ISBN: 978-602-361-102-7

THE EFFECT OF OBSERVING IMITATION OF MODIFICATION (ATM) STRATEGY LEARNING BY USING VIDEO MEDIA ON THE STUDENT'S ABILITY TO READ POETRY BY CLASS VII JUNIOR HIGH SCHOOL AT MTS. AISYIYAH NORTH SUMATERA

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Abstract: This study aims to determine the effect of ATM learning strategies on the ability to read poetry. The location of this study was carried out in North Sumatra MTs.Aisyiyah in the 2015-2016 learning year. The population in this study amounted to 55 students. The sample consisted of 26 students consisting of one class but given different treatments, namely at the first meeting students read poetry without showing poetry reading videos and at the second meeting students were shown poetry reading videos. The method used in this study is an experimental method using one-group pretest-posttest designs. This study uses data collection in the form of tests, namely reading poetry. The results of data analysis are carried out using a hypothesis test or paired sample t-test. Based on the calculation of the "t" test obtained the value of t count> t table at the significant level α = 0.05 with df = N - 1 = 25 that is 8.96> 1.684 so that Ha is accepted. This means that ATM learning strategies have a positive effect on the ability to read poetry by class VII students of North Sumatra MTs.Aisyiyah

Keywords: reading poetry, observing imitation of modification, strategy, media

INTRODUCTION

Reading is not just looking at written symbols, but also understanding the material being read so that the reading symbols are seen as meaningful symbols. Reading ability is used to find and understand information that is communicated by the author through his essay. In understanding this information the reader also learns the ways the author presents his thoughts. So that reading can increase the reasoning power of each individual (Rosidi, 2016).

One type of reading that can be used to increase the power of reason is literary reading. Literary reading in the form of poetry, short stories, novels, and drama scripts. Reading literature can be interpreted as a beautiful reading activity or aesthetic reading. Beautiful reading aims to make the reader enjoy and feel the beauty contained in the literary text. Literacy experts believe that reading activities to gain deep understanding are strongly influenced by the ownership of the initial knowledge or schemata of the reader (Abidin, 2017).

ISBN: 978-602-361-102-7

In Curriculum 13 for students in class VII SMP there is no.15 competency standard which is understanding literary discourse through reading poetry and children's story books. Then, the basic competencies that students must achieve are reading beautiful poetry using rhythm, volume, mimic, kinesthetic in accordance with the contents of poetry. Through this lesson, students are expected to be able to mark a distinction in poetry that will be read and able to read beautiful poetry. This is related to the opinion, Abidin (20117) that reading is basically creating various reading activities, so that students are able to achieve the planned goals. In this paper the goal planned is to be able to recite poetry readings from the learning strategies and media that the researcher designs. Then it was also stated that the Competency Standards (SK) and Basic Competencies (KD) contained in the operational curriculum syllabus must be fully fulfilled. Thus the aim of learning Indonesian language and literature to form language-skilled students can be maximally achieved (Permendiknas 2006).

Reading poetry begins with an understanding of reading the contents of poetry. Understanding and reflecting on the contents of poetry is not an easy matter. In reading poetry, readers must pay attention to rhythm, volume, expression, and kinesthetic or body movements. It is expected that from reading poetry, the reader can convey all thoughts, fluctuations in feelings, and poetry overflows through the spoken language (Tarigan, 2010).

In fact the ability of students to read poetry is still lacking. Their difficulty lies in the elements of reading poetry, including: rhythm regulation, volume, body movements and movements.

Researchers found that students' ability to read poetry is still lacking. Students still find it difficult to read poetry. This was clearly evident when researchers conducted pre-test in class with an average score of 55. Phenomena found during learning were (1) learning to read poetry was still carried out classically, (2) teachers were less competent to provide examples of good poetry reading to students, and (3) teachers tend to prioritize theory more than practice. The teacher also often assigns students with things that they feel are less necessary such as recording the material that has been written in the book. As a result students feel bored and not focused on learning.

