

**ABILITY TO READ POETRY OF CLASS IIA STUDENTS
SDN 1 KARANGSARI, BANYUWANGI REGENCY
BY ERA *NEW NORMAL***

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Abstract: This research was motivated by the discovery of students who were not able to read poetry well. The purpose of this study is (1) to describe the ability to read poetry of grade IIA students of SDN 1 Karangasari Banyuwangi Regency in the *normal ner era*, and (2) factors that affect the ability to read poetry of grade IIA students of SDN 1 Karangasari Banyuwangi Regency in the *normal ner era*. This type of research is qualitative descriptive research. The subjects of this study were 22 grade IIA students of SDN 1 Karangasari, Banyuwangi Regency in the even semester of the 2021/2022 academic year. The research methods used were interviews and observations. Technical data analysis uses qualitative descriptive statistical data analysis. The results of this study, namely (1) the ability to read poetry of grade IIA students of SDN 1 Karangasari, Banyuwangi Regency is categorized as sufficient. The results of calculating the percentage of the poetry reading ability category, namely (a) 1 student entered the very good category with a percentage of 4.54%; (b) 4 students entered the good category with a percentage of 18.18%; (c) 14 students entered the sufficient category with a percentage of 63.64%; and (d) 3 students in the less category with a percentage of 13.64%; and (2) factors that influence it, namely (a) internal factors consisting of interest, talent, motivation, self-confidence, shyness, fear, rush, reading fluency, and student focus, and (b) external factors consisting of the school environment and family environment.

Key words: ability to read poetry, factors, *new normal era*

***READING POETRY COMPETENCY OF STUDENT
OF THE CLASS II-A KARANGSARI I ELEMENTARY SCHOOL
BANYUWANGI DURING THE PANDEMIC***

Abstract: The background of this research was finding out of students who had not have the ability of reading poetry well. This research aimed (1) to describe IIA grade students' reading poetry ability of SDN 1 Karangasari, Banyuwangi, in *new normal era*, and (2) the factors that affect IIA grade students' reading poetry ability of

SDN 1 Karangasari, Banyuwangi, in new normal era. The type of this research was qualitative descriptive research. The subject of this research was IIA grade students of SDN 1 Karangasari, Banyuwangi, academic year 2021/2022 consisting of 22 students in the class. The research method used was interview and observation. The technique of data analysis used was qualitative descriptive statistics. The result of this research showed that (1) IIA grade students' reading poetry ability of SDN 1 Karangasari, Banyuwangi, included in enough categories. The percentage of IIA grade students' reading poetry ability based on the percentage calculation result of reading poetry ability was (a) 1 student was included in very good category with the percentage 4,54%; (b) 4 students were included in good category with the percentage 18,18%; (c) 14 students were included in enough category with the percentage 63,64%; (d) 3 students were included in less category with the percentage 13,64%, and (2) there were two kinds of factor that affect it, (a) internal factors were from students' them-selves, as like students' interest, talent, motivation, self confidence, fear, rush, reading fluency, and student focus, dan (b) external factors consisted of the school environment and family.

Key words: reading poetry ability, factors, new normal era.

INTRODUCTION

The learning process in schools requires language, because language can help teachers and students communicate. According to Nurhasana (2017: 88) language is the main key in everyday life, by using language people can interact, communicate, or convey their hearts, both orally and in writing. Oral communication is carried out using speaking skills and listening skills, while written communication is carried out using reading skills and writing skills. Speaking skills, listening skills, reading skills, and writing skills are language skills. One of the skills that can support the learning process is reading skills. Therefore, reading skills are quite important to be mastered by learners.

Students' Reading Skills

According to Satrijono et al. (2019: 103), reading is an activity to process information from a writing in order to get a thorough understanding of the text read.

