

Implementation of the Reading to Learn Learning Method in Improving Ability Read Poetry Student Class V

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Abstract

Study This aiming to: (1) Know ability read poetry student Class V of SDN 14 Sembawa through implementation method reading to learn learning; (2) Knowing the magnitude percentage improvement ability read poetry student Class V of SDN 14 Sembawa through implementation method reading to learn learning. Type of research This is study actions carried out in 2 cycles and each cycle consists of from two meetings with allocation time every 2x35 minute meeting. Research This carried out in class V of SDN 14 Sembawa Regency Banyuasin. Data collection techniques are carried out through reading test activity poetry. Research results This show that: (1) Through implementation method reading to learn skills student Class V of SDN 14 Sembawa read poetry can increase; (2) The size percentage improvement ability student Class V of SDN 14 Sembawa read poetry from cycle I to cycle to II is 8.94%.

Keywords: Reading to Learn Learning Method, Reading Poetry



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Introduction

Education is foundation main in build source Power quality human beings, and in them, the ability read hold role central. Reading No just activity mechanical recognize script, but a cognitive process complex involving understanding, interpretation, and construction meaning from text written. In the context of learning, ability good reading allow student For absorb information from various eye lessons, expanding insight, and develop thinking critical. This is in line with view Creswell (2018) who emphasized importance skills read as gate main going to effective learning and development cognitive. Without ability adequate reading, students will difficulty follow the learning process optimally, especially in understand teaching materials presented in form text

At school basic, development ability read become priority main. Students expected No only capable read smooth, but also has ability read For learning (reading to learn), namely ability use read as tool For to obtain knowledge new and breaking problem. Ability This become crucial when student move on to more classes high, where complexity materials and demands understanding text the more increased. Research by Snow (2010) confirm that " ability read For Study is foundation for success academics throughout level education." However, the reality on the ground often show existence gap between expectations and reality. Many students, including at the school basic, still face difficulty in understand more text complex, especially literary texts such as poetry.

Poetry, as one of the form literary works, have characteristics unique that distinguishes it from type text others. Language of poetry often nature figurative, symbolic, and dense meaning, demanding

reader For No only understand the literal meaning, but also be able to interpret meaning implice, emotion, and message aesthetics that want delivered poe. Nurgiyantoro (2018) in revision his book about literary theory explains that " understanding poetry demand sensitivity to choice of words, structure, and imagery used poet For convey experience " Inner self." Therefore that, reading poetry need more skills from just read text informative. Students need equipped with reading strategies that allow they to " enter " into in the world of poetry, understanding diction, figures of speech, rhyme, rhythm, and the message contained therein. Without the right strategy, learning read poetry will feel boring and lacking meaningful for students, even can lower motivation Study they.

Condition This was also observed at SDN 14 Sembawa, Sembawa Regency. Banyuasin. Based on observation the initial interview was conducted in June 2025 and with the fifthgrade teacher, it was found that students in class the Still face challenge Serious in read poetry. Difficulties that often appear includes: (1) understanding Contents low poetry, students difficulty catch the main idea or message main poetry; (2) lack of proper expression and intonation moment read poetry, so that reduce mark aesthetics and power seep listeners; and (3) the lack of ability identify elements intrinsic poetry like theme, message, diction, and imagery. These factors This indicates that method learning applied reading moment This Possible Not yet fully effective in accommodate characteristics special learning poetry.

Remember importance ability read poetry as part from literary literacy and the challenges faced students of SDN 14 Sembawa, then implementation method learning read For Study become very relevant. This method focuses on developing reading strategies that enable student No only just reading, but also understanding, analyzing, and internalizing material. It is hoped that through implementation proper method, ability read poetry student Class V of SDN 14 Sembawa can increase in a way significant, so that they can appreciate literature with more good and developing skills literacy in a way holistic. Research This will to study in a way deep How method learning read For Study can applied and to what extent is it effective? in increase ability read poetry student.

Methods

Place and Time of Research Study implemented at State Elementary School 14 Sembawa, Sembawa Regency Banyuasin. Implementation time study are two cycles, starting with activity pre- action. Cycle I: Meeting First: Thursday, January 30, 2025 and Meeting Second: Thursday, February 5, 2025. Cycle II: Meeting First: Monday, February 10, 2025 and Meeting second: Friday, February 14, 2025. During cycle I and II, researcher observed by the head school and two fellow teachers.

Types of research used is Classroom Action Research (CAR). CAR is defined as as teacher's efforts to increase quality roles and responsibilities the answer in manage learning through reflection self and overcome problem classroom learning in a way systematic and empirical. This PTK done in a way cycle, with every cycle covering four stages main: Planning: Making a plan action based on identification problem, prepare learning modules and media, as well to condition students. Action: Carrying out actions that have been planned in activity learning. Observation: Observing and collecting data about results actions taken, assisted by colleagues peer as an observer. Reflection: Analyzing the collected data, evaluating success action, and planning action furthermore If required.