To overcome the problems found, an appropriate learning strategy is needed for the ability to read poetry. Learning strategies that are deemed suitable to improve learning to read poetry are learning strategies observed imitation modification (ATM). Learning strategies observe the modification of modification (ATM) is a derivative of one of the seven components of the Contextual Teaching and Learning (CTL) learning approach, namely modeling. Modeling in CTL is a gift or example that can be replicated. The model can be a way of operating something, or the teacher gives an example of how to do something in an ATM learning strategy is a stage of observing, imitating and modifying.

Referring to the ATM learning strategy to run well, a media is needed. Media is everything that functions as an intermediary / means / tool for the communication

ISBN: 978-602-361-102-7

process in teaching and learning activities. One type of media that can be used in learning to read poetry is video media. Video media is used to display or display master poetry readings that will be imitated by students. So students have a benchmark for reading poetry well.

From the description of the thoughts above, researchers are interested in conducting research on the ability to read beautiful poetry using a learning strategy to observe the imitation of modifications (ATMs) using video media. With the formulation of the problem (a) How is the ability to read poetry before using a learning strategy observe the imitation of modifications (ATM) using video media by students of North Sumatra MTs Aisyiyah (b) How is the ability to read poetry after using learning strategies observe the imitation of modifications (ATMs) by students MTs Aisyiyah North Sumatra c) Is there an influence of ATM learning strategies using video media on the ability to read poetry by students of MTs Aisyiyah North Sumatra.

The purpose of this study was to (a) determine the ability to read poetry of students of MTs Aisyiyah North Sumatra before using the learning strategy to observe the imitation of modifications (ATM) through video media. (b) to find out the ability to read poetry of students of MTs Aisyiyah North Sumatra after using the learning strategy to observe the imitation of modification (ATM) through video media (c) to determine the effect of using learning strategies to observe the imitation of modification (ATM) by using video media on the ability to read poetry by students of MTs Aisyiyah North Sumatra.

The results of this study are expected to be useful for those in need. As for the benefits of this study for students that is with the application of learning strategies, it is expected that students' poetry reading skills will increase. The students can improve the ability to read poetry in a more varied, fun, empowering way, and make them active and creative in the learning process. For Teachers, especially Indonesian language teachers, will obtain information about ways to strive to improve the ability to read poetry with learning strategies and determine the right media for learning to read poetry. Teachers can develop learning strategies and improve the quality of learning by using a variety of learning strategies, one of which is the strategy of observing duplicate modifications (ATMs). For Related Institutions, in this case the school is concerned, this research will be useful in connection with efforts to implement new strategies in learning to read poetry in schools so that it is expected to improve the quality of education in these schools.

APPROACH & RESEARCH METHOD

The type of research used in this study is an experimental method with One Group Pretest-Posttest Design Research Design. This design has not been a serious experiment, because there are still external variables that influence the formation of the dependent

ISBN: 978-602-361-102-7

variable (Sugiyono, 2013: 110). This method involves one class in a way before being treated (pretest) then after being treated (posttest).

This research was carried out in MTs Aisyiyah North Sumatra on the no.806 Pasar IX Mosque IX Bandar Khalipah Tembung Village.

This data was analyzed to arrive at conclusions or problem solving that became the end of the study. To analyze the data of this study used techniques and steps as follows, (1) Establish the raw score of each sample member, both for variables X1 and variable X2. (2) Tabulating the scores of the experimental class X1 and X2, looking for the mean mean of variable X1 and variable X2 according to Sugiyono (2008: 81) and the standard deviation according to Sugiyono (2008: 157), with the following formula:

a. $M = \frac{\Sigma X}{N}$

b. $SD = \frac{\sqrt{\Sigma X^2}}{N}$

Calculating the final value, by converting the score into a sigma scale table of 10-100 (Sudijono, 2008: 175).