The success of the learning process of students is influenced by the ability to read it. Poor reading skills make it difficult for students to understand and accept the information presented through writing, so that students cannot know the intentions contained in it. In addition, the ability to read can affect the success of students in carrying out their duties, because the ability to read can affect the perspective of various problems they face. The ability to read cannot be acquired suddenly, but through a learning process. Learning to read in elementary schools is taught from low to high grades, such as reading letters, words, sentences, texts, essays, and reading poetry.

Poetry

Poetry is a literary work formed from the feelings and imaginative thoughts of the poet. Learning poetry can form students to have broad knowledge and morals, because in poetry there are various kinds of emotions, stories, and moral messages. According to Wicaksono (2019: 6), poetry is a literary work that comes from the

point of view of human life experience. Meanwhile, according to Rozak et al (2018: 3) children's poetry is a poem that children can read both about factual experiences and imaginative experiences. So, poetry is a literary work that contains poetic expressions through imaginative language, beautiful words, and rich meaning expressed in word choice by taking into account the beauty and depth of meaning so that the content of the poem can be conveyed well to the listener.

The purpose of learning to read poetry is to develop personality, improve language skills, train students' confidence and courage, and improve the skills to express emotional feelings shown through the use of pronunciation, pressure, intonation, pauses, and expressions when reading it. According to Mulyono (2019: 62), learning to read poetry in elementary schools is expected by students to have awareness, sensitivity, feelings, psychology, imagination, and students' thinking will develop. Therefore, the ability to read poetry needs to be taught from an early age, including elementary school age.

Reading poetry is contained in the Basic Competencies of grade II elementary school, namely in Theme 5 My Experience Subtheme 1 Experience at Home. Basic Competencies in the 2013 curriculum book which contains the ability to read poetry (Ministry of Education and Culture, 2013) which reads 3.5 Observing children's poetry in Indonesian or regional languages through written and oral texts; and 4.5 Recite children's poetry texts about nature and the environment in Indonesian with proper pronunciation, intonation, and expression as a

form of self-expression. The ability to read students' poems, in addition to being able to be measured through understanding the content of the text and the atmosphere of the speakers, can be measured through the accuracy of pronunciation, intonation, stress, pauses, and expressions when reading poetry. Students are expected to understand aspects of reading poetry well and correctly. According to Kosasih (2012: 120) when reading poetry, it is necessary to pay attention to several aspects, namely pronunciation, stress, intonation, pauses, and expressions. These aspects need to be considered when reading poetry so that the poem can be expressed clearly and not monotonously, so that the listener feels interested and can understand the meaning of the poem being read.

The various forms of poetry reading consist of (1) audial poetry; (2) poetization of the Quran; (3) declamation; and (4) *poetry reading* (Salad, 2014:78). Various forms of poetry reading in this study, namely *poetry reading*, because the form of poetry reading is easier than other forms of poetry reading. In addition, because the form of poetry reading *poetry reading* reads poetry by reading text, so students do not need to memorize the poems they read.

Factors Affecting the Ability to Read Poetry

According to Marnina & Sholehun (2021), the factors that affect the ability to read poetry of students are as follows.

a. Internal Factors

Internal factors consist of interests, talents, and motivations.

- **Interest**

Interest is a high tendency of the heart towards something. High interest in

reading helps students to enrich vocabulary and understand the meaning contained in vocabulary, so that it can be a provision to appreciate poetry.

- Talent

Talent is an ability that needs to be developed or trained. Each student has their own talents. Students who have the talent to read poetry feel that reading poetry is easy, while those who do not have the talent to read poetry feel that reading poetry is difficult.

- Motivation

Motivation is something that can drive to do something. Students who have high motivation without being told will read hard, while students who lack motivation, when asked to read think that it is troublesome, difficult, and a sense of laziness arises.

b. External factors

External factors consist of the school environment and the family environment.

- School Environment

One of the places where students carry out learning activities is the school environment. The school environment consists of teachers, principals, and students. According to Marnina & Sholehun (2021: 72), adequate facilities can make it easier for students to understand the material, increase students' interest and motivation to learn.

