Improving Poetry Appreciation Ability Through Demonstration Methods in Indonesian Language Students

Eko Cahyo Prawoto¹, Pana Pramulia², Nur Rohmah³
1,2,3 Universitas PGRI Adi Buana Surabaya

Corresponding Author : ¹ eko.cahyo@unipasby.ac.id

Abstract
Literature teaching has a very important role in providing knowledge about life and fostering emotional sensitivity in students. Therefore, to create literature teaching that is in line with its objectives, Indonesian language teachers are needed who have adequate competence in appreciating literary works. This can be done through the presentation of literary learning in lecture rooms. However, in reality there are problems faced by students in appreciating poetry. For this reason, further efforts are needed to overcome this problem by applying demonstration methods. This research focuses on efforts to increase students' ability to appreciate poetry through demonstration methods. The research method used in this research is a descriptive qualitative method with an experimental approach. The subjects of this research were 24 class A students of the Indonesian Language Education study program class A. The result of the research carried out is the implementation of the demonstration method as an effort to increase student competence in appreciating poetry that works well, as well as achieving learning objectives. Because there was an increase in the average score obtained by students from 2.75 to 4.26 which is included in the good category.
***Keyword**s: poetry appreciation, demonstration method, PBI students*

Introduction

Literary teaching in schools has an important load in shaping the character and personality of students. Because literary works contain a variety of aspects of life that can be made as learning for students. (Ismawati, 2013) literature is a creation that contains about human experience which can be learned and used as a reflection material of life because literary is a portrait of a condition of society in its time. (Wibowo, 2013)

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(Fransori & Parwis, 2022) literary teaching in schools serves to improve students' understanding of the real world that offers practical interpretation of the problem, so that literary work is valuable for its readers. Further (Endraswara, 2019) stated, literary instruction in schools aims to give knowledge about literary works as well as an effort to appreciate literature directly through the activities of watching, reading, expressing poetry, prose, and drama. Therefore, the teaching of literature should be able to attract the attention of students.

Interesting literary teaching must take a holistic approach. An Indonesian language teacher not only has knowledge of the titles of literary works but must also be able to recognize every literary work he has ever read as well as to appreciate the work of literature well, able to give examples and concrete stages in appreciating the work. For example, when a teacher explains the material about poetry, the meaning contained in the poem, and how to read aesthetic poetry. When literary teaching can be done in this way students will gain a profound impression that can nurture love in appreciating the work of literature.

To appreciate literary works in depth is necessary knowledge of experience, as well as insight into literary work so that with such supplies one can enjoy and appreciate every meaning and content that is in the literature work. Therefore, an Indonesian language teacher needs to have such supply to be implemented in appreciating the work of literature deeply. (Aminudin, 2013) In evaluating literary works a person should have the following initial supplies: 1) emotional sensitivity or feelings that can be used to live the aspects contained in the literary work, 2) have knowledge and experience related to the problems of life and humanity, 3) have knowledge about the aspect of literature, 4) have knowledge of the instrumental elements of literary creation.

To prepare teachers with adequate competence in appreciating literary works is to give concrete learning to students. One of the efforts made to sharpen the competence of students in valuing literary work is to read poetry. Poetry comes from the Greek "poites", which means formers, builders, or creators, while in Latin it is called "poet" which means cause, builder, poet. Further in its development it was simplified into a literary work that was created from a sequence of words, chords, and rhythms. Further (Ismawati, 2013) poetry has a strong use of language due to its dense structure and very little use of words. However, due to its speaking style and strong painting power, poetry is capable of moving the reader's emotions. Poetry differs from everyday prose or conversation because its language is more dense, beautiful, brilliant, and lively. Therefore, the reading of poetry requires adequate reading knowledge and skills.

The ability to read poetry can only be acquired by intensive and continuous practice, because to be able to read a poetry requires a sense of taste. A sense of sense is necessary to cultivate an inner perception of the attitude to be realized when reading poetry. Because, in poetry there is an inner structure that must be understood by the reader. (Septiani & Sari, 2021) In poetry, there are four inner elements: theme, taste, tone, and devotion. (Rendra et al., 2022)

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Basically, reading poetry is an attempt to make a direct connection to the poetry read. Readers must acquire a different understanding, idea, and experience of the poetry they are reading, so that they can acquire various meanings from poetry. Moreover, (Husna et al., 2020) reading poetry is not just reading the sounds of the language it contains, because there are more complex aspects involved in reading a poetry, that is, involving one's emotions and feelings.

