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Poetry Reading Training for Students and Teachers of SMAN 1 Kayen

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Abstract: This poetry reading training at SMAN 1 Kayen is a collaborative service activity between the Indonesian Language and Literature Education Study Program (PBSI) of Muria Kudus University and SMAN 1 Kayen. The problem in this research is the lack of understanding and skills in reading poetry at SMAN 1 Kayen. Therefore, the purpose of this research is to provide an understanding of how to read poetry well. The research method used is a qualitative method based on the results of observations, interviews, and documentation. This research has an important role for students and teachers at SMAN 1 Kayen, especially in increasing their knowledge and skills in reading poetry.

Keywords: Training, poetry reading, students and teachers

1. Introduction

One of the language skills that needs attention is reading skills. Poetry is one of the objects that is often used to practice reading skills. Poetry can be defined into several meanings. Starting from the general understanding, KKBI, to according to experts. According to HB Jassin, an Indonesian literary critic, poetry is a literary work created from thoughts and responses to a particular thing or event (CNN Indonesia, 2023). According to KBBI, poetry is a variety of literature whose language is bound by arrangement, line, rhythm, meter and rhyme. Often there are differences in meaning when analyzing a poem, Kanzunnudin, (2017); Ardianti, et. al (2017); Kanzunnudin, (2017); Ristiyani et. al (2017); Ristiyani, et. al (2017); Ahsin, et.al (2018); Ahsin, et.al (2017). This happens because poetry has a complex meaning and cannot only be concluded from just one perspective, Rodli, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Darmuki, et.al (2019); Hidayati, et.al (2018); Darmuki, et.al (2017). Poetry can also be said to be the language of the heart, the expression of a person conveyed verbally or in writing, (Wahyudi, 2018); Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020); Arukah, et. al (2020); Arukah, et. al (2020).

In reading, each person has their own technique from each other. This is also due to the influence of the complex meaning of poetry, Devi, et. al (2020); Fathurohman, et. al (2020); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020). Some people think reading poetry is not an easy thing. A lot of understanding needs to be mastered to be able to read poetry well, Nisa, et. al (2020); Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020). For this reason, a teacher must be active in learning to read poetry. He must be able to provide sufficient understanding to students starting from the material to direct practice. According to Gunatama (2010:314), several things that need to be prepared before reading poetry are psychological conditions (concentration, self-confidence and depth. This shows that reading poetry is not enough just to read but you also have to understand several other things, Purnaningtyas, et. al (2020); Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020).

Good poetry reading techniques are able to convey the reader's feelings and bring the listener into the depths of the poem. For this reason, it is very necessary to understand several techniques for reading poetry. There are three techniques for reading poetry, Tamarudin, et. al (2020); Umah, et. al (2020); Widianto, et. al (2019); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020).

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First, proper pronunciation. Correct pronunciation is very necessary when reading poetry, Kurniasih, et. al (2020); Ristiyani, et. al (2019); Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019); Fathurohman, (2013); Fathurohman, (2014); Fathurohman, et.al (2014). Poetry pronunciation itself is the procedure for pronouncing each word in the poem that is read. A reader must be able to pronounce each word in the poem clearly, Fathurohman, et. al (2015); Fathurohman, et. al (2017); Fathurohman, et. al (2018); Fathurohman, et.al (2019); Fathurohman, et.al (2015); Fathurohman, et.al (2017). This is intended to provide understanding to readers so that they are able to properly receive the poetry they hear, Fathurohman, et.al (2018); Fathurohman, et. al. (2019); Hartani, et.al (2018); Hanif, et. al (2018); Ristiyani, et.al (2018); Wibowo, et.al (2018). Second, intonation. Intonation itself is a change in tone when speaking. This intonation is used to make the poem more lively, Roysa, (2017); Ristiyani, et.al (2017); Fakhriyah, et.al (2017); Fakhriyah et.al (2016); Pujiati, et.al (2018); Kanzunnudin, et.al (2018); Yuliani et.al (2018). With the right intonation, a poetry reader will be able to convey the messages and emotions contained in the poetry he reads. Third, pressure. The stress here is not much different from intonation. With the right emphasis a poem will find its own strength. This power is what the reader must have and then distribute it to the listener.

2. Method

The type of method used in this research is a qualitative method based on the results of observations, interviews and documentation from SMAN 1 Kayen. This method was chosen because the research was carried out systematically, factually and accurately to reach the depth of the object of study (Kriyanto, 2022). Several steps were taken by the team based on the method used and sourced from Dessler (2013: 273), including:

a. Carry out needs analysis required during training
b. Design the entire training program
c. Preparing training needs includes preparing materials that will be used during training
d. Implement training
e. Conduct evaluations after activities

2.1 Theoretical Background

In this research, researchers observed many teacher activities and student activities in learning to read poetry while the program was running. Researchers also conducted interviews with students and teachers at SMAN 1 Kayen regarding any developments they felt after receiving the training.

