



REVITALIZING POETRY LEARNING: ENHANCING STUDENT OUTCOMES THROUGH THE DEMONSTRATION METHOD IN SIXTH GRADE

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Abstract

This research aims to improve students' learning outcomes in reading poetry through the application of demonstration methods in class VI. The background to this research is the low ability of students to read poetry expressively, caused by conventional learning methods that do not involve students' liveliness. This research uses a Class Action Research (PTK) approach with two cycles, each consisting of planning, implementation, observation and reflection stages. The research subjects were 16 students with varying levels of ability. The results of the pre-cycle observations showed that the majority of students were in the category of sufficient and insufficient grades, with an average of 59.37. After the application of the demonstration method, there was a significant increase in cycle I with the average value reaching 73.43. Students experience development in terms of intonation, expression, articulation, and appreciation when reading poetry. In addition to improving technical skills, this method also has a positive impact on students' learning motivation and self-confidence. The results of the study concluded that the demonstration method was effectively used in learning to read poetry because it was able to integrate cognitive, affective and psychomotor aspects. Therefore, this method is recommended to be applied in the teaching of other literary materials that require the expressive and interpretive involvement of students directly.

Keywords: Demonstration, Learning Outcomes, Reading Poetry, Class Action Research

Introduction

Education is a strategic element in shaping human resources who are qualified, competitive and able to cope with changing global dynamics. In the context of education in Indonesia, efforts to improve the quality of learning are the main focus of the government, educators and educational institutions. One important aspect of the learning process is language skills, especially Indonesian, which includes four basic skills: listening, speaking, reading and writing. Among these skills, reading poetry occupies a unique position because it not only tests cognitive aspects, but also involves affective and psychomotor aspects of students (Lubis, 2016; Wapa, A et.al 2024; Kemendikbudristek, 2024).

Poetry as a form of literary work is a means of expression that is full of aesthetic value, language beauty and emotional content. Reading poetry is not just pronouncing words, but rather a process of appreciation, soul, and interpretation of implied and explicit meanings. The ability to expressively read poetry requires students to understand the content and message of poetry, as well as express it through proper intonation, pronunciation, facial expressions

and gestures (Fitria, 2018). However, facts in the field show that learning to read poetry has not been fully successfully implemented effectively in many educational units, including at SDN 2 Karangnangka.

Preliminary observation results show that most students still have difficulty expressing the content of poetry emotionally and aesthetically. The learning methods used tend to be conventional, such as lectures and reading assignments, without any direct mentoring or practice-based learning. As a result, students are more passive and not actively involved in the learning process. This condition results in low interest in learning, weak self-confidence, and learning outcomes that do not meet minimum competency standards (Rahman & Dani, 2017).

In this context, the demonstration method is seen as a promising alternative for improving the quality of learning to read poetry. This method allows teachers to demonstrate directly how to read poetry properly and correctly, so that students obtain concrete examples that they can imitate and practice. In addition, demonstrations help students understand the structure and nuances of poetry through visual and kinesthetic learning experiences (Kurniawan, 2019).

According to Sari and Hamidah (2020), students who took part in poetry learning using the demonstration method showed significant improvements in aspects of appreciation, courage to perform, and the ability to interpret and express poetry as a whole. This finding was strengthened by Prasetyo (2021) who stated that the demonstration method opens up spaces for active student participation and improves their learning experience in a concrete and meaningful way.

Several previous studies have examined the effectiveness of demonstration methods in learning to read poetry. Mulyono (2019), in his research concluded that this method is able to improve students' poetry reading skills through careful planning and systematic learning activities. However, he also found various obstacles, such as low student self-confidence, limited learning facilities, and minimal mastery of the material.

Other research by Anggara (2021) shows that even though there is an increase in students' enthusiasm for learning, the implementation of demonstration methods in the first cycle is not optimal. Some students still feel awkward and afraid when performing in front of the class. This research continues into the second cycle with a revised lesser adaptive lesson plan and implementation strategy. Meanwhile, Uange (2024) notes that the application of this method has a positive impact on increasing teacher and student interaction, as well as the quality of mastery of the material by students. However, some students still have difficulty using proper intonation and lack of appreciation for the content of the poem. Susilowati (2016) highlights the important role of teachers as active facilitators who are able to guide students intensively. He concluded that although students showed enthusiasm, there were still obstacles in the form of a lack of liveliness among some students who chose to talk rather than practice.

