
**ENHANCING POETRY READING SKILLS THROUGH DRAMATIZATION
TECHNIQUE IN TENTH GRADE OF SMK NEGERI 1
PADANGSIDIMPUAN IN 2024-2025 ACADEMIC YEAR**

**(Enhancing Poetry Reading Skills Through Dramatization Technique in Tenth
Grade of SMK Negeri 1 Padangsidimpuan in 2024-2025 Academic Year)**

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Abstract

This research was conducted to determine whether the Dramatization Technique is good to be applied in improving students' Poetry Reading skills. The number of samples in this study were 72 students who were randomly selected from X₁TKJ and X₃TKJ class. To get the required data, the writer used method under quantitative methodology by Class Action reasearch (CAR) Design. In this case the data and sample from students of SMK Negeri 1 Padangsidimpuan for the academic year 2024 - 2025. And as an instrument for collecting data, the writer uses a written test. After collected the data the writer analyzed and get the conclusion as athe result of this reserach. The result of the research showed that the students writing descriptive skill after using Dramatization Technique. The finding can be show as in hypothesis testing were the increasing of the students' Poetry Reading skills scores are categorized into the bad category. This can be seen from the average value of the pre-test writing, which is 57.08. While, after applied Dramatization Technique categorized into the enough and good category. This can be seen from the average scores of students' post-tests in cycles one and two of 72.50 and 81.46. Based on the findings the hypothesis was accepted. So, there is a significant improvement of studnets' Poetry Reading skills through Dramatization Technique. This research finding can be use by the teacher in order to improving the students' skill in Poetry Reading.

Keywords: Poetry Reading Skills, Dramtization Technique, English Teaching Media.

Abstrak

Penelitian ini dilakukan untuk mengetahui apakah Teknik Dramatisasi baik diterapkan dalam meningkatkan keterampilan membaca puisi siswa. Jumlah sampel dalam penelitian ini adalah 72 siswa yang dipilih secara acak dari kelas X1TKJ dan X3TKJ. Untuk mendapatkan data yang dibutuhkan, penulis menggunakan metode dengan metodologi kuantitatif dengan Desain Penelitian Tindakan Kelas (PTK). Dalam hal ini data dan sampel dari siswa SMK Negeri 1 Padangsidimpuan untuk tahun

akademik 2024 - 2025. Dan sebagai instrumen pengumpulan data, penulis menggunakan tes tertulis. Setelah mengumpulkan data, penulis menganalisis dan mendapatkan kesimpulan sebagai hasil dari penelitian ini. Hasil penelitian menunjukkan bahwa keterampilan menulis deskriptif siswa meningkat setelah menggunakan Teknik Dramatisasi. Temuan tersebut dapat ditunjukkan seperti pada pengujian hipotesis yaitu peningkatan skor keterampilan membaca puisi siswa dikategorikan ke dalam kategori buruk. Hal ini dapat dilihat dari nilai rata-rata pre-tes menulis, yaitu 57,08. Sedangkan setelah diterapkan Teknik Dramatisasi masuk dalam kategori cukup dan baik. Hal ini dapat dilihat dari nilai rata-rata post-test siswa pada siklus satu dan dua sebesar 72,50 dan 81,46. Berdasarkan hasil penelitian, hipotesis diterima. Jadi, terdapat peningkatan yang signifikan pada keterampilan membaca puisi siswa melalui Teknik Dramatisasi. Hasil penelitian ini dapat digunakan oleh guru untuk meningkatkan keterampilan membaca puisi siswa.

Kata kunci: Keterampilan membaca puisi, Teknik Dramatisasi, Media pembelajaran bahasa Inggris.

INTRODUCTION

Reading poetry is an activity of conveying the content of poetry with appreciation, vocal techniques and appearance in accordance with the content of the poem being read in front of the audience. Through this activity, the poetry reader intends to invite the audience to understand and feel the content of the poetry text read. Learning to read poetry is one of the literary lessons that requires special skills, namely reading expression skills. Reading with expression trains students to be creative in expressing a poetry text and at the same time creating an appreciation, vocal technique, and performance that is in accordance with the content of the poetry they read. This skill is not just in reading as usual but is more prioritized on how to read well. Poetry reading is an important component of language arts education, providing students with opportunities to develop literary appreciation, critical thinking, and communication skills (Hahn et al., 2021).

