mentioned, the process approach is known as the way used in the teaching and learning process that emphasizes the steps taken by students to discover something. In other words, this approach is a way to see how students get their

learning achievement, and to find out their actual learning results. In the context of Indonesian learning activity, the process approach is still rarely applied, so there is still little research related to it.

An observation conducted by researchers at SMP Dirgantara Makassar found that students experienced difficulties in appreciating poetry in the Indonesian language lesson. Based on the fact, researchers interviewed an Indonesian language teacher and some students of the 8th grade at that school. The result of the interview with the Indonesian language teacher revealed that teachers did not yet understand the appropriate strategies for training the students' poetry appreciation ability, and students were not given the opportunity to practice the poetry appreciation skill because teachers also were not skilled enough in the poetry appreciation. As a result, students' learning outcome regarding the poetry appreciation ability was very low. In addition, the result of the interview with the 8th grade students revealed that students got difficulty appreciating poetry in terms of determining the theme, feeling, tone, and intention of poetry.

From the result of the initial observation, it was found that the learning process led by the Indonesian language teacher at SMP Dirgantara Makassar always made students passive, and students were less responsible for their assignments. In addition, the learning method was less interesting and did not provide direct experience to students. That caused the students' academic achievement low, especially in the Indonesian language lesson, as evidenced by the average students' test score below the completeness criteria for this lesson (80). In the Indonesian language lesson, on the subject of poetry appreciation, students' ability were very low in terms of defining the theme, the tone, and the intention of the poetry. Therefore, teachers are expected to carry out active, creative, and fun learning.

Based on those problems, researchers were interested in conducting this research. The aim of this research is mainly to increase poetry appreciation ability through a process approach for the 8th grade students of SMP Dirgantara Makassar. From the findings of this research, it is expected that language teachers will gain deeper knowledge and understanding of how to optimally apply the process approach in poetry appreciation as a new innovation in education. Besides that, it is expected that the result of this research can be practically applied and adopted in other lessons. Furthermore, it can be used by other researchers as a reference source for further research.

Method

This classroom action research examines the improvement of the students' ability to appreciate poetry through a process approach, which includes planning, action, observation, and reflection. This research was carried out in the 8th grade of SMP Dirgantara Makassar, with an Indonesian language teacher and 30 students as the research subjects, on the academic year of 2023/2024. Data collection techniques were:

1. Observation

In the observation, guidelines and observation sheet were used to record things that were considered important to answer the research objective.

2. Test

The test was carried out to obtain information about students' ability to appreciate the intrinsic elements of poetry. This research is categorized as successful if the

students' poetry appreciation ability increases, as indicated by the average score of students' test reaching the completion criteria (80).

The stages of this research were as follows:

1. Action planning
 At this stage, researchers and the Indonesian language teacher prepared and planned all actions that would be implemented in learning to appreciate poetry, using a process approach. The steps were as follows:
 - a. equalizing perceptions between researcher and teacher regarding the concept and the objective
 - b. preparing the learning action plans collaboratively
 - c. preparing the students' success data instruments
 - d. determining learning materials and media
 - e. implementing the learning plans
2. Action Implementation
 At this stage, action plans that had been prepared collaboratively by researchers and teachers were implemented. The form of the activity was poetry appreciation
3. Observation
 At this stage, the researchers observed the entire action process from the beginning to the completion of the action. The focus of observation was teacher-students activities.
4. Reflection
 This stage was carried out by referring to the record of the observations during the implementation of the action, and the test result. If the results obtained have not reached the completion target (score 80 and above), then the alternative solutions are discussed by researchers and teacher, for the implementation of the next action.

The data that had been collected was analyzed by referring to the theory by Connolly (2007). Data analysis begun by reviewing all existing data. Next, the data was reduced based on the research objective, and arranged into categorical units. After the data reduction process, meaning and drawing conclusions were carried out.

Results and Discussion

Results

At the 1st cycle, the learning poetry appreciation through a process approach is collaboratively designed before starting the lesson. In the learning activities, researchers act as observers who participate directly. Researchers pay attention to the way the teacher presents materials, and observe the students' attitudes.

The result of the observation in the 1st cycle can be seen in the following table 1.

Table 1. *The Result of the Observation in the 1st Cycle*

No	Observed Aspect	Very good	Good	Poor
1	Offering of motivation from teacher	V		
2	Teacher's strategies in explaining		V	

3	Feedback from teacher	V
4	Active student involvement	V
5	Students' enthusiasm	V
6	Students' understanding	V

Table 1 shows the results of the observation conducted in learning activities in the 1st cycle. It is found that:

1. the teacher motivates students very well to learn
2. the teacher applies appropriate strategies well in explaining teaching materials
3. the teacher provides good feedback
4. students are still less actively involved in learning activities
5. students' enthusiasm for learning is still lacking
6. poetry is still too difficult for students to understand due to the diction of the words in the poetry
7. students' ability to restate poetry is still low
8. in general, students have not received optimal guidance

The result of learning completion in the 1st cycle, related to the understanding of poetry appreciation, can be seen from table 2 below.

Table 2. *The Result of Learning Completeness in the 1st Cycle*

Research subjects	30
Average score	75
The highest score	85
The lowest score	60
Score range	25
Complete	18
Incomplete	12
Completion Percentage	60%

Table 2 shows that the average score of student test results in the 1st cycle was 75, and it was lower than the completeness criteria. The highest score obtained by students was 85, while the lowest score was 60, with the score range was 25. From the result of the test given to students, only 18 students completed (reached the completeness criteria), and 12 students did not complete (did not reach the completeness criteria), so the completion percentage was only 60%.