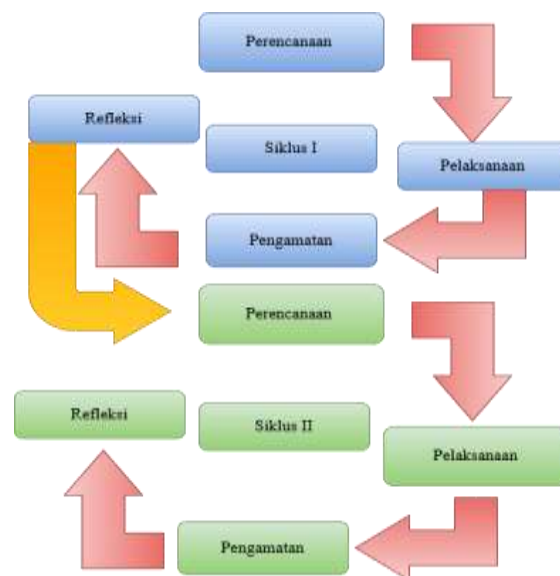
From these various research results, it can be concluded that demonstration methods have proven effective in improving students' poetry reading abilities. However, there is a research gap (research gap) that has not been studied much, especially at junior secondary education levels such as junior high school. This research is here to answer this gap by focusing on the application of demonstration methods in learning to read poetry in class VI SDN 2 Karangnangka. Focus is directed towards improving student learning outcomes through a more interactive, participatory and expressive learning approach.

Methods

This research uses the Kemmis and McTaggart model Class Action Research (PTK) approach, as simplified by Arikunto, which consists of four main stages: planning (planning), implementation of actions (acting), observation (observing), and reflection (reflecting). This method was chosen because it is able to provide space for teachers to identify, solve and reflect on learning problems systematically and sustainably (Arikunto, 2018; Riani & Wapa, 2024).

The research was carried out at SDN 2 Karangnangka, Sumenep Regency, with 16 students in class VI for the 2024/2025 academic year (10 men and 6 women). This research aims to improve the results of learning to read poetry through the application of demonstration methods.

Each cycle consists of three components: initial, core, and closing activities. In the initial activity, the teacher gives greetings, prayers, and explains the learning objectives and scenarios. Core activities are focused on the application of demonstration methods in reading poetry, where students are trained to read expressively, paying attention to aspects of intonation, facial expressions, articulation, and appreciation of the meaning of poetry. Activities are carried out individually and in groups with direct guidance from teachers. In the closing activity, the teacher and the students conclude the learning outcomes and perform a reflective evaluation.



Source (Arikunto, 2018)

After each action, observations were carried out using observation sheets to record student involvement, teacher activity, and the effectiveness of learning strategies. Observations are carried out by collaborators objectively during the process. The results of the observations are the material for the reflection stage, which aims to evaluate whether the action has been successful in correcting the learning problem.

If the results in the first cycle have not reached the indicator of success (value ≥ 75), then action continues into the second cycle with an improvement in strategy. The second cycle is focused on intensive guidance individually, especially on aspects of expression and appreciation of poetry.

The research instrument consists of :

1. Observation sheets to observe the activities of teachers and students during learning.

2. The poetry reading scoring rubric covers five aspects: expression, style, appreciation, intonation, and pronunciation, with a weight of 20% each.
3. Documentation in the form of learning notes, activity photos, and student evaluation results.

Data collection techniques include observation, documentation, and assessment of student performance. Observation is used to record the learning process directly, while documentation is used to record the process of action and student work as material for qualitative analysis. Assessment is carried out using weighted rubrics to determine learning completion.

Success criteria are determined based on the final score. Students are said to be complete if they get a score > 75 . If most students achieve this completion, then the action is considered successful, and the cycle can be stopped.

Results and Discussions

Student Learning Outcomes in Pre-Cycle

The application of demonstration methods in learning to read poetry has been proven to be effective in improving the learning outcomes of class VI students at SDN 2 Karangnangka. The average student score increased from 59.38 in pre-cycle, to 73.44 in cycle I, and reached 83.44 in cycle II. Significant developments were seen in aspects of expression, intonation, articulation, and appreciation when reading poetry. Apart from that, this method also increases student self-confidence, encourages active participation, and creates a learning atmosphere that is more lively, enjoyable, and emotionally and aesthetically meaningful for students.