3. Results and Discussion

Training and assistance in learning to read poetry through creative and innovative media with the guidance of a moderator was carried out for three days in the presence of all students and teachers of SMAN 1 Kayen. There are about 5 teachers in total and about 12 students in total. The community service program entitled "Poetry reading training for students and teachers of SMAN 1 Kayen" was carried out according to the implementation plan. This activity received a positive response from the entire school community of SMAN 1 Kayen. Media created in the context of training and community service assistance is fully under the authority of the creator of the learning media. This service is carried out at SMAN 1 Kayen. Overall, the outcomes obtained in this activity include: Data collection, program preparation, program introduction and awareness, media creation practices, learning stages, general instructions, reflection, and follow up. The activities carried out are as follows.

a. Data Collection Stage

At this stage, the service team collected data from students and teachers of SMAN 1 Kayen. This aims to find information on member data of SMAN 1 Kayen. This collection of reference sources and research will later become a reference in preparing the article. The researcher also formed a small group to become a poetry reading training team at SMAN 1 Kayen school.

b. Program Preparation Stage

At this stage the researcherpreparing support for students and teachers of SMAN 1 Kayen in poetry reading training. Every student and teacher is invited to fill out a questionnaire before carrying out interactive learning training. Filling out this questionnaire aims to find out which students and teachers are really good at reading poetry and who needs more guidance.

c. Introduction to Programs, Materials, and Apperception

Before leading a group reading poetry, the instructor will create maximum conditions for students and teachers. As an introduction, an introduction to poetry reading practice is made as well as an overview of the importance of poetry reading practice. This is to ensure that the minds of students and teachers at SMAN 1 Kayen are oriented and conditioned to provide assistance. This time the mentor conveyed the theme of the importance of reading poetry for students and teachers. Students and teachers are asked to pay attention to examples of poetry readings carried out by one of the teachers or their friends.

d. Practice Creating Media

Students and teachers of SMAN 1 Kayen practice making poetry reading media using books in the school library on the second floor of SMAN 1 Kayen. Students and teachers are provided with computers and some also bring their own laptops to start selecting poems to read. Before practice, mentors provide books and texts to students and teachers for poetry reading practice.

e. Mentoring Stage

After the previous guidance process is complete, all students and teachers will be rescheduled for the general guidance period. The mentor will explain how to practice good poetry reading. The companion explains the importance of developing the practice of reading poetry so that the rules and procedures for reading poetry are still followed. Apart from explanations, instructors or assistants also provide examples of quality and effective poetry reading practice, such as photos or videos displayed on the LCD screen. This is intended to make it easier for students and teachers at SMAN 1 Kayen to learn to read poetry.

f. Joint Discussion Stage

After the mentoring stage, students and teachers are divided into several small groups. For example, a group consists of 5 to 7 members. Each group has a mentor who supports the mentoring process. At this stage, student and teacher problems are identified. The relationship with difficulty reading poetry. Mentors solve problems to get explanations from students and teachers. After student and teacher problems are identified, conclusions will be drawn regarding these problems and a plan will be designed to improve poetry reading abilities.

g. Reflection Stage

Students and teachers work together to practice examples of reading poetry. These expressions are written on paper and then handed over to the instructor before practicing reading poetry, and corrected by the mentor.

h. Follow Up Stage

Before this mentoring was completed, each student and teacher was given guidance to find out several things that were missing when they read poetry. In this guide, participants are given guidelines on how to read poetry well. After two days, the personality training carried out by students and teachers will be evaluated for reinforcement.

i. Activity Evaluation Stage

Evaluation of this service activity will be carried out in two evaluation stages, namely:

1) Evaluation by peers of mentoring participants. This evaluation activity was carried out by peers in the form of assessing each other and providing suggestions, input and appreciation for the poetry reading practice of students and teachers at SMAN 1 Kayen.
2) Evaluation of the results of training and mentoring by the service team includes evaluation activities, assessing, providing suggestions, input and awards related to the results of mentoring, simulations and practical activities of poetry reading training for students and teachers at SMAN 1 Kayen. From the evaluation results, it was found that the mentoring activities for groups of students and teachers at SMAN 1 Kayen took place smoothly, actively, creatively, effectively and enjoyable. Students and teachers at SMAN 1 Kayen get:
    a) Knowledge of good poetry reading training
    b) Poetry reading technique
    c) An overview of evaluation model practice.

4. Conclusion

Based on the results of the analysis and discussion above, it can be concluded that this community service activity has an important role for students and teachers, especially in increasing their knowledge in reading poetry. The training material presented by the facilitator was interesting and easy to understand for students and teachers participating in the training. The training material provided is tailored to the needs of students and teachers. Based on these findings, additional training time needs to be allocated for further training activities so that the training material can be put into practice correctly. The school must provide encouragement so that students and teachers are motivated to learn to read poetry well.

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Conflict of Interest

The authors declare no conflicts of interest.

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