



ANALYSIS OF NEED FOR DEVELOPING A POETRY READING TRAINING MODEL THROUGH REFLECTIVE SPEAKING

Wirani Atqia, Liliana Muliastuti, Zainal Rafli

Universitas Negeri Jakarta

wirani.atqia@mhs.unj.ac.id, liliana.muliastuti@unj.ac.id, zainal.rafli@unj.ac.id

ABSTRACT

This study aims to analysis the need for developing a poetry reading training model that integrates a reflective speaking approach as a means of improving the skills of expression, intonation, interpretation, and understanding the meaning of poetry. The reflective speaking approach is a speaking activity that requires the interpretation and reflection of the content and meaning contained in the poem. The method used in this study is qualitative descriptive research with data collection techniques in the form of in-depth interviews, questionnaires, and observations. The subjects of the study consisted of Indonesian language teachers, poetry reading trainers, artists, and students at the adolescent to college level. The results of the analysis showed that participants had difficulty in understanding the meaning of poetry in depth and channel it in the form of expressive reading. These findings indicate the need to develop a poetry reading training model based on a reflective process, with training strategies that involve discussions of meaning, reflective speaking exercises, tone enrichment exercises, and interpretive reading. This model is expected to improve poetry reading skills while forming an appreciative and empathetic character in training participants.

Keywords: poetry reading training, reflective speaking, interpretation, training needs

INTRODUCTION

Poetry, as a form of literature, functions not only as an aesthetic medium but also as a means of expressing feelings and reflecting on human life. The ability to read poetry meaningfully is an essential component of literary literacy, from elementary to higher education (Wiyatmi, 2012). However, in practice, poetry reading instruction in schools and universities is often monotonous, focusing solely on technical aspects such as pronunciation, stress, and pauses, without delving into the deeper, reflective dimensions of poetry's content (Sumardjo, J., Saini, 2004).

Many students struggle to connect poetry's content to personal experiences, resulting in a rigid reading style that loses its emotional power. Research by (Lestari, 2020) found that 72% of high school students read poetry with flat intonation and lack a deep understanding of its meaning. This indicates a gap between technical and appreciative skills in poetry reading.

On the other hand, reflection has been proven to be a pedagogical approach effective in deepening understanding of literary texts. (Brookfield, 2017) states that reflective practice in education can increase critical awareness and emotional engagement in students. When applied to poetry reading training, a reflective approach allows students to connect the content of poetry to their own life experiences, resulting in more lively and authentic reading (Abrams, 2009).

Unfortunately, there are not many poetry reading training models that specifically integrate reflection as a core part of the training process. Most methods used are still normative and oriented solely towards performance, rather than the depth of meaning and emotional experience of the reader.

Therefore, a needs analysis is crucial to develop a poetry reading training model based on a reflective approach. This model is expected to not only train the technical aspects of reading but also foster students' aesthetic, emotional, and interpretive awareness in understanding poetry. This research aims to address this need by exploring the perspectives of teachers, lecturers, students, and literary experts regarding the urgency and necessary components of a reflection-based poetry reading training model.

According to (Sumardjo, J., Saini, 2004), good poetry reading should evoke the soul of the poem itself, bridging the poet's imagination and the audience's experience through the medium of voice and expression. However, in reality, students often demonstrate monotonous poetry readings, lacking intonation variation, lacking expression, and even lacking meaning. This occurs due to a lack of training that addresses the reflective and meaningful aspects of poetry learning.

A study by (Lestari, 2020) revealed that 72% of high school students in three major cities demonstrated poetry readings that lacked emotional depth or meaningful understanding. The same holds true at the tertiary level. (Wulandari, 2020) reported that more than 68% of Language and Literature Education students were unable to reiterate the meaning of the poems they read, despite being able to read with fairly good pronunciation. This indicates a gap between vocal skills and comprehension and reflection in poetry reading.

This problem highlights the importance of innovation in poetry reading training models, particularly using a reflective approach. Conventional training models tend to emphasize technical aspects, such as pronunciation, rhythm, and intonation, without guiding participants to explore meaning and build personal connections with the poetic text. (Kurniati, 2017)

(Rumaisyah, 2020) emphasized that a reflective approach to learning enables students to develop metacognitive awareness and enhance empathy and critical thinking skills. In the context of poetry reading, reflection can open up space for readers to understand, interpret, and bring poetry to life through personal experiences and emotions. This learning model can make poetry reading more meaningful, authentic, and touching for the audience.