The assessment aspect made by the researcher is based on the concepts that have been conveyed in the theoretical framework. Based on the formulation obtained assessment aspects which include: accuracy of rhythm, suitability of sound volume, expression, and kinesika which are appropriate and not rigid. The details of the assessment carried out by the author in the framework of the assessment are as follows.

Table 1. Assessment Criteria for Reading Poetry Ability

What is rated		Score	Category
Rytme	Modification	3	Very Good
	Modification lack	2	Good
	Tidak modifikasi	1	Less
Volume of Voice	Modification	3	Very Good
	Modification lack	2	Good
	No Modification	1	Less
Expression	Modification	3	Very Good
	Modification lack	2	Good
	No Modification	1	Less
Kinesika (gesture)	Modification	3	Very Good
	Modification lack	2	Baik
	Tidak modifikasi	1	Less
Total score		24	$\frac{\text{acquisition score}}{12} \times 100$

The assessment criteria on the reading of the poem "I" by Chairil Anwar in accordance with the above grid are as follows.

ISBN: 978-602-361-102-7

1. Rhythm

   The rhythm of the song "I" uses a moderate rhythm and changes are reinforced and slowed down.

   a. Modification rhythm is the reading of poetry is changed not like the rhythm that has been heard.
   b. Less modification rhythms are partially altered poetry readings and some are not altered as specified rhythms.
   c. Unmodified rhythms, which are poetry readings exactly or copy like a predetermined rhythm.

2. Voice Volume The volume of the poetry reading is by using a strong and slow voice.

   a. Modified sound volume ie the tone of the poem is changed not as it has been strong.
   b. Volume of voice that is less modifiable ie the reading of the poem is initially modified and some are not modified.
   c. Volume of unmodified sound that is the reading of poetry exactly as the volume has been determined.

3. Facial face

   Expression used in poetry reading are changes in facial expressions.

   a. Modification mimic, that is, if all the poetry faces are modified.
   b. Modes that are less modified are if the poetry reading is in part in accordance with the specified facial expression, and is partially modified or modified.Unmodified mimics, that is, the entire reading is not changed like a predetermined expression.

4. Kinesika

   Kinesika used in reading "I" poetry is forward and backward.

Table 2. Categories of Student Competency Adapted to Assessment Standards.

Percentage	Description
80-100	Very Good
70 – 79	Good
60 – 69	Enough
50 – 59	Less
0 – 49	Very Less

The performance indicator of the success of this action research is if the learning outcomes of students during the learning process have increased. This is characterized by individual absorption of at least 70% and classical completeness of 70%.

RESULTS AND DISCUSSION

The data in this study the authors use tests in the form of performance tests. With this instrument, data is obtained for the variable ability to read poetry before using ATM

ISBN: 978-602-361-102-7

learning strategies (X1) and data on the ability to read poetry after using ATM learning strategies as variables (X2). By grade VII students of MTs Aisyiyah North Sumatra.

a. Results of Ability to Read Poetry Without Using ATM Learning Strategies

Based on the results obtained from the ability to read poetry without using ATM learning strategies is 1301. So, the mean value is 50.03 with a standard deviation of 15.94. Obtained from the final value data with the help of a sigma scale table ranging from 10-100.

Table 3. Conversion Table Scale Score Into Sigma 10-100

Sigma Scale	Scale Value 10-100	Scaling Scale
2,25 SD	100	Mean +2,25 SD
1,75 SD	90	Mean +1,75 SD
1,25 SD	80	Mean +1,25 SD
0,75 SD	70	Mean +0,75 SD
0,25 SD	60	Mean +0,25 SD
-0,25 SD	50	Mean -0,25 SD
-0,7 5 SD	40	Mean -0,7 5 SD
-1,25 SD	30	Mean -1,25 SD
-1,75 SD	20	Mean -1,75 SD
-2,25 SD	10	Mean -2,25 SD

(Sudijono, 2008:175)

In accordance with the table above, the score scores for the ability to read poetry without using an ATM strategy are determined as shown in the following table:

Table 4. Conversion of Score of Reading Poetry Ability without Using ATM Strategy

Sigma Scale	Value Scale 10-100	Scaling Scale
2,25 SD	100	50,03 + (2,25 x 15,94) = 86
1,75 SD	90	50,03 + (1,75 x 15,94) =78
1,25 SD	80	50,03 + (1,25 x 15,94) = 70
0,75 SD	70	50,03 + (0,75 x 15,94) = 62
0,25 SD	60	50,03 + (0,25 x 15,94) = 54
-0,25 SD	50	50,03 - (0,25 x 15,94) = 46
-0,7 5 SD	40	50,03 - (0,75 x 15,94) =38
-1,25 SD	30	50,03 - (1,25 x 15,94) = 30
-1,75 SD	20	50,03 - (1,75 x 15,94) = 22
-2,25 SD	10	50,03 - (2,25 x 15,94) = 14

Based on the percentage of the final score students' ability to read poetry without using ATM strategies in the less category because 10 students have grades or 38.46%.

Table 5. Percentage of Final Value Ability to Read Poetry without Using ATM Strategy

Class Interval	Frequency	Percentage (%)	Category
80 – 100	5	19,23%	Very Good
66 – 79	-	-	Good
56 – 65	5	19,23%	Enough

ISBN: 978-602-361-102-7

40 – 55	10	38,46%	Less
≤ 39	6	23,07%	Very Less
Score	26	100	

Based on the percentage of the final score students' ability to read poetry without using ATM strategies in the less category because 10 students have grades or 38.46%.

Table 6 Group Normality Test Before Using ATM Strategy

No	Xi	F	F_{kum}	Zi	Zi_{tab}	F (Zi)	S (Zi)	L= F (Zi) – S (Zi)
1	33	6	6	-0,32	-0,3742	-0,1255	-0,2307	-0,1052
2	42	10	16	-0,15	-0,4404	-0,0596	-0,6153	-0,5557
3	50	3	19	-0,00	-0,5000	0	-0,7307	-0,7307
4	58	2	21	0,14	0,4443	0,9443	0,8076	0,1367
5	75	2	23	0,46	0,6772	1,1772	0,8846	0,2926
6	83	1	24	0,62	0,7324	1,2324	0,9230	0,3094
7	92	2	26	0,78	0,7823	1,2823	1,0000	0,2823

Based on the table above obtained the biggest price among the absolute prices of the difference is L0 = 0.3094 with n = 26 with a significant level α = 0.05 obtained by Lable = (0.886) / √n = (0.886) / √ 26 = 0.17 thus Lhitung <Ltabel 0.3094 <0.17 so the pretest data above, the calculation is as follows:

a. Raw Numbers (Zi)

$Z_i = \frac{X_{i-}\bar{X}}{SD} = \frac{33-50,03}{15,94} = -0,32$

So to find Zi's next data

b. $F(Z_i) = Z_i + 0,5$ (standard distribution table)

c. = (-0,32) + 0,5

d. = (-0,3745) + 0,5

e. = 0,1255

So to find the next F (Zi) data

f. $S(Z_i) = \frac{F_{Kum}}{n} = \frac{6}{26} = 0,2307$

So to find the next S (Zi) data

g. L_0 = F (Zi) – S (Zi)
= 0,1255 - 0,2307
= -0,1052

This is to find the next F (Zi) - S (Zi) data.

b. Results of Poetry Reading Ability Using ATM Learning Strategies

Based on the table above, it can be seen that the acquisition of poetry reading ability using the ATM strategy for the 2015-2016 learning year is 2041. Thus, the mean value is 78.5 with a standard deviation of 6.31.