However, many students, especially at the secondary level, often have difficulty in understanding and engaging in poetry

reading. (Sinuraya et al., 2020) This thesis explores the potential of dramatization techniques to improve grade X students' poetry reading ability. Improving Students' Speaking Ability through Drama for Grade X Students. However, in reality there are still many students who have difficulty in reading poetry well. Based on initial observations in class X, several problems were found in learning to read poetry, including: Students tend to read poetry monotonously and less expressive, Students have not been able to understand the content and meaning of poetry in depth, Students are less enthusiastic and

less active in learning to read poetry. The learning methods used by teachers are less varied and tend to be conventional. One of the efforts that can be made to overcome these problems is to apply the dramatization technique in learning to read poetry. Dramatization technique is one of the learning techniques

that can help students in expressing their understanding and appreciation of poetry. Through this technique, students will practice reading poetry by paying

attention to vocal aspects, facial expressions, and body movements so that they can convey the meaning of poetry more vividly and interestingly.

THE REVIEW OF LITERATURE

Reading is one of four essential language skills that everyone should learn and master. Students can relax, engage with fillings and ideas, learn new things, and develop their science awareness through reading. According to Duesbery & Justice, (2015). Reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. The ability to understand and comprehend spoken and written language is known as comprehension. As a result reading comprehension is a set of techniques for helping students extract useful information from text. In line with Kendeou et al (2015) Reading comprehension is the process of simultaneously constructing and extracting meaning through interaction and engagement with print. According to the dictionary, the term literature refers to a variety of literature whose language is related to rhythm, matra, rhyme, and stanza arrangements. Poetry is an expression of a writer's feelings translated into the atmosphere of words in the form of stanzas and rhythmic, and has a deep meaning in form and impressed language. In terms of writing, according to Herman, J. Waluyo defines poetry as a form of literary work that imaginatively expresses the poet's thoughts and feelings, and is composed of concentrating all the power of

language by concentrating on its physical structure and inner structure.

The ability to read poetry is the skill of expressing the meaning contained in poetry through proper reading by paying attention to elements such as intonation, expression, articulation, and soulfulness. This ability involves not only technical skills in reading but also a deep understanding of the poetic text itself. According to Tarigan (2008), reading poetry requires an understanding of the structure and meaning of each stanza and word. Poetry Reading Skills Poetry reading is the activity of presenting poetry orally accompanied by natural mimicry, intonation, and physical movements according to the context of the meaning of the lines or spoken, delivered by holding a script. Dramatization technique is a learning method that incorporates elements of theatre and drama into the teaching process to enhance student understanding and engagement. In the context of reading poetry, dramatization technique involves students in role-playing activities, the use of gestures, facial expressions, and

vocalizations to bring the poems read to life. This technique is expected to make students more active and creative in exploring the meaning of poetry and improve their ability to express poetry verbally. Using dramatization technique in

learning to read poetry has several advantages. First, this technique can increase students' interest and motivation. According to Arifin (2019), when students

are involved in interesting and interactive activities such as dramatization, they tend to be more enthusiastic and

motivated to learn. Second, this technique can help students understand the meaning of poetry more deeply. The dramatization process allows students to explore and feel the emotions contained in the poem, so that their understanding of the text becomes better (Mulyani, 2020).

THE METHODOLOGY OF RESEARCH

The research method used by Classroom Action Research aims to solve problems through direct application in the classroom or on the spot. according to Prof. Suharjono (2005: 56) said that "Classroom action research is part of the theory of classroom action research which can be seen as a follow-up and descriptive or experimental research on this class action research".According to Sukardi (2002), "The population consists of all members of a group, including people, animals, events, or objects that are together in one place and intentionally targeted for drawing conclusions from the final results

of a study." The study's population consists of 107 students drawn from three distinct tenth-grade TKJ classes at SMK Negeri 1 Padangsidempuan. An then the researcher concluded that the sampling technique used is Cluster Random Sampling. Thus, the sample for this study is class X₁TKJ and X₃TKJ, consisting of 72 students. The collected data then analyzed by using the statistical analysis. It is done based on the consideration that the data used in this research is the quantitative data, they are the pre-test and post test scores of the students' skill in reading poetry.