In learning literary appreciation especially in reading poetry there are learning problems experienced by students. When students read poetry the majority showed a lack of self-confidence. Furthermore, at the time students responded through the shared questionnaire there were several reasons, among them: 1) lack of understanding of the meaning contained in poetry, 2) lack of knowledge of the correct poetry reading technique, 3) lack of enthusiasm in reading poetry because of not having a good poetry read reference (Prawoto, 2021)

Based on this problem, further efforts are needed to be able to solve the problem of learning in reading poetry with the appropriate learning methods. According to Sudjana (Ginting & Zulmiyetri, 2022) demonstration is an approach to teaching to pay attention to how a process takes place. Furthermore (Muttaqin, 2021) stated that the method of demonstration was a learning method based on the determination of each stage to recognize and understand an object or process to something learned. This method is often used in conjunction with oral explanation to increase the reception of students to the lesson, so that they can gain a complete understanding.

According to Saragih and Situmorang (Situmorang & Situmorang, 2013) the demonstration method has several advantages, one of which is that a) the attention of the student can be directed to important aspects so that it can be focused on each stage of the learning process, b) can reduce the misunderstanding made by the student, when compared to lecturing lectures and reading textbooks, c) if the student is engaged in active activities, they will gain practical observation that helps them improve their skills and expectations in their social environment, d) the questions that arise in the mind of the learner can be answered more clearly. The shortcomings of the demonstration method are as follows: (a) demonstration is ineffective when applied to classes with too many pupils; (b) demonstrations are inefficient when the available learning time is too short or insufficient; (c) the demonstrating will become too complicated with a variety of tools if in the application process it is not done with good observation by the pupils, and (d) the effectiveness of demonstration will be reduced if the pupil does not practice in person.

According to Usman (Rachman, 2018) the implementation of demonstration methods in the spread can he take steps to use the demonstration: 1) stimulate the student to think so that questions can arise on the object or process to be done, 2) create a pleasant learning atmosphere for the student, 3) ensure that all students follow each stage at each stage as well as pay attention to their overall reaction, 4) give the student an opportunity to be able

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to actively think every stage in the demonstrative process. Based on the exposure, the study focused on improving the ability of students to appreciate poetry through demonstration methods.

Method

This research uses a descriptive qualitative approach. Sugiyono (Lathif, 2023)states that the philosophy of postpositivism is the basis of qualitative research, which allows research subjects to be studied naturally. In qualitative research, data collection techniques are used in conjunction with several stages, but data analysis is done inductively to emphasize more meaning than generalization. According to (Lisanti et al., 2021), the purpose of descriptive research is to describe a situation systematically, accurately, and factually. Besides, this type of research is known as experimental research. Experimental research, according to Mulyani Sumantri and Johar Permana (Juliani, 2018), is a learning approach that allows research subjects to experience and prove each step and educational outcome personally. Furthermore, pre-test and post-test designs can be used to conduct experimental research, (Febriani & Effendi, 2021).

The subject of this research is a 2022 student of the Indonesian Language Education Study Program (PBI) who has completed a course in Literary Appreciation. The data collection method is carried out through documentation of poetry appreciation tasks and poetry readings performed by students. In the pre-test and post-test phases, the results were evaluated using a scale of 1-5 tracking guidelines. In the data processing phase, the researchers used a method of quantitative analysis based on the following formula:

$$\text{Task Value + Poetry Reading Value= } \frac{\text{Total Value}}{\text{Number Of Assessment Criteria}}$$

Then performed according to the selection criteria with the following depreciation guidelines;

No.	Aspect	Score
1.	*Very good*	5
2.	*Good*	4
3.	*Enough*	3
4.	*Less*	2
5.	*Very Less*	1

Table 1 Drawing Guidelines

Next, the number obtained is described in accordance with the result achieved.

