

Using Youtube Video Of Chairil Anwar To Teach Reciting Poetry

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Abstract: *This research aims to describe the teaching activities in reciting poetry by using youtube video of Chairil Anwar. It used descriptive qualitative research design. The results of the observation during the teaching activities evidently, the teacher had provided attractive and interactive media from youtube video of Chairil Anwar. It showed that the teaching process of reciting poetry was effective and efficient. The use youtube video of Chairil Anwar provided meaningful knowledge to the students in reciting poems well. The teacher would make the right decision in carrying out his teaching activities by providing teaching media from youtube video of Chairil Anwar because it was applicable, attractive, and interactive media.*

Keywords: *Teaching reciting Poetry, Youtube video of Chairil Anwar*

I. Introduction

Teaching reciting poetry is difficult task. The problem in teaching reciting poetry is the students can not recite a poem in appropriate way. This problem can decline the students' interest in reciting a poetry. It is not easy in reciting a poem for the students. They require to understand well the truth definition of poetry and their element. The elements of poetry are related each other, they can not be separated. If one element of poetry is missed the students can not recite it well.

In broadest sense, poetry can be interpreted as writing that aims to present ideas and evoke an emotional experience in the reader through the use of meter, imagery, connotative and concrete words, and a carefully constructed structure based on rhythmic patterns (Hacht, 2009). Poetry relies on words and expressions that have several categories of meaning. It also makes use of the effects of regular rhythm on the ear and may make a strong appeal to the senses through the use of imagery. From the statement above it has been known that poetry have four elements they are sound, sense, structural, and meaning.

The first element is sound. It is related with the rhythm. It is the musical beat of a word or phrase and organized by the division of each line into "feet," metric units which each consist of a particular arrangement of strong and weak stresses. The most common metric unit is the iambic, in which an unstressed syllable is followed by a stressed one.

The second element is sense. Poetry often deals with deep human emotions, people generally don't respond very strongly to abstract words, even the words describing such emotions and thoughts. The poet must insert within his work those words which do carry strong visual and sensory impact, words which are fresh and spontaneous but vividly descriptive. The poem can influence the readers' emotional. The reader emotion can be loving, condescending, bitter, pitying, fanciful, solemn, they can reveals attitudes and feelings, in the style of language or expression of thought used to develop the subject of the poem.

The third element is structural. It talks about the arrangement and the place on the ways poems are created to follow and assist the reader in understanding. Rhyme, rhyme scheme, stanza, and point of view are the tool pattern to help the reader in describing their mood or atmosphere.

The last element is meaning. Poetry conveys several meanings or shades of meaning at the same time. It is the poet's job to find words which, when used in relation to other words in the poem, will carry the precise intention of thought. Often, some of the more significant words may carry several layers or "depths" of meaning at once.

Salameh (2015) states that the problems relating to those all elements of poetry language, rhythm, meter, form, symbolism, enjoyment, appreciation, and culture appeared in a relatively large number of the students; thus, the inability to understand the meaning leads to a complication in grasping the theme or the subject of the poem, and the inability to pronounce the words correctly leads to inability to determine the rhyme rhythm and meter. Furthermore, the students have limited knowledge of meaning which contained in the poem significantly make them complicated the understanding of the text. It has been indicated that the students had recognized the problem and was not able to recite a poem emotively, accurately, and expressively.

Not all teachers can teach reciting poetry in the classroom well. The teacher should reflect and get involve in learning process. The students read the poem with the same intonation as previous students, monotonous intonation, and then answering the question of reading, telling the contents of poetry, and reading poetry in flat expression (Kusuma, 2009). Nica (2010) also have noticed a major decline in students'

interest in reciting a poem, students always find difficulty in determining rhythms, meaning, and expression

Teaching poetry requires an interesting video that can increase the passion for student learning. According Hijazi & Natour (2012) music can enhance the ability of students to appreciate poetry and enhance the activity of students in participating in learning activities, thus increasing the expected learning outcomes. In addition Stein (2011) argues teaching reciting poetry must be funny, attractive, and easy to understand. Musical performance can be helpful in focusing emotive and productive process in reciting a poem. The elements of music can be used to create a pleasant and comfortable atmosphere and provide suggestions that stimulate the development of the student's imagination.