THE RESULT AND DISCUSSION

Before conducting the Classroom Action Research (CAR), the researcher administered a pre-test to assess students' poetry reading ability. This pre-test helped compare pre- and post-test scores. The highest score was 75, and the lowest was 40. The detailed data is presented in the following table:

Table 1
Poetry Reading Ability Scores of Students in the Pre-Test

NO	PRE-TEST (y)
1	70
2	70
3	45
4	60
5	75
6	65
7	40
8	55
9	40
10	75
11	65
12	65
13	60
14	75
15	70
16	55
17	40
18	45
19	40
20	55
21	50

NO	PRE-TEST (y)
22	45
23	50
24	40
25	50
26	60
27	45
28	45
29	55
30	60
31	75
32	50
33	70
34	50
35	60
36	70
37	60
38	50
39	70
40	55
41	50
42	55
43	60
44	70

NO	PRE-TEST (y)
45	70
46	55
47	50
48	55
49	50
50	55
51	55
52	70
53	55
54	55
55	50
56	60
57	75
58	50
59	60
60	50
61	55
62	65
63	55
64	55
65	60
66	60
67	40

NO	PRE-TEST (y)
68	50
69	45
70	60
71	75
72	65
TOTAL	4110

The average score of students' poetry reading ability (M) in the pre-test was:

$$\begin{aligned}
 M &= \frac{\sum Y}{N} \\
 &= \frac{4110}{72} \\
 &= 57.08
 \end{aligned}$$

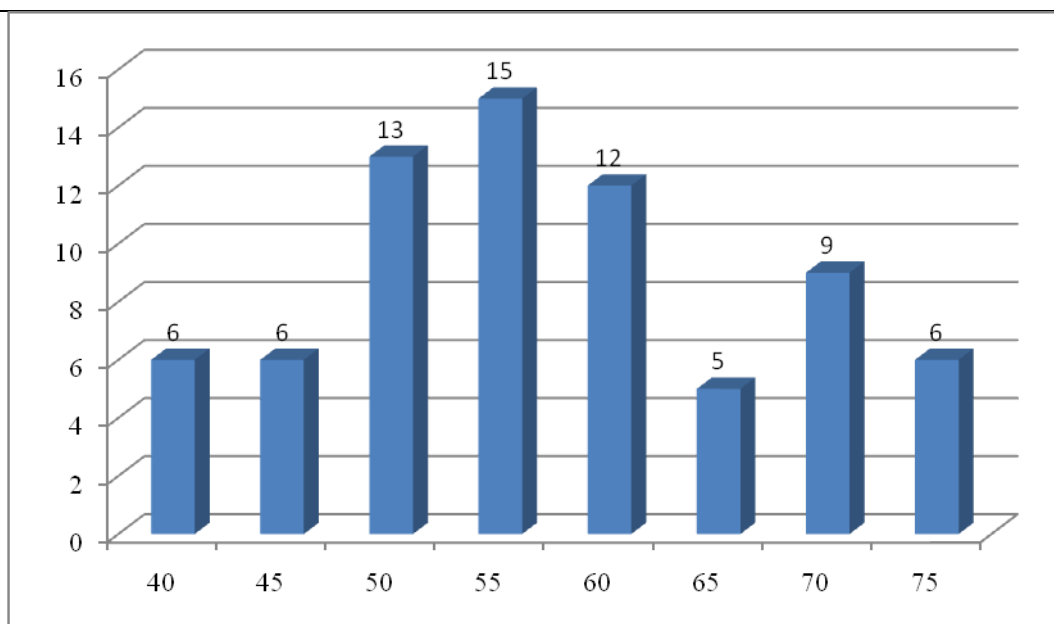
Using the data collected, the percentage score of students' poetry reading ability in the pre-test can be calculated as shown in the following table:

Table 2
Frequency and Percentage Distribution of Poetry Reading
Scores Students on Pre-Test

NO	Score	Frequency	Percentage
1	40	6	8,33%
2	45	6	8,33%
3	50	13	18,06%
4	55	15	20,83%
5	60	12	16,67%
6	65	5	6,94%
7	70	9	12,50%
8	75	6	8,33%
Totally		72	100 %