- Family Environment

The family environment is where students grow and develop, so the

family environment has a major influence. Students who get the role of parents in motivating their children's learning can increase their interest, enthusiasm, and motivation to learn, while students who lack the role of their parents have lower enthusiasm and motivation, because they feel there is no encouragement to learn (Marnina & Sholehun, 2021: 72).

Stages of Cognitive Development

Human cognitive development consists of several phases. Piaget divided human cognitive development into 4 stages (Marinda (2020: 121) as follows.

1. Sensory Stage (*Sensory Motor*) (0-2 years)

At this age, babies cannot separate themselves from their environment. The child begins to involve sight, hearing, shifting and contact in thinking. At this stage the development of thought development as a basis for developing his intelligence is very important.

2. Preoperational Stage (*2-7 years*)

The child begins to symbolize the world with words and pictures.

3. Concrete Operational Stage (*7-11 years*)

The child begins to think about concrete events logically and classify objects in different forms. According to Marinda (2020: 124), concrete operations are mental actions related to real concrete objects.

4. Formal Operational Stage (*11 years-adult*)

Children begin to think in more abstract, logical, and idealistic ways. This stage is called adolescence.

Class IIA students of SDN 1 Karang Sari, Banyuwangi Regency enter the concrete

operational stage. The poems read in this study are poems about the daily lives of students sourced from K13 grade II student books.

Learning in the New Normal Era

The spread of COVID-19 in several regions has been controlled, so the government allows face-to-face learning in schools in what are in the green zone. However, the number of students and learning time are still limited. According to Jamilah (2020: 149) *new normal* is a government policy to reopen activities in various areas of human life by complying with health protocols, while according to Adawiyah (2021: 3816) *new normal* is the new life of the community to carry out activities as usual by implementing government regulations in order to cut off the spread of COVID-19. Diana & Rofiki (2020: 337) explained that the application of learning in the *new normal era* is required to comply with the 3 M health protocol.

Learning preparation in the *new normal era* requires the role of teachers. Teachers need to follow developments that will become government strategies (Jamilah, 2021: 3819). The right learning method is needed in learning in the *new normal era* in order to support the achievement of learning objectives. According to Jamaluddin (in Diana & Rofiki, 2021: 338), teachers need to pay attention to several things in choosing learning methods, namely (1) objectives; (2) the ability and background of teachers and students; (3) learning conditions; and (4) availability of learning tools or facilities. Not all learning methods can be applied properly in the *new normal era*. According to Diana & Rofiki (2020: 338), learning methods that can be

used in learning in the *new normal era* consist of the following.

1. *Project Based Learning*
Project Based Learning is a method carried out by forming small groups in carrying out the learning process.
2. Online Methods
Online methods are methods that are carried out by utilizing internet media.
3. Offline Method
The offline method is a method that is carried out face-to-face and still pays attention to health protocols.
4. *Home Visit Method*
Home visit method is a method that is done by the way the teacher visits the home of each student within a certain time.
5. *Blended Learning*
Blended learning is a method that collaborates between online learning and face-to-face learning alternately.

The learning method used in the learning process needs to consider the conditions of teachers, students, and infrastructure. There is no good learning method, but the right learning method in achieving learning objectives. This research uses offline learning methods, namely face-to-face learning methods directly at school while still complying with health protocols.

Based on the results of an interview conducted on October 6, 2021 with a grade IIA teacher at SDN 1 Karang Sari, Banyuwangi Regency, information was obtained that there were students who were not able to read poetry well. When reading poetry, students just read without paying attention to intonation, pressure,

improper pronunciation and pauses, and expressions that are less supportive.

Therefore, it is necessary to conduct research entitled "The Ability to Read Poetry of Class IIA Students of SDN 1 Karangasari Banyuwangi Regency in the *New Normal Era*". The objectives of this study are (1) to describe the ability to read poetry of grade IIA students of SDN 1 Karangasari, Banyuwangi Regency in the *new normal era*; and (2) to determine the factors that affect the ability to read poetry of grade IIA students of SDN 1 Karangasari, Banyuwangi Regency in the *new normal era*.