ISBN: 978-602-361-102-7

Table 7. Conversion of Scores into Sigma 10-100 Scale Tables

Sigma Scale	Value Scale 10-100	Score Scale
2,25 SD	100	Mean +2,25 SD
1,75 SD	90	Mean +1,75 SD
1,25 SD	80	Mean +1,25 SD
0,75 SD	70	Mean +0,75 SD
0,25 SD	60	Mean +0,25 SD
-0,25 SD	50	Mean -0,25 SD
-0,7 5 SD	40	Mean -0,7 5 SD
-1,25 SD	30	Mean -1,25 SD
-1,75 SD	20	Mean -1,75 SD
-2,25 SD	10	Mean -2,25 SD

(Sudijono, 2008:175)

In accordance with the table above, the score scores of the poetry reading ability using the ATM strategy are then shown in the following table:

Table 8. Conversion Score Ability to Read Poetry Using an ATM Strategy

Sigma Scale	Value Scale 10-100	Score Scale
2,25 SD	100	78,5 + (2,25 x6,31) = 93
1,75 SD	90	78,5 + (1,75 x6,31) = 89
1,25 SD	80	78,5 + (1,25 x6,31) = 86
0,75 SD	70	78,5 + (0,75 x6,31) = 83
0,25 SD	60	78,5 + (0,25 x6,31) = 77
-0,25 SD	50	78,5 - (0,25 x6,31) = 74
-0,7 5 SD	40	78,5 - (0,75 x6,31) =71
-1,25 SD	30	78,5 - (1,25 x6,31) = 67
-1,75 SD	20	78,5 - (1,75 x6,31) = 64
-2,25 SD	10	78,5 - (2,25 x6,31) = 61

Based on the percentage of the final score, students' ability to read poetry uses an ATM strategy in the sufficient category because 10 students have a score of 56-65 or 38%.

Table 9. Group Normality Test uses an ATM strategy

No	Yi	F	F_{kum}	Zi	Zi_{tab}	F (Zi)	S (Zi)	L= F (Zi) – S (Zi)
1	50	3	3	-0,35	-0,3632	0,1368	0,1153	0,0215
2	58	1	4	-0, 25	-0,4013	0,0987	0,1538	-0,0551
3	67	1	5	-0,14	-0,4443	0,0557	0,1923	-0,1366
4	75	10	15	0,04	0,4840	0,016	0,5769	0,5609
5	83	4	19	0,05	0,5199	1,0199	0,7307	0,2892
6	92	2	21	0,16	0,5636	1,0636	0,8076	0,256
7	100	5	26	0,26	0,6026	1,1026	1,000	0,1026

Based on the table above obtained the biggest price among the absolute prices of the difference is L0 = 0.5609 with n = 26 with a significant level α = 0.05 obtained by Ltabel = 0.886 / √n = 0.886 / √26 = 0, 17 thus Lhitung <Ltabel 0.5609 <0.17 so that the posttest data above, the calculation is as follows:

ISBN: 978-602-361-102-7

a. Raw Numbers (Zi)
   Zi = Y_ (i-X̄) / SD = (50-78,5) / 6,31 = -0,35
   So to find Zi's next data
b. F (Zi) = Zi + 0.5 (standard distribution table)
   = (-0.35) + 0.5
   = (-0,3632) + 0.5
   = 0.1368
   So to find the next F (Zi) data
c. S (Zi) = F_Kum / n = 3/26 = 0, 1153
   So to find the next S (Zi) data
d. L0 = F (Zi) - S (Zi)
   = 0.1368 - 0.1153
   = 0.0215
   So to look for data F (Zi) - S (Zi)

c. Data Homogeneity Test

The data homogeneity testing conducted to determine the sample used in the study is homogeneous or not and whether the sample used in this study can represent the entire population. The calculation is as follows:

From the data obtained: / X_1 = 50.03; SD = 15.94; 〖〖SD〗 ^ 2〗 _ = 254.08; N = 26
/ X_2 = 78.5; SD = 6.31; 〖〖SD〗 ^ 2〗 _ = 39.81; N = 26
Then:
F = (biggest variance) / (smallest variance)
= 254.08 / 39.81
= 2.47