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Discussion

In this section, researchers collect data about students' ability to appreciate poetry. Students are asked to choose a poem that will be appreciated, such as Surat Cinta: by W.S. Rendra, One Night: by Sapardi Djoko Damono I Wrote This Pamphlet: by W.S. Rendra, Poetry of a Lisong: by W.S. Rendra's Poor People: the work of W.S. Rendra, Ayo: by Sutardji Calzoum Bachri; b) then students paraphrase to find the meaning contained in the selected poem, c) then students read the selected poem. Based on the data collected, students get the following grades:

No.	Initial	Score Average
1.	BDS	2
2.	ESKB	4
3.	BWS	2
4.	IA	2
5.	MRH	4
6.	RA	2
7.	DAL	2
8.	DLRU	3
9.	AAFP	3
10.	CLP	2
11.	NSN	4
12.	AFZ	2
13.	AN	4
14.	JWDU	2
15.	AHS	2
16.	KCPW	4
17.	CA	2
18.	MEP	4
19.	NLN	2
20.	MU	4
21.	HS	2
22.	ARW	2
23.	OPR	2
24.	VRA	4
Score Average		**2,75**

Table 2 Average value of students' poetry appreciation scores

Based on the data collected, it was found that only two students got a score of 3 (fair category), and eight students got a score of 4 (good category). These data show that students' abilities are still low. Therefore, further efforts are needed to improve students' ability to appreciate poetry. Next, students are

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asked to fill out a questionnaire related to the problems they face when appreciating poetry. Based on the questionnaire, there are several common problems faced by students, namely: 1) lack of understanding of the meaning contained in poetry, 2) lack of knowledge about correct poetry reading techniques, 3) lack of enthusiasm in reading poetry because they do not have good poetry reading references.

Referring to these problems, implementing the demonstration method requires adequate lecture space. Therefore, the space for implementing the demonstration method is the drama laboratory (drama lab). Lab facilities. Drama really supports the practice of appreciation because it includes a stage, music, lighting and drama laboratory decorations, all of which are quite aesthetic.

Implementation of the Demonstration Method
The implementation of the demonstration method used to improve appreciation skills is carried out in several stages, as follows:
1. Prepare the stage, stage lights and loudspeakers to make students enthusiastic.
2. Students are divided into eight groups with the same members as the previous stage, each group chooses the title of the poem that will be appreciated. The poem chosen must be different from the poem used in the previous stage. The title of the poem in question is the work of W.S. Rendra, Poor People: the work of W.S. Rendra, Ayo: by Sutardji Calzoum Bachri, Sajak Sebatang Lisong: by W.S. Rendra: Love Letter: the work of W.S. Rendra, In One Night: by Sapardi Djoko Damono, Merontokkan Speech: by Wiji Tukul, and Dialogue Bukit Kemboja: by Zawawi Imron
3. 3. Students are given the opportunity for 25 minutes to read, understand and paraphrase the poetry they have received. This is done so that each group of data finds the meaning contained in each poem.
4. The researcher played a video of poetry reading by Timur Sinar Suprabana with the title Poem Spelling Kahanan, Gus Mus with the title Negeri Envelopes, Sitok Srengenge, and Sosiawan Leak with the title Dunia Bogambola to increase enthusiasm and give students references for reading poetry.
5. The lecturer/researcher gives examples of two titles of aesthetic poetry reading with the aim of providing more concrete examples in reading poetry
6. Each group reads the poems in sequence, according to the title of the poem chosen.
7. Next is the evaluation stage, at this stage the researcher presents the results of the poetry readings carried out by students in their groups.