This research was carried out at SDN 1 Karangasari, Banyuwangi Regency with the subject of grade IIA students of SDN 1 Karangasari, Banyuwangi Regency in the even semester of the 2021/2022 academic year, with a total of 22 students consisting of 7 men and 15 women.

This type of research is a qualitative descriptive research that aims to descriptively objectively according to existing facts and conditions regarding the ability to read poetry of grade IIA students of SDN 1 Karangasari, Banyuwangi Regency in the *new normal era*.

This research procedure is preliminary activities, data collection, and data analysis. The data sources in this study are class teachers, parents, and grade IIA students of SDN 1 Karangasari, Banyuwangi Regency. This study used observation and interview data collection methods. Observations were made when class IIA students read poetry. Observation activities were carried out to obtain data on the ability to read poetry of class IIA students. Meanwhile, interviews were conducted with class teachers,

parents, and class IIA students to obtain data related to factors that affect students' poetry reading skills.

This study used qualitative descriptive data analysis with steps (1) learners were given a poetry text to be read; (2) learners recite the text of the poem; (3) provide a check *list* on each aspect in accordance with the observation guidelines; (4) give weight to every aspect; (5) calculate the percentage of mastery of all aspects; (6) calculate the percentage of students' poetry reading ability; (7) describe the ability to read students' poetry; and (8) describe the factors that

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affect students' poetry reading ability.

The minimum score obtained by students is 5, while the maximum score obtained by students is 20. This study used 5 categories contained in the following table.

Table 1. Categories Poetry Reading Ability

Score Range	Category
$17 < x \leq 20$	Excellent
$14 < x \leq 16$	Good
$11 < x \leq 13$	Enough
$8 < x \leq 10$	Less
$5 < x \leq 7$	Very Lacking

After the number of scores on each aspect has been collected, then the percentage of aspects of reading ability is calculated using the following formula (Arikunto, 2013).

$$Pi = \frac{fi}{n} \times 100\%$$

Information:

- Pi = The percentage of certain aspects.
- Fi = The sum of a specific aspect score.
- n = The sum of the scores of the whole aspect.

Furthermore, the percentage of the ability to read students' poetry categories was calculated using the following formula (Arikunto, 2013)

$$Pi = \frac{fi}{n} \times 100\%$$

Information:

Pi = Percentage of a particular category.

Fi = The sum of the scores of a particular category.

n = The total number of learners.

RESULTS AND DISCUSSION

Result

The results of this study explain about: (1) the ability to read poetry of grade IIA students of SDN 1 Karang Sari, Banyuwangi Regency in the *new normal* era in terms of aspects of reading poetry and its categorization; and (2) factors that affect the ability to read poetry of grade IIA students of SDN 1 Karang Sari, Banyuwangi Regency in the *new normal era*.

The Ability to Read Poetry of Class IIA Students of SDN 1 Karang Sari in the New Normal Era

Research on the ability to read poetry, pay attention to aspects of reading poetry so that poetry can be conveyed well and not monotonous. These aspects consist of pronunciation aspects, stress aspects, intonation aspects, pause aspects, and expression aspects. Based on the results of observations that have been made when students read poetry in front of the class, the ability of students is assessed based on the assessment indicator table of the ability to read poetry by paying attention to every aspect of the ability to read poetry. The ability to read each student's poetry is different. The percentage

of data analysis results of students' poetry reading ability based on aspects of reading poetry obtained the following data.

Table 2. Percentage of each aspect of learners' poetry reading ability

No.	Aspects	Total Score	Percentage
1.	Pelafalan	87	31,75%
2.	Pressure	42	15,33%
3.	Intonation	51	18,61%
4.	Pause	64	23,36%
5.	Expression	30	10,95%
Sum		274	100%

Based on the table above, it is known that each aspect of reading poetry has a different amount according to students' mastery of each aspect of reading poetry. The results of data analysis of the ability to read the poem "Taman Bungaku" of grade IIA students of SDN 1 Karang Sari, Banyuwangi Regency when sorted from the highest to the lowest percentage, namely (1) pronunciation; (2) pause; (3) intonation; (4) pressure; and (5) expressions.