The reflection-based poetry reading training model simultaneously integrates cognitive, affective, and aesthetic processes. Participants are encouraged to contemplate the meaning of poetry, relate it to their lives, and re-express it through honest self-expression. As (Andraeni et al., 2023) stated, reflection is the foundation of a profound learning process, where students not only receive information but also process and interpret it.

The reflection model in poetry reading training is also relevant to constructivist theory. (Jazeri, 2016) stated that learning occurs optimally when individuals actively construct understanding through experience and social interaction. In this context, poetry reading is not simply an individual skill, but a social and personal process that shapes students' literary awareness.

Furthermore, (Eriyanti, 2018) in *The Art of Changing the Brain* states that the reflective process can build stronger neural connections between the parts of the brain that handle emotion and the parts that handle logic. Thus, the reflective process not only



improves understanding but also strengthens emotional engagement in the learning process, including poetry reading training. (Sari & Yanda, 2016)

Today's teenagers and college students, members of Generation Z, have grown up in a digital environment and are highly familiar with social media. They tend to prefer visual, interactive, and communicative approaches to learning. Therefore, poetry reading training must adapt to their ways of thinking, learning, and interacting (Nurlaila et al., 2022).

Research by (Mueller-Opliger, 2010) shows that Generation Z experiences a decline in attention and a preference for non-interactive learning materials. Therefore, a reflective approach to poetry reading training also needs to accommodate social media as a space for practice and appreciation. For example, students can record their poetry readings and upload them to platforms like Instagram, TikTok, or YouTube as part of a more realistic and contextual literary appreciation assignment.

Based on a preliminary study (Astuti et al., 2023) conducted by researchers with teachers, pupils, university students, Indonesian language lecturers, and poetry artists at various schools and universities in Central Java, 85% of respondents stated they had never used a reflective approach in formal poetry reading training. In fact, more than 70% of them lacked teaching tools that support reflection-based learning or meaning-making.

Meanwhile, from the student perspective, observations at five schools and two universities showed that the majority of pupils and university students experienced difficulty interpreting poetry and authentically expressing its meaning. Many of them only read formally, quickly, and without deep expression (Ferawati et al., 2022).

A reflection-based poetry reading training model holds significant potential for improving the quality of poetry reading and literary appreciation. This model also aligns with the development direction of the Merdeka Belajar curriculum, which emphasizes meaningful, exploratory, and student-centered learning (Indarwati, 2021). In the context of literature learning, this means fostering students' sensitivity, empathy, and appreciation for human values, culture, and aesthetic expression (Wilda Srihastuty Handayani Piliang dkk, 2023).

Furthermore, the development of this training model is expected to produce systematic, theory-based, and applicable training modules at various levels of education. This training can also be used in extracurricular activities, poetry reading competitions, and for broader literary development within the community. Based on these conditions, this research aims to develop a comprehensive needs and problem map for designing a reflection-based poetry reading training model.

METHOD

This research used a qualitative descriptive approach to obtain an in-depth understanding of the need for reflection-based poetry reading training. This approach was chosen because it can uncover phenomena, perceptions, and subjective experiences from both training participants and poetry experts.

According to (Abrams, 2009), qualitative research is suitable for examining the background and conditions of an object holistically and with a focus on meaning. This research also falls into the early stages of research and development (R&D), specifically the needs analysis stage, which serves as the foundation for developing a training model.

The research was conducted in several high schools and universities in Central and West Java that have extracurricular activities or lectures related to poetry reading. The subjects were teachers and lecturers teaching Indonesian language and literature courses, students actively participating in poetry reading training or competitions, and experts in literature or poetry reading training. Informants were selected using purposive sampling, taking into account their experience and competence in their fields.

Data collection techniques using in-depth interviews were conducted with teachers, lecturers, literary experts, and students to determine their perceptions, experiences, and needs regarding poetry reading training. Furthermore, field observation techniques were conducted on learning activities or poetry reading training, both in class and extracurricular activities, to identify existing techniques, methods, and deficiencies. A questionnaire instrument was prepared to collect qualitative data regarding perceptions and training needs from a large number of respondents. Data analysis was carried out using the interactive model stages according to Miles & Huberman (1994), namely: data reduction, data presentation, drawing conclusions and verification. To ensure data validity, data triangulation techniques were used.