Num.	Student Name	Criterion	Pre Cycle Value
1.	Aisyah Yulianingsi	Good	70
2.	Alvanesa Hayuriko Wahyudi	Good	65
3.	Azzam Oktavia	Enough	55
4.	Azza Taufik Hidayat	Enough	50
5.	Danar Putra Badraya	Good	75
6.	Davi Fairuz Akram	Less	20
7.	Dwi Ayu Wulandari	Less	20
8.	Kaffa Prasetyo	Good	70
9.	Luthviyatul Ilmiyah	Very Good	80
10.	Meri Sagita Indah Dewi P.	Good	60
11.	Miftahul Huda	Very Good	80

12.	Moh. Dimas Saputra	Good	65
13.	Resa Nauril Firmansyah	Less	25
14.	Silvia Anggara Nur Aini	Good	70
15.	Widya Risdiyanti Putri	Good	70
16.	Zaidan Nuruddin	Good	75
Total			950
Average			59,375

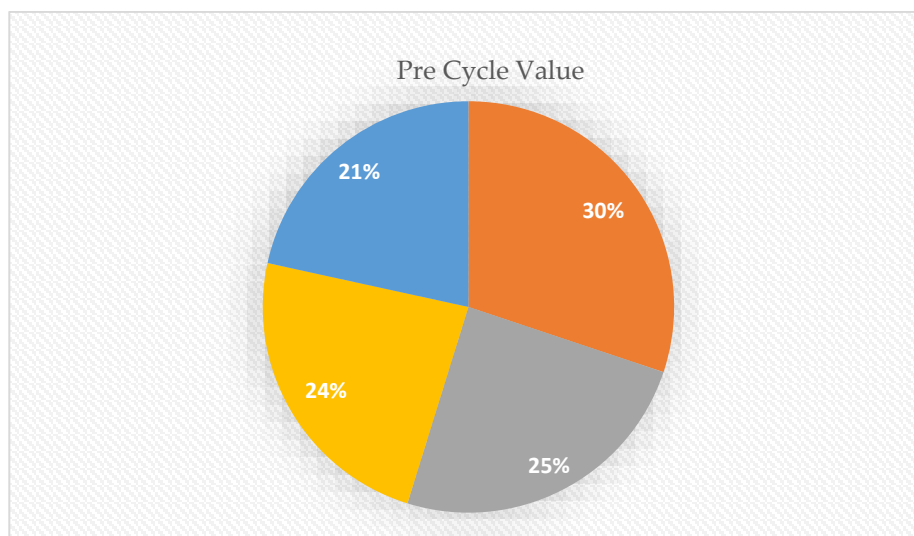
(Table 1. Pre Cycle Value)

Description of Learning Results	Description	
Very good	76-100	73,33
Good	51-75	60
Enough	26-50	57,5
Less	0-25	52,5

(Table 2. Description of Pre-Cycle Learning Results)

From the data above, the results of the classification of student learning outcomes are obtained based on four categories, namely Very Good (76–100), Good (51–75), Sufficient (26–50), and Less (0–25), with the following details:

1. The Excellent Category was recorded as having an average score of 73.33, which should not have been included in the 76–100 range, so it is suspected that a classification error occurred.
2. The Good Category has an average score of 60, still according to the category range and shows the stability of student learning achievements in this group.
3. The Sufficient category has an average grade of 57.5, which should be in the Good category, so there are indications of inappropriate student grouping.
4. The Less category recorded an average score of 52.5, which is also higher than the 0–25 range, indicating that students in this category should most likely fall into the Good or Enough category.



(Image 1. Pre Cycle Value Circle Diagram)

According to the pre-cycle pie chart, it can be seen that only 30% of students reached the Very Good category and 25% were in the Good category, while the remaining 44% were still in the Sufficient and Less category. This shows that almost half of the students have not achieved optimal learning outcomes and require more attention in the learning process. This condition confirms the need for the application of more effective and interesting learning methods, such as demonstration methods in reading poetry, in order to increase the participation, understanding and achievement of students' overall learning outcomes.