Music video media can be used as a model to create an atmosphere of suggestion, stimulus, and also serve as a bridge for students to imagine or create a picture and events based descriptive meaning in the poem. The quality of learning poetry could be improved by using modeling method through youtube video. It can increase students' motivation and interest. Through this model students are expected that they are able to identify and recite poem well and appropriate with (Rusmawan, 2015)

STKIP PGRI Pasuruan is the most favorite college. It is the best college. It is necessary to investigate the use youtube video of Chairil Anwar to teach reciting poetry in this college. Based on above explanation, the researcher tries to investigate the application using youtube video of chairil anwar to teach poetry.

As the problem stated before, the research questions can be stated as the following below:

1. What are the teacher's preparations to teach reciting poetry?
2. How is the use youtube video of chairil anwar to teach reciting poetry in the classroom?

II. Methodology

Based on the research questions and the objective of the study stated in the previous section, the appropriate research design of this research was descriptive qualitative. This research showed the result of observation in the teaching activities. According to Dörnyei (2007: 38) the qualitative research aims to describe social phenomena as they occur naturally without manipulation of the situation under the study. This study aims to find the facts of the using youtube video of Chairil Anwar to teach reciting poetry, thus, the suitable strategy selected to investigate research question used qualitative research design. This study was conducted in the classroom in a natural setting. The class where the data were collected consists of thirty eight students and one teacher. In the classroom situation, the teacher carried out the teaching activities normally. The subject of the study was the poetry teacher in STKIP PGRI Pasuruan.

The data were the field note descriptions of teacher's verbal behaviors (the teacher's utterance, it could be categorized as the teacher' initiation including the teacher's information, elicitation, direction, reinforcement, and the teacher's feedback), the teacher's non verbal behaviors, material, and transcript interview to capture the meaning of the event from the teacher's perspective. The sources of the data were the teacher who carries out teaching activities by using youtube video of Chairil Anwar. This data was used to answer the first, and the second research questions.

The data collection activities were conducted during the classroom teaching activities. The observer sat at the back of the class, took note the events to obtain the process of classroom activities, and recorded the teacher verbal behavior with mobile phone device during the classroom teaching activities. The observer put the device in his pocket in order to not disturb the teacher and the students. Since the data collections in qualitative form therefore; the data should be in nonnumeric or word and sentences. The unstructured observation sheet was used. The data analysis was continued after data collection.

While the teacher was teaching poetry by using youtube video of Chairil Anwar, the observer took note and recorded what the teacher has spoken in the classroom. The teacher has a preparation before he enters the classroom such as the media and lesson plan. After the teacher finished the classroom teaching activities, the researcher interviewed her to discover her thought and the meaning of the event and categorized his indicator whether to fulfill the requirement of achieving the based competence or not. Unstructured interview was used in order to can gain rich and depth data. The basis of the observations was what the teacher had done in the classroom to teach reciting poetry. This data was used to answer the first and second research questions.

III. Result And Discussion

a. The Teacher Preparations to Teach Reciting Poetry

Before the teacher taught reciting poetry he had prepared the lesson plan and he had to provide an appropriate media. The media was youtube video of Chairil Anwar The standard competence to teach reciting poetry was to develop the students' ability to enjoy reading and reciting poems expressively and emotively. The teacher decided based competence as the students were able to recite poems expressively and emotively. Then, he formulated the instructional objective as below :

- a. Shown youtube video of Chairil Anwar the student can recognize practical knowledge of the poem's versification
- b. Shown youtube video of Chairil Anwar the students can analyze poem's prosody
- c. Shown youtube video of Chairil Anwar the student can analyze poem's theme
- d. Shown youtube video of Chairil Anwar the students can analyze poem's sense
- e. Shown youtube video of Chairil Anwar the students can read aloud poems Expressively and emotively.

The appropriate media was youtube video of Chairil Anwar. He would use it and apply it in his classroom

B. The Use Youtube Video of Chairil Anwar to Teach Reciting Poetry in the Classroom

There were thirty eight students and one teacher in the classroom. When the teacher carried out the opening teaching activities with, the activities that the teacher performed in the class were effective. At the first time after the teacher entered the classroom, he greeted enthusiastically the students by saying, "Good Morning" and the students greeted back "Good Morning, sir". Then the teacher asked "How are you today?" The students answered, "I am fine, thank you". "You're welcome", said the teacher. After the teacher greeted the students, he began to check the students' attendance list.

The teacher asked directly to the students "who is absent today" and the students replied "sandi and rudi sir. Then, the teacher asked "what's the matter" and the students answered they were sick sir. Because the teacher cared to his students so the teacher asked again to the students "how if after the lesson we would visit them" and the students' answered back "ok sir". The teacher began to write in his absence book and board whether two of his students was absent today because they got sick.