RESULT AND DISCUSSION

This study was conducted to determine the extent of the need for reflective poetry reading training among teachers, lecturers, and students. Data were obtained through questionnaires, interviews, and observations from 10 respondents consisting of students, university students, Indonesian language teachers, literature lecturers, and literary experts/artist.

1. Field Observation Results

The following are the results of a questionnaire on several indicators of the need for poetry reading training using a reflective approach:

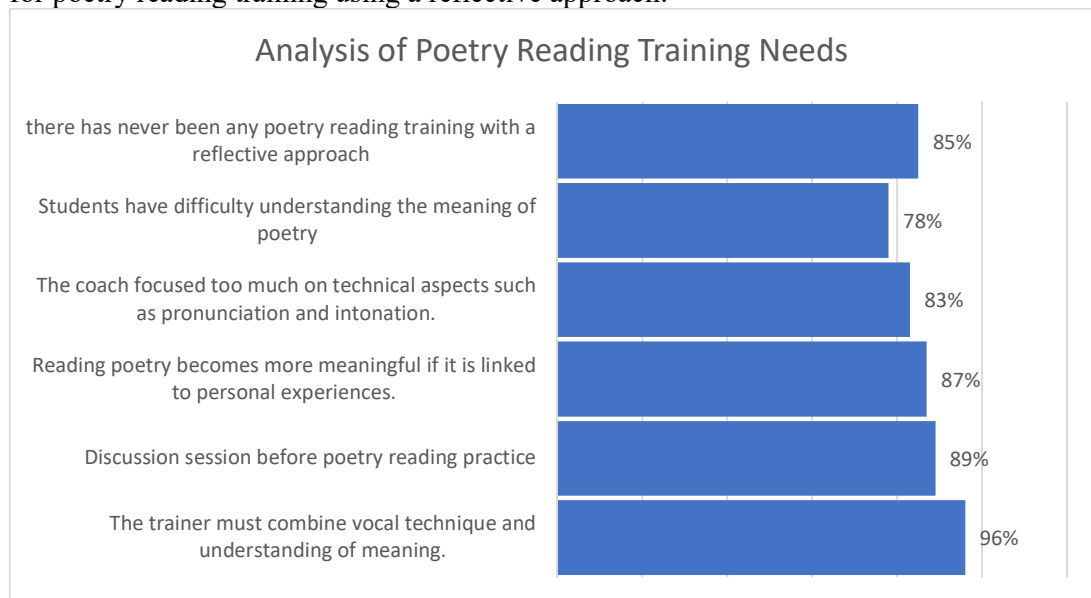


Diagram 1. Analysis of Poetry Reading Training Needs

Observations and interviews revealed that current poetry reading training remains highly technical and lacks reflection. This is evident in:



- Students struggle to understand the meaning of poetry. Seventy-eight percent of respondents stated that students struggle to grasp the meaning of poetry, resulting in lack of emotional engagement or deep meaning in their readings.
- Trainers focus on technical aspects such as pronunciation and intonation, leaving no room for understanding the poem's content.
- There is little room for reflection, such as discussing the meaning of poetry, its connection to personal experiences, or its socio-cultural context.

2. Teachers' and Lecturers' Perceptions of Poetry Reading

Interviews with teachers and lecturers revealed concerns about students' poor understanding of poetry. Some interview excerpts:

- *“My students can read aloud, but when asked about the meaning of poetry, they're confused.”* (Binar Wahyuni, High School Teacher, Kalimantan)
- *“Students read only for assignments, not because they understand or enjoy the poetry.”* (Meirin, Teacher, Kudus)
- *“We rarely have time to analyze poetry in depth; we often focus on technical aspects for competitions.”* (Haryanto, Lecturer, University of Pekalongan)
- *“To read poetry, you need to reflect on the meaning and then express it with a rich tone.”* (Apito Lahire, Writer, Tegal)

3. Needs Analysis Based on Student and Pupil Questionnaires

Table 1. Results of the Poetry Reading Training Needs Questionnaire (N=10)