Based on the table above, the author makes the following graph:

Figure 1. Grapic frequency of students' poetry reading ability on the Pre-Test



Based on the above calculation, it is known that the average score of students' poetry reading ability in the pre-test is 57.08. This shows that the students' ability to read poetry before being taught by using the dramatization technique is included in

the “not good” category. To find out the percentage of students who have met the Minimum Completeness Criteria (KKM), the formula is used:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{6}{72} \times 100 \%$$

$$= 8,33 \%$$

From the calculation results, there are 6 students who have passed the minimum completeness criteria (KKM), so that after being divided by the number of students in the class and converted into a percentage, it can be said that 8.33% of students passed the minimum completeness criteria (KKM).

Post-Test

After applying the dramatization technique in reading *puisi* to class X students of SMK Negeri 1 Padangsidempuan in the academic year 2024-2025, the results showed that the highest score of the first cycle post-test was 90 and the lowest score was 50. The description of the data can be seen from the table as follows:

Table 4.1.3
Students' Poetry Reading Ability Score on Cycle 1 Post-Test

NO	POST-TEST Cycle 1 (y¹)
1	80
2	85
3	60
4	75
5	90
6	75
7	65
8	60
9	55
10	90
11	75
12	75
13	75
14	90
15	80
16	70
17	70
18	65
19	70
20	70

NO	POST-TEST Cycle 1 (y¹)
21	70
22	65
23	70
24	50
25	70
26	80
27	50
28	65
29	70
30	85
31	90
32	70
33	85
34	70
35	65
36	70
37	70
38	50
39	85
40	70
41	70
42	70
43	65

NO	POST-TEST Cycle 1 (y¹)
44	85
45	85
46	70
47	70
48	70
49	80
50	70
51	70
52	85
53	70
54	70
55	70
56	70
57	90
58	60
59	65
60	55
61	85
62	85
63	70
64	70
65	85
66	85

NO	POST-TEST Cycle 1 (y ¹)
67	70
68	70
69	55
70	60
71	90
72	80
TOTALLY	5220

The average score of students' poetry reading ability (M) from the first cycle post-test is as follows:

$$\begin{aligned}
 M &= \frac{\sum Y}{N} \\
 &= \frac{5220}{72} \\
 &= 72.50
 \end{aligned}$$

Using the data collected, the author can calculate the percentage of students' poetry reading scores from the first cycle post-test as shown in the following table:

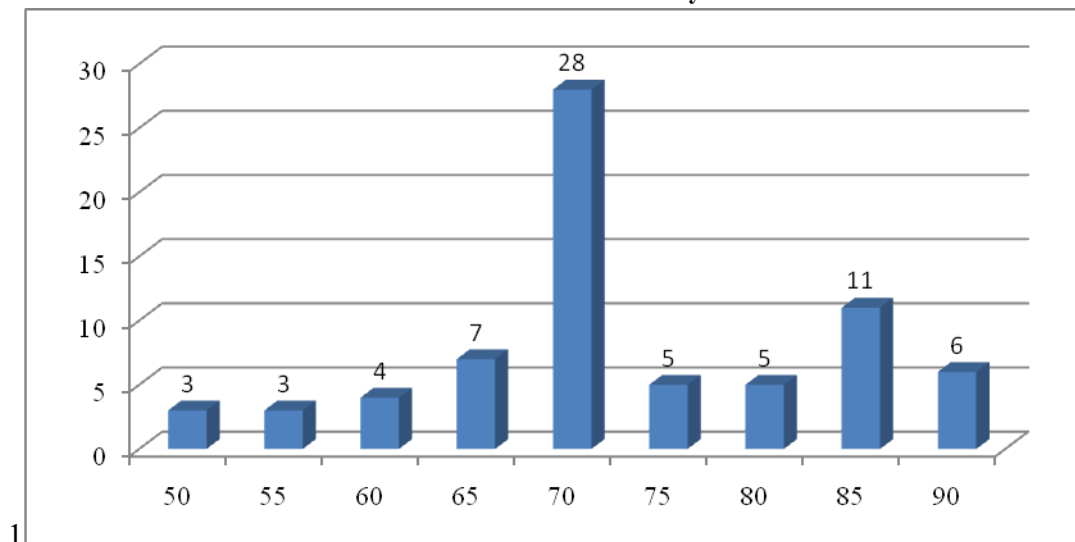
Table 4.1.4

Frequency and Percentage Distribution of Students' Poetry Reading Scores on Cycle 1 Post-Test

