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Poetry Reading Training for Students and Teachers Man 1 Rembang

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Abstract: The problem in this study is about the need to improve poetry reading skills at Madrasah Aliyah Negeri 1 Rembang. The purpose of this research is, first, to provide poetry reading skills for students and teachers at Madrasah Aliyah Negeri 1 Rembang. Second, to provide poetry reading expression training for students and teachers at Madrasah Aliyah Negeri 1 Rembang. The data in this study were obtained from observations, interviews, and documentation at Madrasah Aliyah Negeri 1 Rembang. Data collection techniques in this study used observation techniques, interview techniques, and documentation techniques. Data analysis in this study used reduction techniques, data presentation, and conclusion drawing. The results of this study are first, improving reading skills in students and teachers at Madrasah Aliyah Negeri 1 Rembang. Second, students and teachers are able to practice expressions in poetry reading appropriately.

Keywords: Read a Poem; MAN 1 Rembang

1. Introduction

Literature is part of the Indonesian language curriculum which develops moralsekerti, developing human sensitivity and social awareness, increasing cultural appreciation, as well as conveying imaginative ideas and creative expressions, both verbally and in writing. Therefore, studying literature needs to be done to gain experience studying literature, namely appreciating and expressing literary works. One form of expression of literary works is the ability to read poetry with appropriate expression. This poetry-type literary work uses language as a medium of communication with the reader and certainly requires some practice when reading it. Because the language needs to be understood word by word, signs and appropriate meanings so that when pronouncing you can find the right intonation, pauses, stress that describes the atmosphere and expressions. According to (Nisa, Roysa, and Kanzunnudin, 2021); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020); Sulistyowati, et. al (2020); Tamarudin, et. al (2020), being polite is one of Indonesian culture that should be applied in everyday communication. Whether it's in communicating with older people, peers, or younger people. Every word spoken by a person reflects that person's behavior. Saying something gently and politely is considered good manners, while speaking harshly is considered impolite.

(Fathurohman, 2022); Umah, et. al (2020); Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019); Ristiyani, et. al (2019); Rodli, et. al (2019); Widianto, et. al (2019) Language is an important communication tool. Without language, communication would be difficult because the message cannot be understood by the person speaking or listening. With poetry, we can communicate using implied language. Poetry has its own unique characteristics, its content is concise, meaningful, and exists because there are problems in life, as well as providing color in the attractiveness of diction.It is considered unique because the characteristics of poetry are not found in other forms or types of literary works.The language in poetry is a representation of various events that surround life and is able to be a complete representation so that when performing poetry readings, poetry musicals, and performing arts, of course you need to understand the content and message in the poetry. As part of literary works, poetry has a very important role in raising

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human awareness in responding to life. Tamarudin and Fathurohman (2020); Purnaningtyas, et. al (2020); Purnaningtyas, et. al (2020); Ahsin, et. al (2019); Ahsin, et. al (2019) stated that every learning material taught to students requires appropriate learning media that is appropriate to the material being studied at that time.

To make reading poetry more enjoyable for students, it is necessary to vary the methods in the learning processteachings. Learning media is anything that can be used to channel messages (learning materials), so that it can stimulate students' attention, interest, thoughts and feelings in learning activities to achieve learning goals. Learning media that can be used include audio, visual and audiovisual media. Audio media can be music; visual media can be images; and audiovisual media can be videos on YouTube. The various types of media that can be found around us are certainly a reference for teachers to apply them in creative learning.

Media can increase students' interest and enthusiasm in learning how to read poetry and motivate students to be more confident in reading poetryfront of class. In determining learning media, teachers are expected to have comprehensive skills and insight so that they can be implemented with their students. One form of literary appreciation is reading poetry. Because with that, students can understand their emotions. However, in reading poetry, many skills are needed, including understanding the content of the poem being read, the ability to choose the right rhythm, the ability to master the language, and the ability to choose symbols that suit the theme. The benefits of reading poetry are not only to appreciate, understand the content, and understand emotions, but also to improve thinking skills and attention to social problems.

