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The Influence of Interactive Learning Media on the Poetry Reading Ability

Gita Faradilla
gitafaradillafaradilla@gmai.com

Saprida
saprida70@gmail.com

Asri Yulianda
asriyulianda23@gmail.com

Universitas Al Washliyah

ABSTRACT

This study investigates the effect of interactive learning media on the poetry reading ability of eighth-grade students. A quasi-experimental design with a pretest-posttest control group was applied, and the sample was selected using a purposive sampling technique. Data were collected through pretests and posttests, assessing students' fluency, expression, intonation, and comprehension in poetry reading. The results indicate a significant improvement in students' poetry reading ability after using interactive learning media. The average pretest score of 58.59 increased to 67.18 in the posttest, showing a notable enhancement in performance. Statistical analysis using a t-test yielded a t-count value of 7.857, which exceeded the t-table value of 2.353, confirming a significant effect. These findings demonstrate that interactive learning media effectively enhances students' engagement and performance in poetry reading. The study concludes that interactive learning media is a valuable tool in improving poetry reading skills, offering a more engaging and effective learning experience compared to conventional methods. These results suggest that integrating digital tools, such as videos, animations, and interactive applications, can help students develop better expression, comprehension, and fluency in poetry reading. Future research is recommended to explore different types of interactive media and their long-term impact on literature learning.

Keywords: Interactive Learning Media; Poetry Reading; Reading Skills

INTRODUCTION

Learning Indonesian language skills involves mastering several components, one of which is poetry reading. In junior high school (SMP), reading poetry is an essential part of literature learning, requiring students not only to pronounce words correctly but also to express emotions, use appropriate intonation, and understand the deeper meaning of each stanza (Tarigan, 2008). Poetry reading is not just about verbal fluency; it involves analyzing rhythm, tone, and artistic elements that allow students to appreciate the beauty of language (Somadayo, 2011).

However, many students struggle with reading poetry fluently due to low engagement, limited learning media, and monotonous teaching methods. Observations at SMPN 2 Bilah Barat indicate that most eighth-grade students read poetry in a monotonous manner, lacking proper expression and understanding of the poem's meaning. Interviews with students revealed that they often find poetry difficult to interpret and lack the confidence to perform poetry reading. This issue is exacerbated by traditional teaching methods, where teachers predominantly use lecture-based approaches without interactive elements. According to Hartanto Surpri et al. (2023), the lack of digital learning tools in classrooms limits students' engagement and hinders their ability to develop expressive reading skills.

To address these challenges, interactive learning media has emerged as an effective tool for enhancing literature learning. Digital applications, animated videos, and online platforms have been proven to increase student engagement and improve comprehension (Yulianti, 2020). Interactive learning media allows students to see and hear poetry being read with proper expression and intonation, making it easier for them to model their own reading (Riyana, 2019). Additionally, Setiawan (2021) found that technology-based learning methods enhance students' speaking and reading abilities, as they provide a more immersive and interactive experience compared to conventional approaches.

In the context of SMPN 2 Bilah Barat, interactive learning media can be implemented through poetry reading applications, video-based learning, or digital platforms that offer independent practice opportunities. These tools allow students to listen to expert readings, observe gestures, and analyze intonation patterns, enabling them to develop better fluency and confidence in poetry reading. Furthermore, interactive media encourages self-directed learning, allowing students to record their readings, assess their performance, and make improvements independently.

Beyond improving academic performance, interactive learning media also fosters collaboration and social development. Students can practice poetry reading in groups, provide constructive feedback to peers, and refine their expressive skills together. This collaborative learning approach boosts students' confidence and enhances their communication skills, making poetry reading a more engaging and enjoyable experience (Semenova, 2022).

Given these considerations, this study aims to analyze the effect of interactive learning media on students' poetry reading abilities. By investigating how digital learning tools influence fluency, expression, and comprehension, this research seeks to provide practical insights for educators in designing more engaging and effective literature learning strategies. The findings will serve as a reference for teachers looking to enhance student participation and learning outcomes through technology-based approaches.

LITERATURE REVIEW

Interactive Learning Media

The use of learning media is one of the most effective strategies for enhancing students' understanding of educational materials. Educators can utilize various types of media, including concrete, audio, visual, and audiovisual tools, tailored to the needs and characteristics of students (Surpri, 2023). In recent years, computer-based and internet-based learning programs have gained popularity due to their ability to provide engaging and interactive learning experiences.

Interactive learning media is particularly effective in delivering instructional content because it allows students to actively engage with the material rather than passively receiving information. According to Wibawanto (2017), the primary advantage of interactive learning is its dynamic interactivity, which enables students to explore materials through multimedia elements such as animations, simulations, and digital exercises. This approach has been shown to increase motivation, improve retention, and enhance comprehension compared to traditional methods (Setiawan, 2021).