The ability to read poetry from 22 grade IIA students of SDN 1 Karang Sari Banyuwangi Regency is categorized into 5 categories, namely (1) very good; (2) well; (3) sufficient; (4) less; and (5) very less. The results of the analysis of observation data on reading the poem "Taman Bungaku" obtained percentage results from each categorization of the ability to read poetry of grade IIA students of SDN 1 Karang Sari, Banyuwangi Regency as stated in the following table.

Table 3. Percentage of Categorization of Students' Poetry Reading Ability

Category	Score	Number	Percentage
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	Range	of	
		Students	
Excellent	$17 < x \leq 20$	1	4,54%
Good	$14 < x \leq 16$	4	18,18%
Enough	$11 < x \leq 13$	14	63,64%
Less	$8 < x \leq 10$	3	13,64%
Very Lacking	$5 < x \leq 7$	0	0
Sum		22	100%

In the excellent category, students are able to read poetry in accordance with aspects of reading poetry. Students are able to pronounce each word precisely, clearly, and fluently without spelling. The intonation used is appropriate, so it does not seem monotonous. In addition, there is an emphasis on certain words that you want to highlight. This makes the poems he reads interesting. Coupled with expressions that are quite in accordance with the content of the poem reading contained in the text, thus making the poem read beautifully. The use of pauses when reading poetry is appropriate, so that when reading poetry does not seem rushed. For example, when switching from row to line, students pause longer before starting to read the next line.

In the good category, some students are able to read poetry in accordance with aspects of reading poetry. The pronunciation aspect is the highest aspect that can be achieved because learners are able to read poetry using pronunciation that is precise, clear, and fluent. However, there are some aspects that are less fulfilling. Students are able to use the right emphasis on some words which are important points of the poetry text and the intonation used in some words is in accordance with the content

of the poem being read. In addition, some of the pauses used are appropriate, but there are still learners who read poetry too quickly without paying attention to the pauses. As for the expression aspect, a small number of students can express well, most of the expressions given are too rigid and not in accordance with the content of the poem.

Students in the sufficient category, are capable enough to read poetry in accordance with aspects of reading poetry. The pronunciation used is precise, clear, and fluent. Some of the pauses used are appropriate, but there are still those who read the poem too quickly and do not pay attention to the pauses. The intonation and pressure shown when reading poetry are fairly sufficient. Some learners are able to use intonation and stress on some words appropriately. However, a small percentage of learners use expressions when reading poetry, most learners do not use expressions at all when reading poetry.

Students in the category are less able to pay attention to aspects of reading poetry. The intonation and stress used when reading poetry are not appropriate. Students tend to be flat and do not pay attention to the use of intonation and pressure when reading poetry. Likewise, expressions when reading poetry, learners tend to be flatter and use no expression at all when reading poetry. A small part of the use of pauses is appropriate, because students still seem rushed and fast. As for the pronunciation aspect, it is precise and clear, although it is not fluent and still spells silently. Students who still spell when reading poetry result in the pause they use is a long pause.

Factors Affecting the Ability to Read Poetry of Class IIA Students of SDN 1 Karangsari in the New Normal Era

The ability to read poetry in the excellent category consists of 1 in 22 students. The results of interviews between students and parents in the category of the ability to read poetry are very well known that students have high interest and enthusiasm when reading poetry. In addition, students receive sufficient learning assistance from their parents. Parents accompany and train students to read poetry by applying aspects of reading poetry. High self-confidence, making students not shy when learning to read poetry by applying aspects of reading poetry.