When reading poetry, you must not only pay attention to the content, rhythm, tone and intonation, but you must also pay attention to the appropriate expression that suits the poem. Facial expressions are basically movements or expressions on a person's face that express something happy, difficult or anxious based on the expression of feelings. There are seven human expressions when looking at basic human emotions, which include expressions of anger, happiness, sadness, disgust, fear, contempt and hatred.

This research was conducted at MAN 1 Rembang for approximately six months starting from November. From this training, it is hoped that students and teachers at MAN 1 Rembang can better understand poetry reading with appropriate expression, tone and intonation.Based on the results of the research team's observations at MAN 1 Rembang, the research team found problems, namely limited knowledge and skills in reading poetry among students and teachers, lack of appreciation for poetry, lack of opportunities and opportunities to develop poetry reading skills with deep expression and meaning, lack of confident in giving examples of poetry reading, and the learning model used in delivering the material is less interesting. The objectives to be achieved from this research are to increase understanding and appreciation of poetry among students and teachers, develop poetry reading skills for students and teachers, provide training in reading poetry with appropriate expressions, encourage literary activities as an integral part of academic and cultural life in MAN 1 Rembang.

Every problem has a solution to handle it. In this research, possible solutions that could be used to handle this include holding literary seminars, book discussions, poetry festivals, establishing a literary community that organizes poetry performances, providing guidebooks or tutorials that can be used to learn how to express when reading poetry correctly, providing a platform that teachers and students can use to share their work, hold workshops or training to teach poetry reading techniques. With existing solutions, it is hoped that this research cancreating a supportive environment to increase understanding, skills and appreciation of poetry among students and teachers.

2. Method

The method used in this research uses qualitative methods. The approach used in this research uses a narrative approach. The data in this research were obtained from observations, interviews and documentation at Madrasah Aliyah Negeri 1 Rembang. Research that uses qualitative methods can be used to research the conditions of natural objects, where the researcher is the key instrument, sampling and research results place more emphasis on meaning. Apart from that, this research is also to answer problems that require in-depth understanding in certain situations

The approach used in this research uses a narrative approach. The narrative approach focuses on the individual giving meaning to his or her experience through the story told, collecting data by collecting stories, reporting experiences, and discussing the meaning of the experience. The data in this research was obtained from observations, interviews and documentation at MAN 1 Rembang. Data collection techniques in this research used observation techniques, interview techniques and documentation techniques. The location of this research was carried out at MAN 1 Rembang starting in November 2021 until completion. Data analysis in this research uses reduction techniques, data presentation, and drawing conclusions.

3. Results and Discussion

The poetry reading training held at MAN 1 Rembang was attended by teachers and students. This activity received a good response from the entire MAN 1 Rembang environment. They understand more about writing poetry correctly and reading poetry with appropriate expressions. This activity begins with data collection, program preparation, program introduction and apperception, media making practice, mentoring stage, joint mentoring, reflection, and follow up.

A. Data Collection Stage

At this stage the research team collected information from students and teachers at MAN 1 Rembang. Field studies looked for information on MAN 1 Rembang membership data, collected sources and research literature, searched for information and created small groups for poetry training groups at the MAN 1 Rembang School.

B. Program Preparation Stage

Ready to help MAN 1 Rembang students and teachers with poetry reading training. Each student and teacher was asked to fill out a pre-study questionnaire for interaction training. Before the learning interaction training is carried out, the mentor draws a survey card to find out which students and teachers are really good at reading poetry and which ones need additional guidance.

C. Introduction to Programs, Materials, and Apperception

Program introduction and presentation. Before leading a poetry reading group, the mentor practices with as many students and teachers as possible. As an introduction, there was an introduction to poetry reading training and an explanation of the importance of poetry reading training. The aim is to guide and require MAN 1 Rembang students and teachers to take part in mentoring. This time the mentor conveyed the importance of poetry reading by students and teachers as a subject. Students and teachers are encouraged to pay attention to examples of poetry readings carried out by tutors or companions.