However, successful implementation of interactive learning media requires a well-designed interface and effective programming techniques to ensure ease of use and meaningful engagement. Poorly designed media can lead to confusion and reduce learning effectiveness. Additionally, access to technology and digital literacy among teachers and students remains a challenge in some educational settings (Semenova, 2022). Therefore, integrating interactive learning tools into classrooms must be accompanied by teacher training and infrastructure development to maximize their benefits.

Poetry Reading Skills

Reading is a complex skill that involves both comprehension and mechanical aspects, requiring fluency, pronunciation, expression, and interpretation (Tarigan, 2008). A reader must not only recognize words but also grasp their meaning, intonation, and rhythm, particularly when engaging with literary texts such as poetry. The difficulty of reading poetry is influenced by various factors, including a student's exposure to literature, phonemic awareness, and reading strategies (Somadayo, 2011).

The development of reading skills follows three key characteristics: continuity, objectivity, and generalizability. These skills evolve over time, are assessed based on specific criteria, and can be applied across different types of texts and contexts. Effective poetry reading instruction should incorporate methods that emphasize both the technical and artistic elements of reading, allowing students to improve their fluency, interpretation, and performance abilities (Indriamukt, 2018).

Poetry reading, in particular, requires students to convey emotions through facial expressions, body movements, and vocal intonation. Unlike prose reading, poetry demands a deeper engagement with rhythm, tone, and the symbolic nature of language (Riyana, 2019). However, many students struggle with expressing emotions and understanding the deeper meanings behind poetic lines, often reading in a monotonous and unexpressive manner.

Interactive learning media has been identified as a potential solution for improving poetry reading skills. Digital tools such as poetry reading applications, video demonstrations, and interactive exercises can help students visualize proper reading techniques, hear expert recitations, and practice independently (Yulianti, 2020). By incorporating technology-based learning, students can develop better pronunciation, expression, and confidence in performing poetry readings.

METHOD

Design and Samples

This study employed a quasi-experimental design with a pretest-posttest control group design. This design involved two groups: an experimental group that used interactive learning media and a control group that was taught using conventional methods. A pretest was administered to both groups before the intervention to assess their initial poetry reading ability. After the treatment, a posttest was conducted to measure any changes in their performance. This design allows for a comparison of learning outcomes between students who used interactive learning media and those who followed traditional instructional methods. The population for this study consisted of all eighth-grade students at SMPN 2 Bilah Barat. The sample was selected using a purposive sampling technique, which involves choosing participants based on specific criteria (Sugiyono, 2021). Two classes with relatively homogeneous characteristics in terms of academic ability were selected—one as the experimental group and the other as the control group. This sampling approach ensured that the study could effectively compare the impact of interactive learning media on poetry reading skills.

Instrument and Procedure

To measure students' poetry reading ability, several research instruments were used. First, a pretest and posttest were conducted to evaluate students' performance in fluency, intonation, expression, and comprehension of poetry. Second, observation sheets were used during the intervention phase to track student engagement, responsiveness, and participation in the learning process. These observation sheets provided additional qualitative data on how students interacted with the material and whether interactive learning media influenced their learning behavior. The experimental group received instruction using interactive learning media, which included digital poetry reading applications, video examples, and

interactive exercises. Meanwhile, the control group continued learning through conventional methods, such as teacher-led explanations and direct reading practice.

Data Analysis

The collected data from the pretest and posttest were analyzed using statistical tests to ensure the reliability and validity of the findings. First, a normality test was conducted using the Kolmogorov-Smirnov or Shapiro-Wilk test to determine whether the data were normally distributed. Second, a homogeneity test was performed using Levene's Test to confirm whether the variance between the experimental and control groups was equal. These tests were essential in determining the appropriate statistical analysis method (Arikunto, 2022). If the data met the assumptions of normality and homogeneity, an Independent Sample T-Test was used to compare the differences in poetry reading skills between the experimental and control groups. This statistical test helped determine whether interactive learning media had a significant effect on students' poetry reading ability. If the data did not meet normality or homogeneity assumptions, a non-parametric alternative test would be considered.

RESULT AND DISCUSSION

In the pretest stage, it was shown that the poetry reading ability of students in both groups was still almost the same. Many students still had problems with intonation, expression, and understanding of poetry. They also failed to read poetry in an expressive and uninteresting way. Mistakes in placing important words also indicated an inability to understand the meaning of poetry. Here are the results of the pretest.