Next, the research results will be discussed in this section. The final result of using the demonstration method is as follows:

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No.	Initial	**Average Initial Score**	Poetry Reading Score via Demonstration Method					**Final Score**
			Emotional expression	Intonation and word stress	Word pronunciation	Fluency in reading poetry	Voice and Physical Expression	
1.	BDS	2	5	4	5	5	5	4,3
2.	ESKB	4	4	4	5	5	5	4,2
3.	BWS	2	3	3	5	5	5	4,1
4.	IA	2	4	3	4	4	4	3,8
5.	MRH	4	4	5	4	4	4	4,1
6.	RA	2	5	5	3	3	3	3,8
7.	DAL	2	5	5	5	5	5	4,4
8.	DLRU	3	5	5	5	5	5	4,7
9.	AAFP	3	4	4	5	5	5	4,7
10	CLP	2	4	4	4	4	5	4,1
11	NSN	4	4	3	4	5	4	3,8
12	AFZ	2	4	3	3	5	3	3,8
13	AN	4	5	4	3	5	5	4,3
14	JWDU	2	4	5	5	5	5	4,6
15	AHS	2	3	4	5	4	5	4,1
16	KCPW	4	4	5	5	5	4	4,4
17	CA	2	4	5	4	5	5	4,4
18	MEP	4	4	5	4	5	5	4,5
19	NLN	2	5	5	5	5	5	4,7
20	MU	4	5	5	4	5	4	4,5
21	HS	2	5	4	4	5	4	4,3
22	ARW	2	4	5	5	4	5	4,5
23	OPR	2	4	4	5	4	5	4,1
24	VRA	4	5	4	4	5	5	4,2
The average of each assessment criterion		2,75	4	4	5	5	4	
Average overall score								**4,26**

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Table 3 Student scores in appreciating poetry after implementing the demonstration method

Based on the accumulated scores for using the demonstration method, the average student score is 4.26, which is included in the good category. This score shows that students are better at appreciating poetry than the average student score before using the demonstration method, which was only 2.75. For each assessment criterion, the following graph shows the scores received by students.
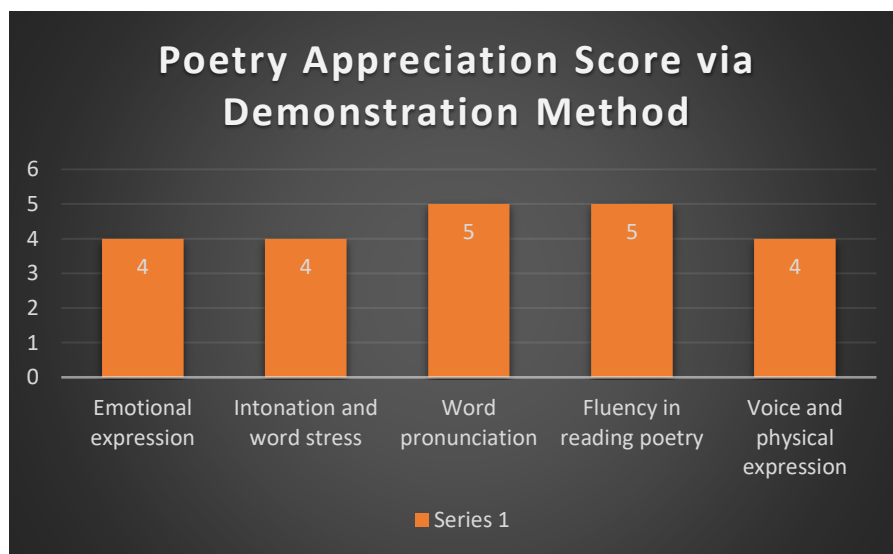

Diagram 1 Average score from the implementation of the Demonstration Method in Student Poetry Appreciation

Each assessment criterion used to appreciate poetry using the demonstration method gives students an average score of 4. Intonation and word emphasis, word pronunciation, poetry reading fluency, and voice and physical expression each received an average score of 4. This figure shows that there is a significant increase in ability when compared to the scores obtained by students in the initial appreciation stage. . This is proof that by implementing the correct demonstration method according to the planning carried out, students can overcome problems in appreciating poetry. Because through the implementation of this method students have sufficient references to express their appreciation of poetry.

Conclusion
Based on this research, it can be concluded that the application of the experimental research type demonstration method in the Literary Appreciation course (Prose, Poetry and Drama) can improve students' poetry appreciation

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skills. This is proven by the increase in scores obtained by students. If the results in the initial stage of students get an average appreciation competency score of 2.75 (category: poor) after applying this method, students get a score of 4.26 (category: good).

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