The price of F_{count} is compared with Ftable, it is calculated $F_{count}<F_{table}$ or 2.47 <4.10 so that it can be concluded that the sample comes from a homogeneous group. This means that the data obtained can represent the entire population. This means that the data obtained can represent the entire population.

d. Research Variable Trends

The tendency of research variables in this case is the identification of students' abilities referring to the standard standards that exist in schools, as follows:

Table 10. Trends in the ability to read poetry without using ATM strategies

Interval Class	Frequency	Percentage (%)	Category
80 – 100	5	19,23%	Very Good
66 – 79	-	-	Good
56 – 65	5	19,23%	Enough
40 – 55	10	38,46%	Less
≤ 39	6	23,07%	Very Less
Total	26	100	

ISBN: 978-602-361-102-7

Based on the table above, the percentage rating of the ability to read poetry in a class without using an ATM strategy is students who get an 80-100 scale of 5 students or 19.23% in the excellent category, which scores 66-79 as many as 0 students in the category well, those who got a score of 56-65 as many as 5 students or 19.23% in the sufficient category, which received a score of 40-55 as many as 10 students or 38.46% in the poor category, and who received a score of ≤ 39 as many as 6 students or 23, 07% in the very lacking category.

Table 11 Trends in the ability to read poetry using ATM strategies

Interval Class	Frequency	Percentage (%)	Category
80 – 100	7	27 %	Very Good
66 – 79	4	15 %	Good
56 – 65	10	38%	Enough
40 – 55	-	-	Less
≤ 39	5	19 %	Very Less
Total	26	100	

Based on the table above, the percentage rating of the ability to read poetry in class VII using an ATM strategy is students who get an 80-100 scale of 7 students or 27% in a very good category, which scores 66-79 as many as 4 students or 15% in good category, which obtained a score of 56-65 as many as 10 students or 38% in the sufficient category, which received a score of 40-55 as many as 0 students or 0% or in the less category, and who received a score of ≤ 39 as many as 5 students or 19% in the category very less.

The results of testing the normality and homogeneity of the two learning groups showed the requirements of the analysis in this study were normally distributed and the variation in the sample groups was homogeneous. Because the value of t count = 8.96 and t table = 1.684 then ho is rejected and Ha is accepted. Thus / X_1 ≠ / X_2, the pre-test value is not the same as the post-test value. It is seen that the average post-test score is higher than the pre-test value. In full, researchers can conclude that ATM strategies can significantly improve students' ability to read poetry.

The results of testing the normality and homogeneity of the two learning groups showed the requirements of the analysis in this study were normally distributed and the variation in the sample groups was homogeneous. After t count was obtained, then it was consented with table t at the significance level α = 0.05 with df = N -1 = 25 obtained t table = 1.684. Because thitung> t table is 8.96 then Ha is accepted. This means that the ATM strategy has a significant effect on the ability to read poetry by class VII students of MTs Aisyiyah North Sumatra.

Based on this, the ATM strategy is effectively used to improve the ability to read poetry by class VII students of MTs Aisyiyah North Sumatra in the 2015-2016 learning year. As such, it is declared proven and acceptable.

ISBN: 978-602-361-102-7

CONCLUSION

Based on the results of research obtained from data analysis, it can be obtained (a) The ability to read poetry before using ATM learning strategies is lacking ($\bar{X}$ = 50.03), 3 students at very good rank (80-100), 2 people students at good rank (70-79), - students at sufficient rank (60-69), 5 students at less rank (50-59), and 16 students at very less rank (0-49). (b) The ability to read poetry after using an ATM learning strategy is good ($\bar{Y}$ = 78.50), 10 students at very good rank (80-100), 11 students at good rank (70-79), 1 student at sufficient ratings (60-69), 4 students at less rank (50-59). (c) Based on the calculations performed by t test, namely t count> t table which is 8.96> 1.678, H0 is rejected by Ha, meaning that there is an influence of ATM learning strategies on the ability to read poetry by class VII students of MTs Aisyiyah North Sumatra.

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