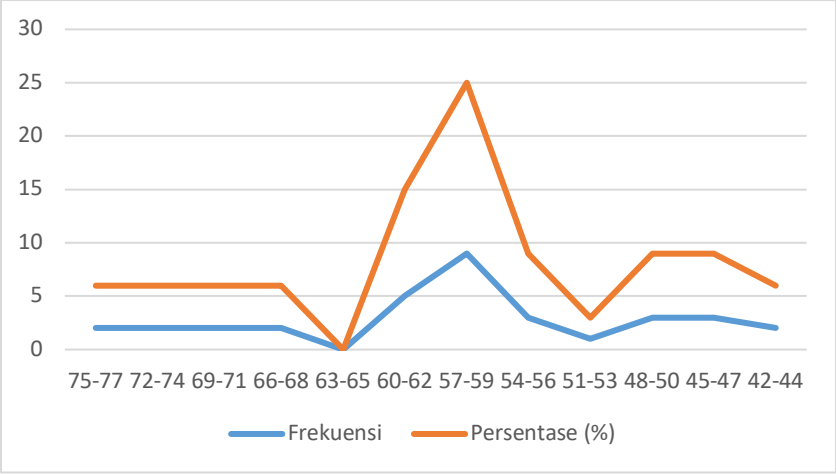

Figure 1. Pretest Frequency Distribution

Based on the table above, it can be concluded that the highest percentage of pretest (initial test) at a value of 57-59 is 9 people with a percentage of 25% while the lowest percentage of pretest (initial test) at a value of 51-53 is 1 person with a percentage of 3%. Furthermore, the frequency distribution table of posttest (final test) is as follows.

The average pretest scores of the experimental and control groups did not show significant differences, according to the results of data analysis. However, after the experimental group was given interactive learning media, the posttest scores of the experimental group were higher than those of the control group.

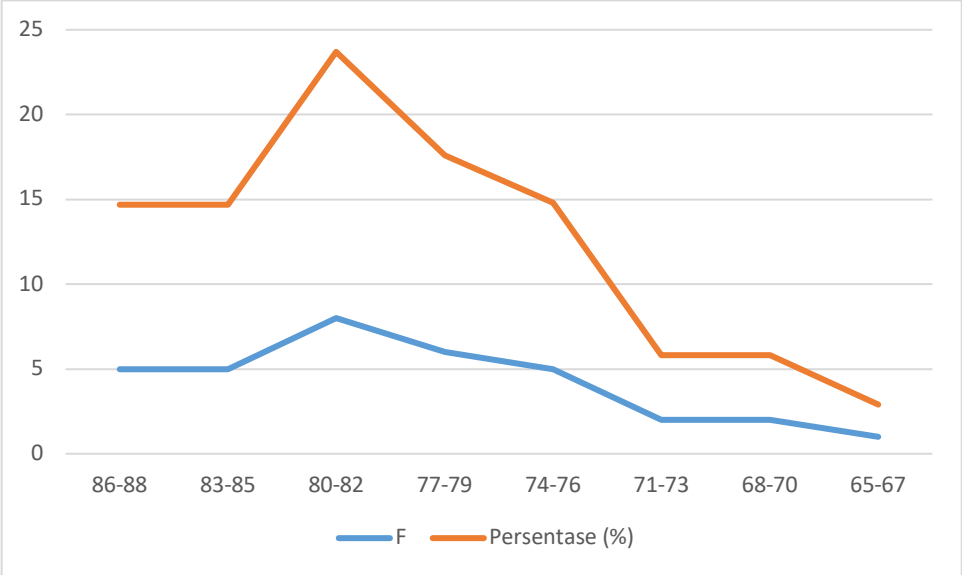

Figure 2. Posttest Frequency Distribution

Based on the table above, it can be concluded that the highest percentage of posttest (final test) at a value of 80-82 was 8 people with a percentage of 23.7%, 86-88 was 5 people with a percentage of 14.7% and 83-85 was 5 people with a percentage of 14.7% while the lowest percentage of posttest (final test) at a value of 71-72 was 2 people with a percentage of 5.8% and 78-70 was 2 people with a percentage of 5.8%, the lowest was 65-67 was 1 person with a percentage of 2.9%.

The results of the comparison between the pretest and posttest can be seen in the following table:

Table 1. Pretest and Posttest Results

X MIPA 3	Number of Students (N)	Highest Value (R)	Lowest Value (L)	DeviationStandard (S)	Average
Pretest	30	77	42	9,241	58.59

Posttest	30	88	65	8,555	67.18

To test the research hypothesis, a normality test was carried out.Normality test is conducted to determine whether the data obtained from each variable is normally distributed. In this study, the normality test was conducted using the Kolmogorov-Smirnov test with the help of SPSS 20. The normality test of data analysis can be seen in table 2.

