

THE USE OF THE DEMONSTRATION METHOD TO ENHANCE PRIMARY SCHOOL STUDENTS' ABILITY IN RECITING POETRY

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Abstract:

The purpose of this classroom action study was to investigate the challenges sixth-grade students of Elementary School, had when performing poetry. The study sought to determine whether the demonstration technique could help students become more proficient at reciting poetry and what actions needed to be taken in the classroom to help students become more proficient. Two cycles of the study were conducted, each of which followed the same steps. Performance-based testing and observation were used to gather data. Pre-cycle results revealed low starting performance: 5 students (13.89%) received a score of 6, 17 students (47.22%) received a score of 5, and 14 students (38.89%) received a score of 4. With 11 students (30.55%) scoring 7, 20 students (55.56%) scoring 6, and 5 students (13.89%) earning 5, Cycle I showed improvement. With 24 students (66.67%) receiving a score of 10, 6 students (16.67%) receiving a score of 9, and 5 students (13.89%) receiving a score of 8, significant progress was made in Cycle II. The trial was ended since Cycle II satisfied the predefined success criteria. The results show that the demonstration approach successfully enhances students' ability to recite poetry and encourages active learning.

Keywords: demonstration method, reciting, poetry, school, students

INTRODUCTION

People can convey their thoughts, ideas, and feelings through language, which is a basic kind of communication. Speaking and writing are two of the four fundamental language skills such as listening, speaking, reading, and writing that are essential for directly communicating meaning to other people (Mantra & Staupelyte, 2024). Poetry, prose, novels, short stories, and other forms of expression can all be used to improve writing abilities. However, written literary works must be read and given well in addition to being well-written if they are to be valued and comprehended by audiences (Rustan et al., 2021).

Poetry, one of the most expressive literary language genres, is the subject of this research. Poetry's emphasis on concise language, rhythm, sound patterns, and profound meaning sets it apart from other literary forms (Komala & Putri, 2025). Therefore, comprehending poetry necessitates oral performance that integrates meaning, emotion, sound, and expression in addition to quiet reading (Aisyah et al., 2025; Kustyamegasari & Subrata, 2025). Poetry recitation makes a poem accessible and relevant to listeners by enabling readers to interpret and convey its aesthetic and emotional aspects. Students in Elementary School shown a limited capacity for competent poetry recitation, according to early



assessments. When performing poetry, a lot of students had trouble with confidence, expression, rhythm, intonation, and pronunciation (Suwastini & Dewi, 2023).

Low student involvement and little progress in poem recitation abilities were the results of teaching methods that tended to place more emphasis on reading comprehension than oral performance (Kamala & Abdul Aziz, 2020). These difficulties point to the necessity of an educational strategy that actively models the proper performance of poetry. The demonstrative method is one teaching approach that is seen to be appropriate for dealing with this problem (Mantra et al., 2023). When reciting poetry, teachers model proper pronunciation, intonation, rhythm, voice projection, and expression. This approach gives students the opportunity to watch first-hand how a poem is delivered and offers a clear model that they may follow and practise (Babazade, 2024; Rahman Bidita & Rahman, n.d.).

The demonstrative technique helps students grasp the poem's message as well as how sound, rhythm, and expression contribute to its overall effect by including them both visually and aurally (Wapa et al., 2025). There are various crucial steps involved in reciting poetry through example. Students must first read the poem and comprehend its themes, feelings, and content in order to get ready. Second, in order to effectively communicate meaning, voice methods such as suitable intonation, volume control, pace, and clear articulation must be considered. Third, students must identify and use sound components like rhythm and repetition that accentuate the poem's beauty. Fourth, using expressive language patterns enhances emotional delivery and interpretation (Peng, 2024; Sanchez-Hernandez & Martinez-Flor, 2022).

In order to promote ongoing improvement, the demonstration process also incorporates student practice, teacher modelling, feedback, reflection, and reinforcement (Mantra et al., 2022). This classroom action research was carried out to investigate the efficacy of the demonstration technique in enhancing students' poetry recitation abilities, taking into account the significance of oral performance in poetry learning and the difficulties encountered by students. Thus, the study was conducted to enhance the students' ability in poetry recitation skills through the demonstrative method.

RESEARCH METHOD

This study used a classroom action research design with the goal of using the demonstration technique to help Grade VI students at State Elementary School in Denpasar improve their poetry recitation skills. 36 students in Grade VI consisting of 17 girls and 19 boys participated in this study. The researcher in this study was the classroom instructor, who used reflective methods to assess student learning and make instructional modifications (Allan, 2020; Mertler, 2024). The teacher was able to pinpoint learning issues, implement focused interventions, and evaluate their efficacy in an actual classroom setting to this method.

The goal of the study was to improve students' poetry recitation skills by

using the demonstration approach. Because it involves the application of certain instructional practices intended to provide quantifiable changes in students' learning outcomes, this research was experimental and action-oriented. The four phases of the classroom action research model such as planning, action, observation, and reflection were followed in this study. The study was carried out in two cycles, each of which followed the same set of steps. Lesson plans and educational resources were created during the planning phase. Using the demonstrative approach in poetry learning exercises was part of the action stage. While reflection was used to assess each cycle's outcomes and identify areas that needed improvement for the following cycle, observation was employed to document student performance and involvement. Once the predefined success indicators were met, the study was completed in the second cycle.