Learning Outcomes in Cycle I

In Cycle I, the main focus of action is to systematically apply demonstration methods to overcome students' low ability to read poetry. Teachers start by providing motivation, explaining learning goals, and forming small, heterogeneous groups so that students feel more comfortable when practicing. Practice is done in turns in a quieter place such as a library, in order to create a conducive atmosphere. In core activities, students practice reading one stanza of poetry gradually, with direct guidance from the teacher who provides feedback on articulation, expression, and gestures. The teacher also shows examples of good poetry reading to use as a reference. This approach helps students understand the technique of expressively reading poetry and increases their courage to perform, resulting in improved performance compared to the pre-cycle stage.

Num.	Student Name	Criterion	Cycle Value I
1.	Aisyah Yulianingsi	Very Good	90
2.	Alvanesa Hayuriko	Very Good	80
	Wahyudi		

3.	Azzam Oktavia	Good	60
4.	Azza Taufik Hidayat	Good	65
5.	Danar Putra Badraya	Very Good	85
6.	Davi Fairuz Akram	Good	65
7.	Dwi Ayu Wulandari	Enough	45
8.	Kaffa Prasetyo	Very Good	80
9.	Luthviyatul Ilmiyah	Very Good	95
10.	Meri Sagita Indah Dewi P.	Good	60
11.	Miftahul Huda	Very Good	80
12.	Moh. Dimas Saputra	Good	70
13.	Resa Nauril Firmansyah	Good	70
14.	Silvia Anggara Nur Aini	Good	70
15.	Widya Risdiyanti Putri	Good	80
16.	Zaidan Nuruddin	Good	80
Total			1175
Average			73,4375

(Table 3. Cycle Value I)

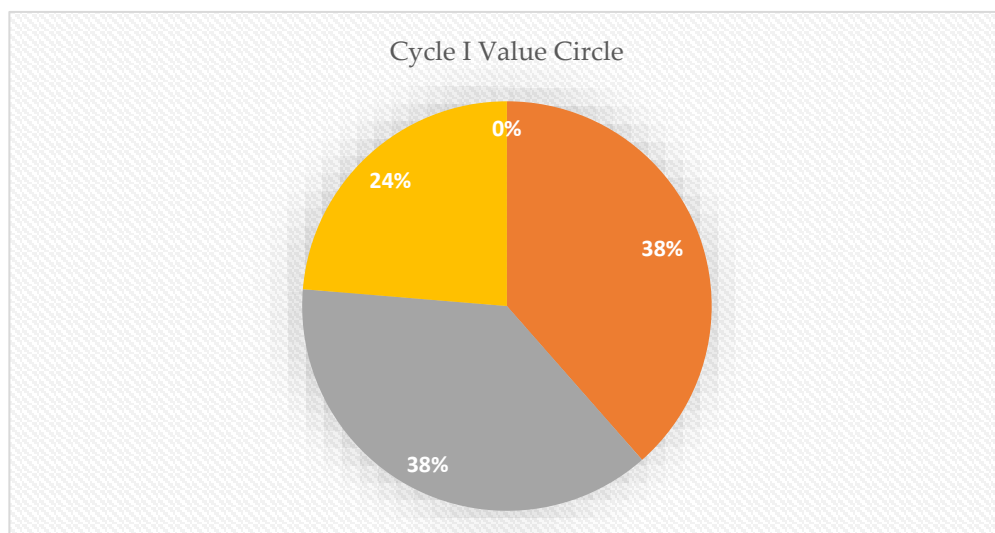
Keterangan Hasil Belajar	Keterangan	
Sangat Baik	76-100	73,18

Baik	51-75	71,78
Cukup	26-50	45
Kurang	0-25	0

(Table 4. Description of Cycle I Learning Results)

From the data above, student learning outcomes in Cycle I are obtained based on the classification of learning outcome categories, with the following details:

1. The Excellent Category (76–100) has an average score of 73.18, which is close to the lower limit of this category, indicating that some students have achieved high achievements.
2. The Good Category (51–75) has an average score of 71.78, which shows that the majority of students are in this category with stable achievements.
3. The Sufficient Category (26–50) is only occupied by 1 student, with an average score of 45, and no students fall into the Less category.



(Image 2. Cycle I Value Circle Diagram)

According to the pie chart of learning outcomes in Cycle I, the distribution of students shows that 39% are in the Excellent category and 37% in the Good category, so that a total of 76% of students have achieved satisfactory learning outcomes. A total of 24% of the students were in the Sufficient category, and none of the students were in the Less category, indicating no significant lag in learning achievement. This reflects that the application of demonstration and poetry reading methods has a positive impact on improving the understanding of the material and the involvement of students. Thus, this learning method has proven effective and worthy of being maintained and developed in the next learning cycle.