Table 2. Normality Test

No	X MIPA 3	Kolmogorov-Smirnov			Information
		Statistics	df	Sig	
1	*Pretest*	0.834	30	0.490	Normal
2	*Posttest*	0.634	30	0.816	Normal

Based on the normality test conducted, the pretest value was obtained as 0.490 > 0.05 and the posttest value was 0.816 > 0.05 (significant level). So it can be concluded that the pretest and posttest data are normally distributed.

After the normality test was conducted, the researcher conducted a homogeneity test, the test used in the homogeneity test is the F test, namely by comparing the largest variance and the smallest variance. The requirement for a homogeneous variance is if the calculated F is smaller than the Ftable at a significance level of α 0.05. The homogeneity test of data analysis can be seen in table 3.

Table 3. Homogeneity Test

X MIPA 3	Fcount	Ftable	dk	df	Information
Pretest	0.857	2,883	3	34	Homogeneous
Posttest					

From the calculation above, the Fcount (Fh) value is 0.857 and Ltable (Ft) at α = 0.05; dk 3 and df 34, the value is 2.883. So Fh is smaller than Ft (Fcount = 0.857 ≤ Ftable = 2.883). The testing criteria state that if Fcount ≤ Ftable, then Ho is accepted. Thus, it can be concluded that the data has the same variance or the data comes from a homogeneous population.

Based on the normality test and homogeneity test, the results obtained that the pretest and posttest were normally distributed and both variances were homogeneous, then the data can be tested for hypothesis. Hypothesis testing is carried out to determine whether the use of interactive learning media has an effect on poetry reading skills. In this study, the hypothesis test uses the t-test. This statistical hypothesis test is Ho: μ1 - μ2 and Ha: μ1 > μ2. From the results of the t-test calculation, the hypothesis test is as follows.

Table 4. Hypothesis Testing

X MIPA 3	t_{count}	t_{table}	Dk	α
Posttest	7,857	2,353	3	0.05
Pretest				

Based on the table above, it can be concluded that the t count is 7.857. The t table value is obtained from the t table with dk 3 and a significance level (α) of 0.05, which is 2.353. Comparing the t count value with the t table, 7.857> 2.353 means that this is in accordance with the testing criteria, so Ho is rejected and Ha is accepted.

The findings of this study indicate that interactive learning media significantly improves students' poetry reading abilities. The pretest results showed that many students struggled with intonation, expression, and comprehension, resulting in low initial scores. After using interactive learning media, students in the experimental group demonstrated notable improvements in fluency, emotional expression, and rhythm, as reflected in the higher posttest scores. These results align with Riyana (2019), who found that interactive learning tools enhance students' engagement and comprehension in language learning.

One key finding is that students exposed to interactive media-based learning showed higher motivation and confidence in poetry reading compared to those in the control group. This supports Setiawan (2021), who emphasized that technology-based learning fosters active student participation and improves literacy skills. The interactive elements, such as visuals, animations, and audio demonstrations, allowed students to model correct pronunciation and expression, making poetry reading more engaging and effective.

Additionally, observation data revealed that students in the experimental group engaged more actively in the learning process, frequently practicing and refining their poetry reading skills. In contrast, students in the control group, who were taught through traditional methods, exhibited less enthusiasm and limited progress. This reinforces Yulianti (2020), who noted that students learn better when provided with interactive and multimodal resources rather than relying solely on lecture-based instruction.

Despite these promising results, some students still faced challenges in adjusting to interactive learning media, particularly those with low digital literacy or limited access to technology. This aligns with Semenova (2022), who highlighted that unequal access to digital resources can create disparities in learning outcomes. Therefore, future research should explore strategies for integrating interactive learning media in schools with limited technological infrastructure to ensure equal learning opportunities for all students.

Overall, the results confirm that interactive learning media is an effective approach for enhancing poetry reading skills. The significant improvements in posttest

scores, increased student engagement, and positive learning experiences suggest that teachers should integrate digital tools into literature education. Future studies should investigate long-term effects and explore different types of interactive media to further improve poetry reading instruction.

CONCLUSION

The findings of this study confirm that interactive learning media significantly improves students' poetry reading ability. The results show an increase in the average score from 58.59 (pretest) to 67.18 (posttest), indicating a notable improvement in intonation, expression, and comprehension. Hypothesis testing using a t-test further supports this conclusion, with a t-count value of 7.857, which is greater than the t-table value of 2.353, leading to the rejection of H_0 and acceptance of H_a. These results suggest that integrating interactive learning media into poetry reading instruction enhances students' engagement and fluency compared to conventional methods. Given its effectiveness, educators are encouraged to adopt digital tools, animations, and interactive exercises to create a more engaging learning experience. Future research should explore the long-term impact of interactive learning media on poetry reading skills and assess its effectiveness across different student demographics and learning environments. Additionally, addressing technological accessibility challenges will be crucial in ensuring that all students benefit from interactive learning tools.

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