Data collected via: Test read poetry, which is given as much as three times: pre-action, cycle I, and cycle II. Observation by collaborators (head of school and class teacher) during implementation actio. Data is analyzed For knowing: Level of Mastery Student Individually: Calculated use formula $(\text{Total score of students} / \text{Maximum total score}) \times 100\%$. Students considered finished If score $\geq 70\%$. Completion Study Student in a way Classical: Counted based on percentage amount students who achieve value ≥ 70 . Improvement of Action Results: Using formula percentage improvement between average value before action (R1) and after action (R2).5. Criteria Success Individually, students to obtain

value ≥ 70 is appropriate Criteria Achievement of Learning Objectives (KKTP) for subjects Indonesian language lessons for class V SDN 14 Sembawa. In general classical, 85 % of amount students in class reach value ≥ 70 . Data is considered valid if originate from results test read poetry and results observations made by collaborators. Tests carried out in pre-action, cycle I, and cycle II, with benchmark completion ≥ 70 .

Results and Discussions

Study This carried out in class V of SDN 14 Sembawa with involving 25 students, with focus on the low ability read poetry. Condition beginning show that student difficulty in understand Contents poetry, using correct intonation and articulation, as well as express emotion moment read poetry, which makes reading poetry heard not enough interesting and not alive. This is exacerbated by the method learning less conventional involving student in a way active. Therefore that, research action class This designed For overcome problem the with apply method learning the appropriate Reading to Learn method the steps become key in reach improvement ability read poetry students at SDN 14 Sembawa .

At the stage pre-action, out of 25 students, only 15 people (60.00%) completed it individually with average value of 72.92. This figure show that ability read poetry student Still classified as enough and not yet reach criteria completeness classical set by 85%. Therefore that, research to be continued to Cycle I. After two meetings in Cycle I, percentage individual completion increases to 72.00% (18 out of 25 students) with average value of 76.48. Although There is improvement, completion classical still 72.00 % Not yet meet the target of 85%, so that need repair and continue to Cycle II. During Cycle I, observation show Still There is a number of aspects that need to be considered fixed, such as delivery objective learning, giving appreciation, and involvement student in analyze poetry.

Based on reflection from Cycle I, improvement conducted in Cycle II. Learning module repaired, learning media in the form of map draft read poetry prepared, and learning strategies more focused on demonstration method read correct poetry, giving feedback, and chance for student For ask and discuss. In addition, the teacher also gives rewards to brave student appear. Results of the implementation Cycle II shows significant improvement. Of the 25 students, 23 students (92.00%) succeeded. reach individual completion (value ≥ 70) with average class value of 83.32. This figure of 92.00% has beyond criteria completeness classical set which is 85%.

In general overall, looks existence consistent improvement from pre-action until end Cycle II. Average student scores increase from 72.92 in pre-action to 76.48 in Cycle I, and reached 83.32 in Cycle II. The calculation percentage improvement between before and after action show increase by 9.58%. Increase This indicates that implementation method Reading to Learn effective learning in increase ability read poetry student class V of SDN 14 Sembawa. Discussion more carry on confirm that method Reading to Learn learning plays a role important in improvement This. This method push student No only recognize words or text, but also involves understanding and interpretation deeper meaning in, according to with Reading to Learn concept according to Miftahul (in Trianto, 2011:92) and Rose (2015:26). Teachers play a role as facilitator who helps student overcome challenge in understand poetry, while student given a suitable challenge with level its development through texts poetry that is relevant and meaningful. Research result This in line with study relevant previously shown effectiveness Reading to Learn method in increase ability read text poetry, as conducted by Sihombing and Manalu (2023) on high school students. In addition to the method proper learning, interest Study students and the learning strategies implemented by teachers also become factor crucial that also influence results Study student in learn material read poetry. With Thus, the implementation the appropriate Reading to Learn method the steps become key in reach improvement ability read poetry students at SDN 14 Sembawa.

Conclusion

implementation method Reading to Learn effective learning in increase ability read poetry student Class V SDN 14 Sembawa, Regency Banyuwasin. Improvement This proven from results Study significant students after implementation method said. Before action, ability read poetry student classified as low, with only 60.00% of students achieved individual completion and class average grades of 72.92. In Cycle I, there was improvement the average value was 76.48 and the percentage individual completion rose to 72.00%. However, completion classical of 72.00% is still below the target of 85%, indicating the need repair more Continue. Reflection from Cycle I identifies a number of aspects that need to be considered repaired, including delivery objective learning, giving appreciation, and optimization involvement students. Improvement This implemented in Cycle II, where teachers are more active in demonstration, giving bait back, and conditioning group learn more effective. The results in Cycle II show satisfactory success. Average class value increase to 83.32, and the percentage individual completion reached 92.00% (23 out of 25 students). This figure has beyond criteria completeness classical set by 85%. Increase ability this is also visible from observation participation and concentration students who continue get better from cycle I to cycle II. In overall, an increase in the average value student from pre-action until end Cycle II is by 9.58% (from 72.92 to 79.9, then average value after action is 79.9). This proves that Reading to Learn method works push understanding and interpretation meaning more poetry deep, not only just recognize text. Teacher as the facilitator also succeeded guide student in overcome difficulty understand poetry. Research This support findings study previously shown effectiveness Reading to Learn method in increase various skills reading, including read poetry. Therefore that, it is recommended that teachers continue apply method learning innovative like

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