Learning Outcomes in Cycle II

In the implementation of Cycle II, the main focus of action is directed at improving aspects of student expression, style and appreciation in reading poetry. Teachers design learning activities that place more emphasis on intensive training individually and in pairs so that students are able to express emotions, build atmosphere, and align intonation and body movements with the meaning of poetry. In addition, teachers provide remodeling sessions through video views or examples of expressive poetry readings as inspiration. Students are also given more practice time with direct guidance from the teacher, and are involved in reflective discussions to explore the feelings and messages they want to convey. This strategy not only improves the technical skills of reading poetry, but also builds students' aesthetic awareness in order to convey poetry more lively and touch the audience, and helps them achieve optimal learning outcomes.

Num.	Student Name	Criterion	Cycle II Values
1.	Aisyah Yulianingsi	Very Good	90
2.	Alvanesa Hayuriko Wahyudi	Very Good	80
3.	Azzam Oktavia	Very Good	85
4.	Azza Taufik Hidayat	Very Good	95
5.	Danar Putra Badraya	Very Good	85
6.	Davi Fairuz Akram	Very Good	80
7.	Dwi Ayu Wulandari	Good	75
8.	Kaffa Prasetyo	Very Good	80
9.	Luthviyatul Ilmiyah	Very Good	95
10.	Meri Sagita Indah Dewi P.	Very Good	80
11.	Miftahul Huda	Very Good	80
12.	Moh. Dimas Saputra	Very Good	85

13.	Resa Nauril Firmansyah	Very Good	90
14.	Silvia Anggara Nur Aini	Good	75
15.	Widya Risdiyanti Putri	Very Good	80
16.	Zaidan Nuruddin	Very Good	80
Total			1335
Average			83,4375

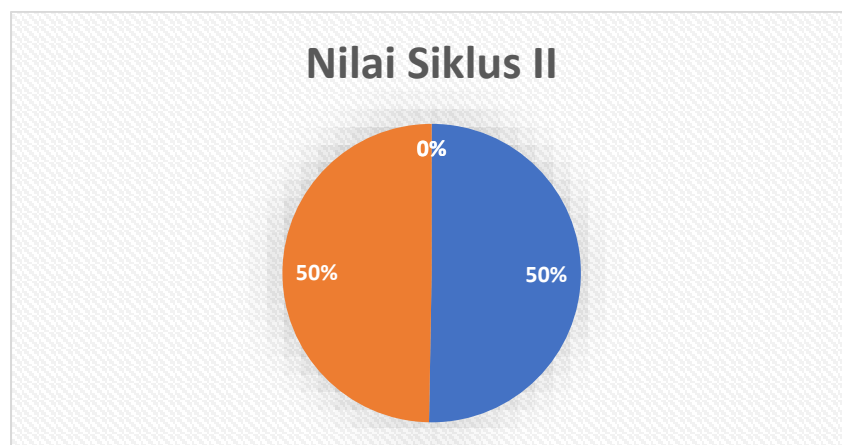
(Table 5. Cycle II Values)

Description of Learning Results	Description	
Sangat Baik	76-100	83,43
Baik	51-75	82,5
Cukup	26-50	0
Kurang	0-25	0

(Table 6. Description of Cycle II Value Results)

From the data above, students' learning results in the subject of reading poetry are obtained in Cycle II, with a reference to KKM (Minimum Completion Criteria), namely 70, and the following details:

1. Students who have not fulfilled their MPA and whose learning outcomes are low are 0 students out of a total of 16 students (0%).
2. There are 16 students who have fulfilled KKM and high learning outcomes out of a total of 16 students (100%), consisting of: (14 students (87.5%) were in the Excellent category (76–100), (2 students (12.5%) are in the Good category (51–75).