D. Practice creating media

MAN 1 Rembang students and teachers practice making poetry reading materials using books in the school library on the 3rd floor of MAN 1 Rembang. Computers are provided for students and teachers, some also bring laptops. Before the internship, mentoring provides students and teachers with books to practice reading poetry.

E. Mentoring Stage

After the previous mentoring ends, all students and teachers will be transferred to the joint mentoring stage. The mentor talked about poetry reading training. Friend explained the aim of developing poetry reading training based on proven poetry reading rules and practices. Apart from explaining, mentors or colleagues provide examples of good and effective poetry reading training, such as photos or videos displayed on the LCD screen. This will facilitate the interest of MAN 1 Rembang students and teachers and remind them of the importance of reading poetry.

F. Joint Mentoring Stage

After the joint mentoring stage ends, students and teachers are moved to the group mentoring stage. Students and teachers are divided into small groups. For example, there are 5-7 members in one group. Each group has a mentor who oversees the mentoring process. At this stage, student and teacher problems are identified. regarding the difficulty of reading poetry. A mentor works on a problem to get clarification for students and teachers. After the problems of students and teachers are identified, conclusions about the problems are drawn and a poetry reading development plan is designed.

G. Reflection Stage

Students and teachers work together with their groups to express and practice reading examples of poetry. These expressions are written on a piece of paper and then given to the supervisor and then practice reading the poems. And corrected by the mentor.

H. Follow UP Stage Activity Evaluation Stage

By giving educational questionnaires to students and teachers, it is known that the knowledge of students and teachers can read poetry well with the help of flash cards and master it according to the needs of students and teachers. Teachers, set up the MAN 1 Rembang center so that communication can be established between students and teachers, so poetry reading training will be effective. Thus, poetry reading training will be more effective because there are facilities that facilitate interaction and exchange of ideas between students and teachers.

4. Conclusion

The poetry reading training held at MAN 1 Rembang was attended by teachers and students, receiving a good response from the entire MAN 1 Rembang environment. They understand more about writing poetry correctly and reading poetry with appropriate expressions. This activity begins with data collection, program preparation, program introduction and apperception, media making practice, mentoring stage, joint mentoring, reflection, and follow up.

The service team provides training on good forms of interaction when reading poetry to meet the needs of MAN 1 Rembang students a nd teachers. This is measured by the results of pre- and post-test knowledge of students and teachers regarding the interaction of reading poetry and exchanging ideas. It can be said to be successful if the results are above 50% of the total participants. This activity can broaden students' and teachers' insight into interactions when reading poetry and sharing ideas.

The service team carries out skills training for students and teachers through poetry readings to develop potential students. This can be measured with interaction graphs. It can be said to be successful if the results are above 50% of the total participants. This activity can improve your ability to read poetry.

The service team routinely carries out poetry reading activities on a regular basis. This activity can be measured by how many members of MAN 1 Rembang are given the opportunity to recite poetry. It can be said to be successful if the result is 60% of the total given the opportunity to recite poetry. This activity allows to create opportunities for interaction between students and their teachers.

The formation of this group can provide a place for students and teachers who realize the importance of reading poetry, increase interaction between students and teachers, and express their thoughts through reading poetry, thereby encouraging students and teachers who are good at reading poetry.The group consists of MAN 1 Rembang students and teachers, the MAN 1 Rembang Mobilization Team and declaimers from Rembang Regency. It can be measured by the number of students and teachers who register to become members of the poetry reading group realize the importance of reading poetry to increase social interaction. It is said to be successful if the result is 81% of the number of members who take part.

Apart from that, regular poetry reading activities expand opportunities for MAN 1 Rembang members to express themselves and interact with others through poetry. The formation of poetry reading groups is a forum for those who realize the importance of poetry in increasing social interaction and self-development. The success of this activity was reflected in the high interest and participation of members who registered to be part of the poetry reading group.

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