Students in the good category have diverse factors. There are 4 out of 22 students who fall into the good category. The results of student interviews show that students feel happy when learning to read poetry. However, learners have a bit of difficulty when reading poetry by paying attention to aspects of reading poetry, especially aspects of expression. High interest and motivation can be seen from students willing to learn and practice reading poetry at home accompanied by parents. Therefore, parental assistance has been obtained well.

The ability to read poetry is the most dominated category, which is 14 out of 22 students. The factors it has are diverse. The results of interviews with students and guardians of the category were sufficient, it was known that students found reading poetry difficult, especially the expression aspect and the pressure aspect. When asked to read poetry in front of the class, students felt embarrassed, scared, and lacked confidence. Learners lack

interest in reading poetry because for learners reading poetry is difficult unlike ordinary reading. As for the results of interviews with parents, it is known that students have received enough assistance from parents. However, when studying and practicing with their parents, students lack focus, laugh and joke too much, and some do not want to read poetry by paying attention to aspects of reading poetry well.

Students whose ability to read poetry is classified as less category consist of 3 out of 22 students. The factors affecting it are quite diverse. Based on the results of interviews between students and parents, it is known that students find reading poetry difficult because they have to use intonation, pressure, and expression, unlike ordinary reading, there are even students who do not know about reading poetry. Students also lack interest and enthusiasm to practice reading poetry. When asked to read poetry in front of the class, students felt scared, so the poetry reading was done like regular reading. Students lack assistance from parents when at home because parents are busy working. Although, the practice with parents of students does not pay attention to aspects of reading poetry well because of lack of self-confidence and shyness. In addition, students lack focus, rush, and are difficult to learn.

Discussion

The calculation of the category of students' ability to read poetry is viewed from the aspects of reading poetry. Aspects that need to be considered when reading poetry so that the poem read can be expressed clearly and not monotonously is pronunciation, pressure,

intonation, pauses, and expressions (Kosasih 2012: 120). The highest calculation of the aspect of poetry reading ability is the pronunciation aspect of 31.75%. Most students are able to read poetry with proper and fluent pronunciation. However, there are students who read poetry by spelling silently, so there are some wrong words when read and read it less fluently. The lowest percentage of aspects of poetry reading ability is the expression aspect of 10.95%. Most learners have not been able to show expressions that are in accordance with the text of the poem they read. The majority of learners do not use expressions when reading poetry, there are only a few students who attempt to use expressions.

The ability to read poetry from grade IIA students of SDN 1 Karangasari, Banyuwangi Regency is included in the sufficient category. Based on the results of calculating the percentage of the poetry reading ability category, the category has the most percentage, which is 63.64% with 14 students. There was 1 student with a percentage of 4.54% in the very good category because they already had the ability to read poetry in accordance with aspects of reading poetry. Although, in the aspect of expression there is still a small part that corresponds to the content of the poem. There are 4 students with a percentage of 18.18% who are in the good category. There is an inappropriate use of aspects of reading poetry such as aspects of pressure, intonation, and pauses, some words are still read correctly, while for aspects of expression, students still find it difficult to use overall expressions correctly.

Furthermore, there were 3 students with a percentage of 13.64% who were categorized as

less. It is found that students are not fluent and have to spell first, so the pause used is too long. In addition, students are confused about using the right pressure and intonation, some even like regular reading without pressure and intonation. In the less category, students have not been able to read poetry using expressions, even reading poems without using expressions.

The ability to read poetry possessed by students varies. This is influenced by several factors, namely (1) internal factors consisting of interests, talents, and motivation, and (2) external factors consisting of the school environment and family environment (Marnina & Sholehun (2021)).

The results of the interview are known to be several factors that affect the ability to read poetry of grade IIA students of SDN 1 Karangasari, Banyuwangi Regency. The factors that influence it are as follows.

Internal factors, including interests, talents, and motivations. Students in the category are very good and good have high interest and motivation to learn, so they have good poetry reading skills. This is due to high self-confidence and willingness to practice both when accompanied by parents and teachers or when not accompanied. Actually, students also have the talent to read poetry, it's just that reading poetry for students is still relatively new and needs more vigorous practice.