(Image 3. Cycle II Value Circle Diagram)

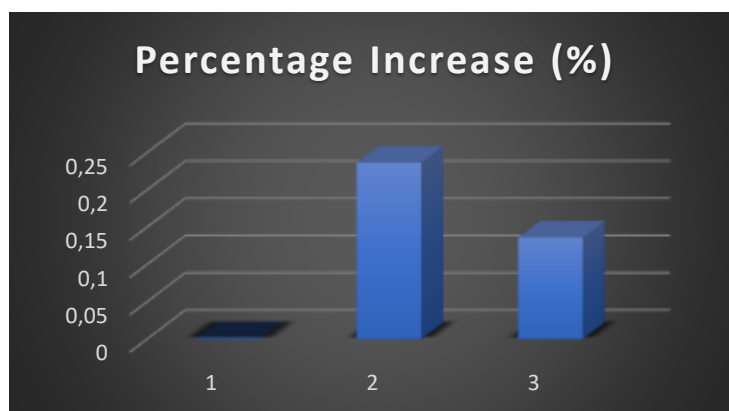
The image above shows the development of student learning outcomes in Cycle II based on four assessment categories, namely Excellent, Good, Enough and Less. At this stage, none of the students were in the Enough or Less category, signifying a significant improvement over the previous stage. A total of 87.5% of students were in the Excellent category and 12.5% in the Good category, with none of the students scoring below 75. This shows that the majority of students have succeeded in improving their ability to read poetry optimally, especially after focusing on practicing style, expression and appreciation. With an average grade of 83.44, it can be concluded that the learning strategy in Cycle II is effective and the learning objectives are achieved thoroughly.

Stage	Average Value	General Category	Increase percentage (%)	Description
Pre Cycle	59,38	Enough/ Good	-	Most students have not reached the standard of success.
Cycle I	73,44	Good	23,65%	There was a significant increase in articulation and courage to perform.
Cycle II	83,44	Very Good	13,63%	Comprehensive improvement, especially in the aspects of expression and appreciation.

(Table 7. Comparison Results)

The development of student learning outcomes showed a significant improvement from pre-cycle to Cycle II. The pre-cycle mean value of 59.38 increased to 73.44 in Cycle I (23.65% increase) and reached 83.44 in Cycle II (13.63% increase). These improvements reflect

advances in student articulation, expression, and appreciation while reading poetry. Learning using demonstration methods has been proven to not only improve cognitive aspects, but also support students' comprehensive affective and performative development.



(Image 4. Comparison Results Diagram)

The bar chart shows the percentage increase in the average student score at each learning stage. The first bar of 0% indicates that in the Pre-Cycle stage there has been no increase because it is the initial reference. The second bar recorded the highest increase of about 24%, showing a significant increase from Pre-Cycle to Cycle I after the application of the learning method. Meanwhile, the third bar shows a 13% increase from Cycle I to Cycle II, indicating a deeper and more continuous continued increase in student learning outcomes.

Discussion

The demonstration method has proven effective in improving the results of learning to read poetry of class VI SDN 2 Karangnangka, which can be seen from the increase in students' average grades from pre-cycle of 59.38 to 73.44 in cycle I, and reached 83.44 in cycle II. This effectiveness not only includes technical aspects such as articulation and intonation, but also has a positive impact on the courage to perform and the emotional involvement of students in poetry learning. The implementation process is carried out in stages, starting from conventional methods in pre-cycle, then moving to a demonstrative approach in cycle I with the formation of small groups and direct example giving by teachers, which increases student participation and self-confidence. In cycle II, the focus is increased to aspects of expression and appreciation, with modeling of poetry readings by teachers and intensive student practice in conveying the meaning of poetry emotionally. This finding is in line with Rahmawati (2018) who stated that the performative approach is able to develop students' aesthetic and emotional sensibilities, and supports the theory of constructivism according to Suhardjito (2018) which emphasizes the importance of direct experience in meaningful learning. In addition, Farida & Hermawan (2019) emphasize the importance of a supportive learning environment in helping students express their potential, and Yuliana et al. (2021) added that demonstration methods shape students' empathy, courage and personal expression in conveying poetry in depth.

Conclusion

Based on the results of research and the application of demonstration methods in learning to read poetry in class VI SDN 2 Karangnangka, it can be concluded that this method is effective in improving students' learning outcomes, both in terms of reading techniques such as pronunciation, intonation and expression, as well as in terms of motivation and interest in

learning. By giving direct examples by teachers, it is easier for students to understand and imitate how to read poetry well, especially for those who have a visual and auditory learning style. The application of this method also makes learning more interesting and interactive, which has a positive impact on students' interpretive abilities, appreciation and evaluation value in reading poetry as a whole.

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