The teacher began to check the students' preparation to join the classroom activities such as asking the equipment which should be brought in the class. Then, the teacher began to inform the students' learning objective that should be mastered and performed by the students after they had learned the lesson. The teacher said "ok you must able to recite Chairil Anwar's poem expressively and emotively, are you ready to learn?" and the students responded excitedly "readysir".

Both of them the teacher and the students during classroom opening activities seemed enjoy the interactional process. The teacher had succeeded to create conducive classroom environment. After that the teacher started to give a short review about the previous lesson to stimulate the students' memory and comprehension about giving opinion order to they could link today material and the previous lesson. Before the teacher gave a short review, the teacher checked the students' home work and returned the students' work book.

As a teacher who should prepared all students' need mentally and physically during classroom opening activities in order to the students could be active participatory in the main teaching activities, he carried out his roles in the teaching learning process in a fine way. It could be identified from his performance in the class. The teacher conducted opening teaching activities enthusiastically and patiently. It is suitable with the teacher's role as a motivator. The teacher had grown the students' motivation to learn today material by greeting, asking the students' preparation during the lesson, reviewing the previous material, checking the student's attendance list, and informing the learning objective. The teacher always greets the students with the passionate and the student response also the same. The teacher also explained well what the students going to learn and do. Every teacher's greeting, question, and instruction, the students could respond well. It is indicated that teacher carried out the opening teaching activities well.

The teaching learning process continued to the main activities. The aims of main teaching activities were to achieve the basic competence. The teacher tried to achieve the basic competence by using youtube video of Chairil Anwar. It was the medium in which classroom teaching and learning take place for transferring the knowledge to the students. The teacher made good process of teaching process because during the classroom main teaching activities the students displayed cooperative behaviors and stayed quiet to pay attention youtube video of Chairil Anwar. They got attracted to the video

Youtube video of Chairil Anwar provided meaningful knowledge to the students. The teacher's effort in serving that media had been suitable to the students' social life context. The students can use what has they learned as reference points in their lives and they can apply and use the language in the certain context. Meaningful learning will be better long term retention. The teacher had associate the learning media yourube video of Chairil Anwar with daily live knowledge. The teacher carried out the main teaching activities by playing youtube video of Chairil Anwar about how to recite poetry well. The expectation of based competence of the students were able to recite poems expressively and emotively had been achieved because after Shown youtube video of Chairil Anwar. The students were able to recite poems expressively and emotively. .

The teacher began to direct the students to practice again at home in order to the students can explore again the lesson at home after he showed youtube video of Chairil Anwar. Then, the students responded gladly which indicate positive acceptance. The teacher followed up the students by directed to the students to work the assignment related with determining rhythm, expression, and rhyme well.

The accomplishment of the based competence of reciting poem expressively and emotively was done by conducting opening, main, and closing teaching activities. The teacher's activities had fulfilled the objective of those activities and also achieved the based competence. The teacher carried out the opening teaching activities by greeting, asking the students' preparation during the lesson, checking the student's attendance list, and informing the learning objective. Every teacher's greeting, question, and instruction, the students could respond well. The teacher carried out the main teaching activities by Showing youtube video of Chairil Anwar about how to recite poem expressively and emotively and directing to do exercises.

The expectation of based competence of reciting poetry expressively and emotively had been achieved because all completed learning objective had been delivered by the teacher to accomplish the based competence. The teacher carried out the closing teaching activities by directing the student to continue their home at home and eliciting the students' reflection of what can they learn today

IV. Conclusion

Based on the results and discussions, the researcher has reached to the conclusion that, the teaching process is carried out by the teacher proceeded effectively. The results of the observation during teaching activities by using youtube video of Chairil Anwar evidently showed that the teaching learning process reciting poetry was effective. The video provided meaningful knowledge to the students. The teacher's effort in serving media video had been suitable to the students' daily life social context. The teacher had associated the youtube video of Chairil Anwar with students' contextual knowledge. They learned about reciting poetry expressively and emotively. The students could comprehend and understand each material easily, because they were interested on each material which had shown by the teacher and they got more explanations sufficiently about the material in each meeting. The teacher's effort in conducting teaching activities has fulfilled the based competence. All learning objective has been delivered. It can be concluded from the researcher's findings that the teacher carried out the teaching activities was effective. The teacher would make the right decision in providing youtube video of Chairil Anwar as teacher's aids to make students easier to comprehend about how to recite poetry expressively and emotively. Youtube video of Chairil Anwar is applicable to teach reciting poetry.

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