Statement	Strongly Agree	Agree	Disagree	Total
I have difficulty understanding the meaning of the poem I read.	75%	23%	2%	100%
I feel like my poetry reading sounds monotonous.	64%	32%	4%	100%
I feel that poetry reading training needs to be accompanied by an understanding of the meaning.	75%	23%	2%	100%
I have never participated in reflection-based poetry reading training.	82%	15%	3%	100%
Poetry reading training must connect emotions and experiences	80%	18%	2%	100%

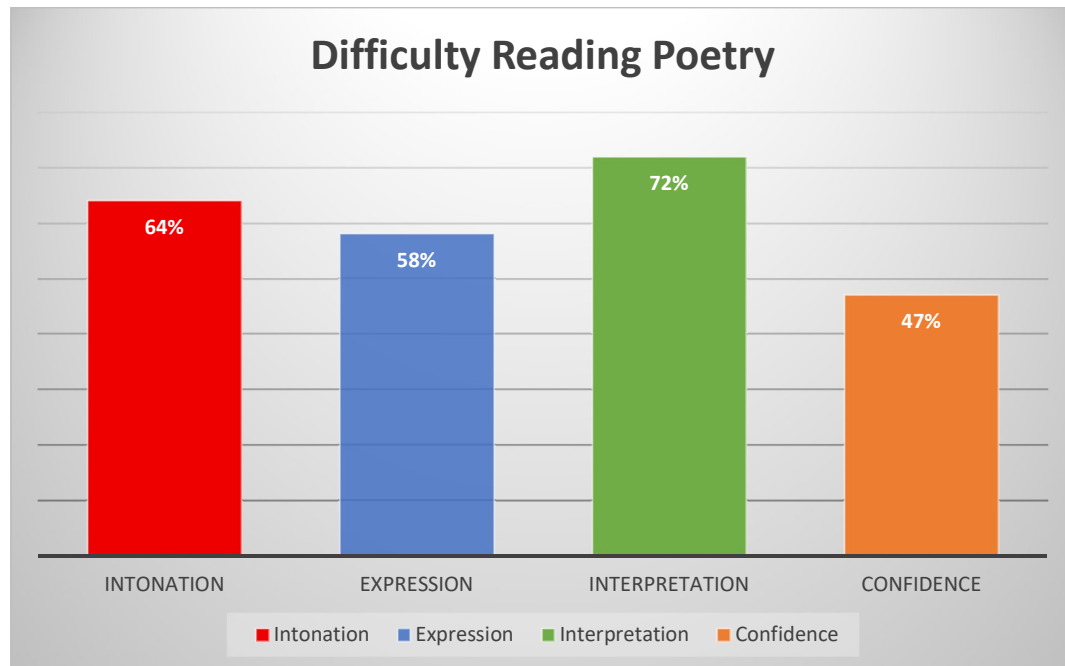


Diagram 2. Difficulty Reading Poetry

Based on the data above, it is clear that conventional poetry reading training has not been able to address the deeper aspects of poetry reading, particularly reflection on meaning and intonation variation. Current training focuses solely on technical aspects, such as pronunciation and reading speed.

1. The Need for Reflective Training

Most teachers and lecturers stated that they have not yet used a reflective approach in poetry reading training. However, according to Brookfield (2017), reflection in learning can strengthen the connection between personal understanding and the message of a literary work. This is crucial so that poetry reading is not only "heard" but also "felt."

A reflective approach allows readers to reflect on their personal experiences, so that when reading poetry, their expression and intonation are more authentic and communicative. This model also encourages participants to develop unique and meaningful interpretations of the poem's content.

2. The Problem of Monotonous Intonation

Most respondents acknowledged difficulty varying intonation when reading poetry. This is due to:

- Lack of understanding of poetic structure (stanzas, pauses, emphasis).
- Lack of contextual intonation training (based on content/meaning).
- Limited practice using audio/video recordings of good poetry readings.

References from Kusuma (2021) support this finding, stating that students tend to experience confusion when determining vowel stress when reading poetry because they do not understand its overall meaning.

3. The Role of Social and Digital Media

Several lecturers and students suggested that poetry reading training also utilize social media as a means of practice and appreciation. Short videos of poetry

readings can serve as material for collective reflection and even become creative portfolios for students.

A poetry reading training model that combines reflection, understanding meaning, intonation variation, and digital media is considered highly potential. This aligns with the demands of 21st-century literacy and the habits of the digital generation.