Based on the observations and the test results, the research in the first cycle was considered not successful. Reflection is carried out by improving the planning, and then continued the research in the 2nd cycle. In the 2nd cycle, the learning activities were carried out by using group learning technique but still applying the process approach. The teacher divided students into groups of four or five. The division into groups was based on students' cognitive and skill levels according to the results of observation and test in the 1st cycle.

This action was carried out by the teacher to arouse students' interest and creativity by discussing poetry appreciation. It was hoped that this action would trigger students' enthusiasm for learning because students had the freedom to be creative and work with their peers. The result of observations in the 2nd cycle can be seen in the following table 3.

Table 3. *The Result of the Observation in the 1st Cycle*

No	Observed Aspect	Very good	Good	Poor
1	Offering of motivation from teacher	V		
2	Teacher's strategies in explaining		V	
3	Feedback from teacher		V	
4	Active student involvement		V	
5	Students' enthusiasm		V	
6	Students' understanding		V	

Table 3 shows that the actions taken in the 2nd cycle achieved a maximum result in learning poetry appreciation through the process approach. It was seen that:

1. the teacher keeps on motivating students very well to learn
2. the teacher continues to apply strategies well in explaining teaching materials
3. the teacher provides good feedback
4. as a result, students are actively involved in learning activities
5. due to active involvement in learning, students enthusiastically participate in learning
6. poetry is easy for students to understand even though there are unfamiliar words
7. because they understand well, students are able to restate the poetry they read
8. in general, students receive optimal guidance

The result of learning completion in the 2nd cycle, related to the understanding of poetry appreciation, can be seen in table 4 below.

Table 4. *The Result of Learning Completeness in the 2nd Cycle*

Research subjects	30
Average score	85
The highest score	95
The lowest score	75
Score range	20
Complete	29
Incomplete	1
Completion Percentage	97%

Table 4 shows that the average score of student test results in the 2nd cycle was 85, and it was higher than the completeness criteria. The highest score obtained by students was 95, while the lowest score was 75, with the score range was 20. From the result of the test given to students, there was still one student who did not complete (did not reach the completeness criteria), but 29 students completed (reached the completeness criteria), so the completion percentage was 97%.

Discussion

The teacher and the researcher provide information to each other about what has been done in the learning activities. In the 1st cycle, the learning of poetry appreciation through process approach was carried out using the individual learning technique. Observations of learning activities were carried out over four meetings. At the beginning of the learning, all students took an oral test. The purpose of that oral test was to determine the student's initial ability level.

In the next activity, the teacher explained the topic being studied. Students got poetry texts from the teacher to read. The teacher applied the process approach in learning activities. Students read poetry texts with stages of discovery, interpretation, and re-creation. In the discovery stage, every student read the poetry silently. After that, students interpreted and re-created the poetry they had read. At this stage, students corrected to one another. After that activity was finished, the students' work were collected for evaluation.

During the delivery of material by the teacher, the researchers observed students' behavior, which was recorded in the observation sheet. The researchers acted as observers who participated directly. When one student experienced difficulties, an individual approach was taken to the student. Researchers paid attention to the way the teacher presents materials, and observe the students' attitudes to the lessons delivered by the teacher.

The results of the observation and the test in the 1st indicate that the use of the process approach in appreciating poetry is still not implemented optimally. Students are not actively involved in learning activities, then students' enthusiasm for learning is still low. The poetry given to students to read is difficult for them to understand so it is difficult for them to restate the contents of the poetry. Guidance that is not yet optimal causes their learning outcomes to be low, as indicated by the average of their test scores that is lower than the completion criteria. Furthermore, the completion percentage is only 60%.

Reflection is then carried out by correcting the deficiencies obtained. Planning is rearranged to be implemented in the next cycle. After reorganizing the planning, this research is continued in the 2nd cycle. Activities that were maximized in the previous cycle are maintained and improved. In the 2nd cycle, the teacher uses group learning technique. Based on the results of the observations in the 2nd cycle, it was seen that the teacher held an apperception in the beginning of the class. Next, the teacher instructed students to identify learning goals in their own way and gave appreciation to those students as an effort to motivate students to learn. In learning activities, the teacher divided students into several groups proportionally.

In practice, students were freer to develop their creativity in appreciating poetry. All students enthusiastically participated in all activities. Monitoring of student groups continued to be carried out by teachers. As a result, students completed their assignments with full responsibility.

From the results of the observation in the 2nd cycle, it was found that in general,

students received optimal guidance. In addition, students were actively involved in learning activities, so they enthusiastically participate in learning activities. Poetry is easy for students to understand even though there were unfamiliar words, so they were able to restate the poetry. The students' test results also showed significant improvement in the 2nd cycle. The average score of the test results is higher than the completeness criteria. Of the 30 students, only one got a score lower than the completeness criteria. Thus, the percentage of completion also increased compared to the 1st cycle, namely 97%.

Conclusion

Students' learning outcome in Indonesian language lesson related to the poetry appreciation ability can be enhanced by using the process approach. This is proven by the increase of students' learning outcomes after tests were given to them in these two research cycles. Apart from learning outcomes and completion, the improvement also occurred in attitudes, enthusiasm, and understanding of students in poetry appreciation. This can be seen in the results of the observations carried out in these two research cycles. From the finding of this research, at last, the following recommendations were given. Firstly, the process approach is appropriate to be applied in language learning, especially in poetry appreciation. Secondly, the students should be engaged in different forms of language learning activities and literary appreciation, so as to master language competence.

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