Students in the category are sufficient and lack interest and motivation to learn. Learners find that reading poetry is difficult because it is not the same as regular reading. When asked to read poetry in front of the class, students feel scared, so it seems like ordinary

reading. In addition, students lack practice in reading poetry because it is difficult to practice both at home and at school. However, students who fall into the category are still willing to learn to read poetry by paying attention to aspects of reading poetry, even though there are still many difficulties they face.

External factors, including the school environment and family environment. Students in the very good and good category have high self-confidence in school, it can be seen when the practice of reading poetry in front of the class does not feel embarrassed and feels happy when asked to read poetry. Even at home, students receive good assistance from parents. Parents ask learners to practice reading poetry. In addition, parents also provide explanations, guidance, and examples of reading poetry.

Students in the category are moderate, lack self-confidence. Students feel ashamed and afraid, resulting in the ability to read their poems not paying attention to aspects of reading poetry well. Students who fall into the category are sufficient, when in class they want to practice and practice reading poetry independently after being explained by the teacher. Meanwhile, when the practice of reading poetry at home is accompanied by parents, but students lack focus and joke a lot.

Students in the category are lacking, lack of confidence, when reading poetry feel embarrassed and afraid, lack of focus, and joke too much with their friends. When at home, learners lack practice in reading poetry. If not accompanied by their parents, students rarely learn. This is because parents are busy working, some even do not live with their parents.

Actually, the teacher has explained the learning to read poetry slowly, practiced line by line before the overall practice, and guided the students well. However, the facilities used are inadequate so that learning to read poetry lacks innovation and students lack examples of reading poetry from several sources. This is also because, teachers lack the ability to operate existing facilities in schools such as LCD.

During online learning, teachers experience limited assistance to students, so that when learning takes place offline again, teachers are too focused on improving their reading skills, then they will emphasize the ability to read poetry by paying attention to aspects of reading poetry. Therefore, the ability to read poetry of grade IIA students of SDN 1 Karangsari, Banyuwangi Regency in the *new normal era* is included in the sufficient category because 63.64% of students are in the sufficient category.

Conclusion

The conclusion of this study is as

COVER

follows.

1. The ability to read poetry from grade IIA students of SDN 1 Karangsari, Banyuwangi Regency in the *new normal era* is included in the sufficient category. The ability to read poetry of 22 students, namely 1 student with a percentage of 4.54% in the very good category, 4 students with a percentage of 18.18% in the good category, 14 students with a percentage of 63.64% in the sufficient category, and 3 students with a percentage of 13.64% in the less category. The percentage of aspects of the ability to read poetry is the highest, namely the pronunciation aspect of

31.75%, while the percentage of aspects of reading poetry with the lowest is the aspect of expression at 10.95%.

2. The factors that affect the ability to read poetry of grade IIA students of SDN 1 Karangasari Banyuwangi Regency in the *new normal* era are (1) internal factors consisting of interest, talent, motivation, self-confidence, shyness, fear, rush, reading fluency, and student focus, and (2) external factors consisting of the school environment and family environment

Suggestion

Based on the conclusions that have been displayed, there are some suggestions as follows.

1. For teachers, it is expected to improve learning activities Indonesian especially in learning to read poetry by utilizing existing facilities in schools and providing innovative learning activities so that students are able to learn poetry by paying attention to aspects of reading poetry well. Teachers also need to provide special coaching and teach students to learn and practice reading poetry more vigorously, so that the ability to read students' poems can then be better and more optimal.
2. For students, students are expected to be more confident and more active in learning to read poetry both at school and at home. In addition, students are also expected to be more active in practicing either privately or accompanied by parents.
3. For other researchers, it is expected to choose sustainable material in this study so that there is continuity in the research, and it needs to be considered related to interviews of

students and parents regarding the factors that influence it, because this has an impact on the longer research time.

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