Table 2. Comparison of Conventional and Reflective Training Models

Aspect	Konvensional	Reflective
Focus	Vocal Technique	Meaning and self-expression
Method	Technical training	Discussion, reflection, interpretation
Media	Text book	Video, audio, reflection journal
Reading Result	Monotonous, less impressive	Authentic, touching, communicative

This study aims to analyze the need for a reflection-based poetry reading training model, particularly for high school and college students. Based on research findings from questionnaires, interviews, and observations, it can be concluded that poetry reading training currently tends to be technical and does not fully address the meaning and personal experiences of students.

In general, the learning approach used by educators still focuses on aspects such as articulation, intonation, pronunciation, and volume. While these aspects are important, the essence of poetry reading lies not only in vocal technique but also in how the reader can convey meaning deeply and touch the listener's emotions. Poetry is a medium for soulful expression, and effective reading must reflect emotional engagement and a complete understanding of the meaning.

Interviews with literary experts, teachers, and lecturers revealed that most felt that current training methods were unable to tap into students' reflective potential in poetry reading. Many participants simply memorized reading methods, unable to explain the content or context of the poems they read. This gap indicates the urgent need for a new approach to designing poetry reading training, so that aesthetic, educational, and affective goals can be simultaneously achieved.

The reflective model in poetry reading training presents a solution that can address this problem. This model combines constructivist and humanistic approaches, emphasizing personal experience, meaning-making, and emotional reflection as integral parts of the training process. Based on the research, respondents (teachers, lecturers, and students) expressed high enthusiasm for this concept and considered it relevant and contextual in 21st-century education.

This model has proven to have the potential to improve several important aspects of poetry reading, including:

1. A deeper and more personal understanding of the meaning of poetry.
2. The ability to reflect on the content of poetry with participants' life experiences.
3. More communicative and authentic vocal expression.
4. Emotional engagement in reading that forms a connection between the text and the audience.
5. Improved soft skills such as empathy, interpersonal communication, and critical thinking.

The findings of this study also reveal that the implementation of a reflection-based training model must be accompanied by the development of modules, facilitator guides, and specific training for educators. This is necessary to ensure the approach is

systematic and measurable, and tailored to the characteristics of the students. By incorporating reflection as a key element, training participants not only learn to read poetry but also develop their perspectives on life, values, and emotional expression.

This training model also supports the character building and literacy programs outlined in the Independent Curriculum. For university students, poetry reading with a reflective approach can be used as a transformative learning method in courses on literary appreciation or personality development. Thus, this training holds significance not only in the realm of language but also in the development of holistic human potential.

Based on the findings and in-depth study of this research, it is concluded that:

1. There is an urgent need for innovation in poetry reading training models in schools and universities.
2. A reflection-based model is a relevant approach to addressing the limitations of monotonous and shallow poetry reading.
3. The implementation of this model must be supported by training and capacity development for educators, as well as integration into the literature curriculum.
4. Poetry reading training through reflection can enhance students' understanding of meaning, emotional depth, and more vivid expression.
5. This training model contributes to the development of personality, empathy, and reasoning skills in the trainees.

Overall, this research opens up opportunities for the development of poetry reading training that is more humanistic, meaningful, and in line with the needs of the times. It is hoped that the results of this study can serve as a basis for developing language and literature education policies at the institutional and national levels.

CONCLUSION

Quantitative and qualitative data demonstrate an urgent need for reflection-based poetry reading training. This model not only develops vocal skills but also hones participants' empathy, interpretation, and self-expression.

This research demonstrates a significant need for the development of reflection-based poetry reading training models, both at the school and university levels. Findings indicate that the majority of teachers, lecturers, and students still focus on training in the technical aspects of poetry reading, such as pronunciation, intonation, and rhythm, without delving into deeper meaning and emotional engagement.

Most respondents stated they had never received poetry reading training that integrated a reflective approach, even though they acknowledged that understanding meaning and connecting it to the reader's personal experience is crucial for developing a quality, touching and communicative poetry reading.

The reflection-based training model offers a promising alternative to addressing the problem of monotonous and meaningless poetry reading. By combining understanding meaning, personal experience, and appropriate vocal expression, this approach is believed to improve participants' literary literacy skills, while simultaneously developing more authentic, expressive, and empathetic poetry readers. Thus, this needs analysis becomes an important basis in designing a poetry reading training model that is more effective, applicable, and in accordance with the characteristics of today's students.