NO	Skor	Frekuensi	Persentase
1	50	3	4.17%
2	55	3	4.17%
3	60	4	5.56%
4	65	7	9.72%
5	70	28	38.89%
6	75	5	6.94%
7	80	5	6.94%
8	85	11	15.28%
9	90	6	8.33%
TOTALLY		72	100 %

Based on the table above, the author can make a histogram graph as follows:

Figure 2.
Frequency Histogram of Students' Poetry Reading
Scores in Post-Test of Cycle



Based on the above calculation, it is known that the average value of students' poetry reading ability in the first cycle post-test is 72.50. It can be said that the students' poetry reading ability after they were taught by using the dramatization technique in teaching showed an increase. When compared to the previous test score

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{27}{72} \times 100 \%$$

$$= 37,50 \%$$

From the results of the calculation, there are 27 students who have passed the minimum completeness criteria (KKM), so that after being divided by the number of students in the class and converted into a percentage, it can be stated that 37.50% of

(pre-test), the difference is 15.42 points with the following calculation $72.50 - 57.08 = 15.42$. So, it can be said that the increase in students' poetry reading ability score is 15.42. On the other hand, to find out the percentage of classes that have passed the minimum completeness criteria (KKM), the author uses the following formula:

students passed the minimum completeness criteria (KKM).

The next step is to know the percentage difference between the pre-test and post-test, then it is calculated as follows:

$$P = \frac{y1 - y}{y} \times 100 \%$$

$$= \frac{72.50 - 57.08}{57.08} \times 100 \%$$

$$= \frac{15.42}{57.08} \times 100 \%$$

$$= 27.01 \%$$

So, the percentage increase in students' average score from pre-test to post-test cycle1 is 27.01%. This increase has not yet reached the success criteria. The research is said to be successful if there is a 30% increase in the average score of students from the pre-test to the post-test of cycle 1. If there is no increase, then the next action will be taken.

Furthermore, after calculating the students' cycle 1 post-test scores, the next step is to calculate the cycle 2 post-test scores. The highest score of the cycle 1 post-test was 90 and the lowest score was 65. The data description can be seen from the table as follows:

Table 5
Students' Poetry Reading Ability Score on Cycle 2 Post-Test

NO	POST-TEST SIKLUS 2 (y²)
1	85
2	90
3	75
4	80
5	90
6	80
7	70
8	85
9	65
10	90
11	80
12	80
13	80

NO	POST-TEST SIKLUS 2 (y²)
14	90
15	85
16	85
17	85
18	70
19	85
20	85
21	85
22	70
23	85
24	65
25	85
26	85
27	65
28	70
29	85
30	90
31	90
32	85
33	90
34	85
35	70
36	85

NO	POST-TEST SIKLUS 2 (y²)
37	85
38	65
39	90
40	85
41	85
42	85
43	70
44	90
45	90
46	85
47	85
48	85
49	85
50	85
51	85
52	90
53	85
54	85
55	75
56	75
57	90
58	75
59	70

NO	POST-TEST SIKLUS 2 (y ²)
60	65
61	90
62	90
63	75
64	75
65	90
66	90
67	75
68	75
69	65
70	75
71	90
72	85
TOTAL	5865

The average value of students' poetry reading ability (M) from the first cycle post-test is as follows:

$$M = \frac{\sum Y}{N}$$

$$= \frac{5865}{72}$$

$$= 81.46$$

Using the data collected, the author can calculate the percentage score of students' poetry reading ability from the second cycle post-test as shown in the following table:

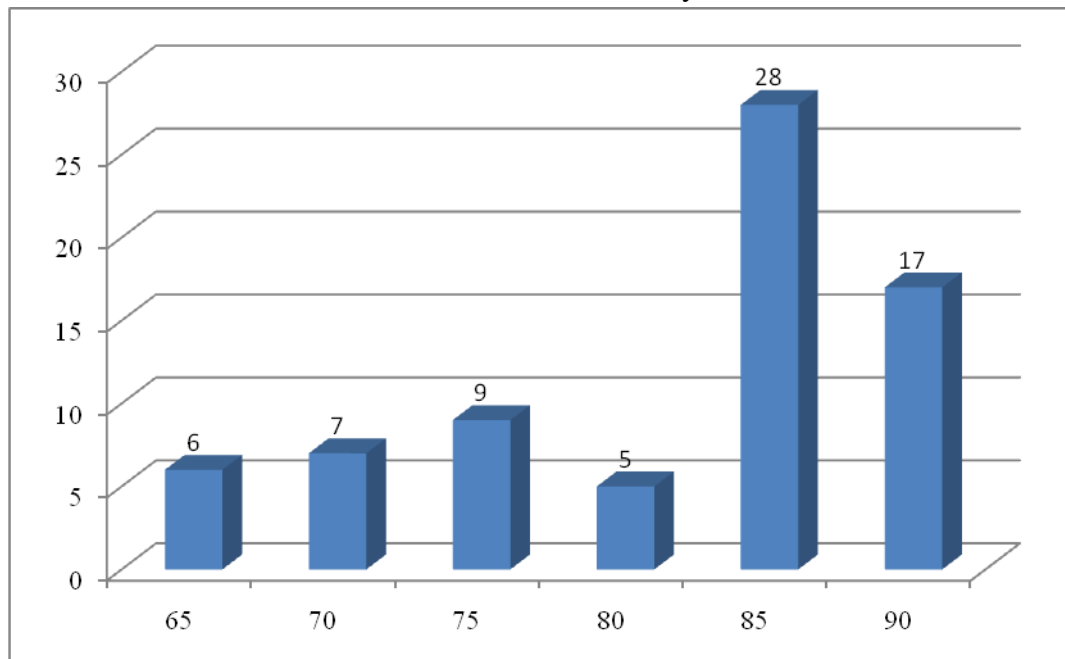
Table 6
Frequency and Percentage Distribution
of Student Poetry Reading Scores on Post-Test Cycle 2

NO	Skor	Frekuensi	Persentase
1	65	6	8.33%
2	70	7	9.72%
3	75	9	12.50%

NO	Skor	Frekuensi	Persentase
4	80	5	6.94%
5	85	28	38.89%
6	90	17	23.61%
TOTAL		72	100 %

Based on the table above, the author can make a histogram graph as follows:

Figure 3
 Frequency Histogram of Students' Poetry Reading Ability
 Scores in Post-Test of Cycle 2



From the table and histogram above the author can calculate the percentage of classes that have passed the minimum completeness criteria (KKM), the author uses the formula as:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{59}{72} \times 100 \%$$

$$= 81.94 \%$$

From the calculation results, there are sixty-seven students who have passed the minimum completeness criteria (KKM), so that after being divided by the number of students in the class and converted into a percentage, it can be stated that 81.94% of students have passed the minimum completeness criteria (KKM).

This research focuses on the use of dramatization technique in teaching poetry reading. Poetry reading is one of the language components that students must master before having the ability to be able to interpret a reading in a language. Therefore, the dramatization technique was

investigated to prove that it is statistically effective as a tool to build students' poetry reading ability. After calculating the data of this study, it can be concluded that the dramatization technique can improve students' poetry reading ability. By using

the dramatization technique, students become more attentive to the teaching-learning process. In addition, the dramatization technique also helps students become more active in learning.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded there is a significant enhancing in the ability to read poetry of students taught using the dramatization technique, as seen from the percentage increase in poetry reading test scores between pre-test and post-test 2 of 42.70%. Before applying the dramatization technique in teaching, students' poetry reading scores were categorized in the poor category, seen from the average score of reading poetry in the pre-test of 57.08. After applying the dramatization technique in cycles one and two, students' poetry reading scores were categorized in the

good category, with the average scores in the post-test of cycles one and two of 72.50 and 81.46 respectively. The use of the dramatization technique in teaching can improve students' poetry reading ability, as evidenced by the increase in students' average score from 57.08 to 81.46. The percentage of students in class X SMK Negeri 1 Padangsidempuan in the 2024-2025 academic year who successfully reached the Minimum Completion Criteria (KKM) at the end of the cycle was 81.94%.

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