BIBLIOGRAPHY

- Abrams, M. H. (2009). *A Glossary of Literary Terms*. Wadsworth Cengage Learning.
- Andraeni, M., Sutisna, Y. H., Desi, A. R., & Watini, S. (2023). Implementasi Model SIUUL untuk Mengembangkan Kecakapan Berpidato. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(4), 2330–2335.
- Astuti, P. P., Antika, R., Al-Baroroh, A., & Safitri, H. (2023). Meningkatkan Budaya Literasi Melalui Pelatihan Membaca Puisi di Jampang English Village. *Acitya Bhakti*, 2(2), 117.
- Brookfield, S. D. (2017). *Becoming a Critically Reflective Teacher*. Jossey-Bass.
- Eriyanti, R. W. (2018). Pengembangan Bahan Ajar Keterampilan Berbicara Interaktif Bagi Mahasiswa. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, 3(1), 98.
- Ferawati, D., Karlina, E. M., & Effiyandi. (2022). Program Pelatihan Guru Bahasa Indonesia Dalam Meningkatkan Keterampilan Membaca Puisi Dengan Model Amati, Tiru, dan Modifikasi Menggunakan Media Video Pembacaan Puisi Siswa Kelas X dan XI SMA Negeri 2 Teluk Keramat. *PKM: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 77–88.
- Indarwati, N. (2021). Pelaksanaan Workshop untuk Meningkatkan Keterampilan Guru dalam Membimbing Kegiatan Ekstrakurikuler Tulis dan Baca Puisi Kepada Siswa Melalui Teknik Asosiasi dan Fantasi. *JIRA: Jurnal Inovasi Dan Riset Akademik*, 2(6), 782–791.
- Jazeri, M. (2016). Model Perangkat Pembelajaran Keterampilan Berbicara Dengan Pendekatan Komunikatif Kontekstual Bagi Mahasiswa Asing. *Litera*, 15(2), 217–226. <https://doi.org/10.21831/ltr.v15i2.11824>
- Kurniati, L. (2017). Peningkatan Kemampuan Berbicara Mahasiswa Melalui Model Pembelajaran Debat. *Jurnal Pesona*, 3(2), 224–232.
- Lestari, N. (2020). Analisis Keterampilan Membaca Puisi Siswa Kelas XI SMA. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(2), 115–124.
- Mueller-Opplinger, V. (2010). Experiences and Concepts Related to Gifted Education and Talent Development in Switzerland. *Gifted Education International*, 26(2–3).
- Nurlaila, M., Nazriani, Arsad, & Hasmawati, R. W. O. (2022). Pelatihan Baca Puisi bagi Anak-Anak di Taman Baca Kelurahan Melai Kecamatan Murhum Kota. *JURNAL ABDIDAS*, 3(2), 276–280.
- Rumaisyah, I. (2020). Upaya Meningkatkan Kemampuan Berbicara Bahasa Indonesia Dalam Menyampaikan Pidato Persuasif Melalui Metode Sosiodrama Di Kelas Ix.10 Smp Negeri 11 Palembang. *Jurnal Edukasi: Kajian Ilmu Pendidikan*, 6(1), 13–24.
- Sari, A. W., & Yanda, D. P. (2016). Kontribusi Minat Baca Puisi Terhadap Keterampilan Menulis Puisi Bebas Siswa Kelas IX SMP Negeri 2 Lembah Gumanti. *Jurnal Gramatika*, 2(2), 179–193.
- Sumardjo, J., Saini, K. M. (2004). *Apresiasi Sastra*. Gramedia Pustaka.
- Wilda Srihastuty Handayani Piliang dkk. (2023). Pelatihan Teknik Membaca Puisi Mahasiswa Universitas Islam Riau. *Sajak*, 2, 275–282. <https://journal.uir.ac.id/index.php/sajak%0A>
- Wiyatmi. (2012). *Pembelajaran Sastra di Sekolah*. UNY Press.
- Wulandari, T. H. (2020). Jurnal Pendidikan Bahasa dan Sastra Indonesia. *WFace Threatening Act of Different Ethnic Speakers in Communicative Events of School Context*, 9(2), 92–97.