Performance-based assessments and observation were used to gather data. Students' participation, confidence, and engagement during poetry recitation exercises were the main points of observation. At the conclusion of each cycle, tests were utilised to gauge students' proficiency in reciting poetry and their learning objectives. Students' raw scores were transformed into standardised scores using an absolute scoring scale as part of the descriptive quantitative approaches used in the data analysis. Students' performance from the pre-cycle through the first and second cycles was compared in the analysis. To find the overall improvement in learning outcomes, the mean score was computed by dividing the total score by the number of students.

FINDINGS AND DISCUSSION

The two primary goals of this study were to: (1) determine whether the demonstration method can enhance the poetry recitation skills of sixth-grade students at State Elementary School in Denpasar; and (2) determine the best teaching strategies for enhancing students' poetry recitation abilities through the demonstration method. Three phases of the research were conducted in order to achieve these goals: Cycle I, Cycle II, and a pre-cycle (starting condition). To ascertain the students' baseline proficiency in reciting poetry, the pre-cycle was conducted as an initial performance test. At this point, there was no formal training or demonstration of poetry recitation techniques; instead, students were just given a brief overview of poetry definitions and examples.

The pre-cycle data revealed an average score of 4.86 and a total standard score of 175. 5 students (13.89%) received a score of 6, 17 students (47.22%) received a score of 5, and 14 students (38.89%) received a score of 4 after the raw scores were converted into standard scores using an 11-point scale. The predefined success criterion of an average score of 7.5 was not met by these data. Limited student attention, low involvement, a lack of confidence to ask questions, and a lack of comprehension of the grading criteria for poetry recitation were all cited as reasons for the poor performance.

Cycle I was implemented with an emphasis on using the demonstration approach because the pre-cycle failed to meet the aim. During this cycle, the

instructor clearly demonstrated how to read poetry and described the elements of the assessment, such as voice control, expression, rhythm, pronunciation, and intonation. Under supervision, students were encouraged to practise reciting poems and to actively participate. With an average score of 7.11 and a total standard score of 256, Cycle I's results demonstrated progress. Following score conversion, 11 students (30.55%) received a score of 7, 20 students (55.56%) received a score of 6, and 5 students (13.89%) received a score of 5.

Despite an improvement in student performance over the pre-cycle period, the aggregate average failed to fully meet the success requirement. Unreliable student focus, a lack of comprehension of recitation strategies, and trouble implementing evaluation elements during performance were the remaining difficulties. Improvements to instruction were made in Cycle II based on the Cycle I reflection. More thorough supervision was given, explanations were reinforced, students' comprehension was regularly assessed through questioning, and ongoing direction and feedback were given during practice sessions.

Additionally, students received assistance in identifying and using the evaluation criteria with greater assurance. Consequently, Cycle II showed a notable improvement. With an average score of 7.83, the overall standard score rose to 282, surpassing the goal. 24 students (66.67%) received a score of 10 after the 11-point scale was converted, 6 students (16.67%) received a score of 9, and 5 students (13.89%) received a score of 8. The classroom action research was ended at this point because Cycle II fully met the success indicators.

Discussion

According to the results of this classroom action research, when used methodically and thoughtfully, the demonstration approach significantly enhances students' capacity to recite poetry. Students' poetry recitation abilities fell short of the desired norm, with average scores falling short of the predefined target of 7.5, according to preliminary observations. Even though the classroom teacher reported these preliminary findings, the researchers felt that in order to gather unbiased and methodical information, structured classroom action research was required to confirm the condition.

The pre-cycle implementation functioned as a baseline evaluation to determine the students' starting skills and learning environments. The teacher's observations were amply supported by the pre-cycle results. The low distribution of scores just 13.89% of students received a score of 6, while the majority had a score of 5 or lower reflects the majority of students' inadequate proficiency in reciting poetry. These findings imply that students had not yet attained a sufficient level of proficiency in key elements of poetry recitation, including voice projection, intonation, rhythm, expressiveness, and pronunciation.

Additionally, observations made in the classroom identified a number of reasons that contributed to this poor performance. Many students were not aware of the precise standards utilised to evaluate poetry recitation, did not pay careful attention during instruction, and were reluctant to ask questions because

they lacked confidence. Students tended to recite poetry mechanically as a result, without an emotive delivery and an awareness of performance skills. Cycle I was created to better clearly convey the demonstration approach based on the flaws found in the pre-cycle. In order to give the students more precise direction, the instructor clarified the assessment components and gave examples of appropriate poetry reciting techniques during this cycle. Students' performance significantly improved when Cycle I was implemented as compared to the pre-cycle. Both the total average score and the number of students attaining higher marks improved. Nevertheless, the desired score of 7.5 had not yet been reached in spite of this advancement.

The findings of Cycle I showed that while students started to grasp the fundamentals of reciting poetry, many still found it difficult to use them regularly. Some students struggled to absorb the presentation, others stayed unfocused during class, and a number of students were still unclear about how to successfully combine expressiveness, rhythm, and voice control during recitation. The necessity for closer teacher supervision and more thorough instruction was brought to light during Cycle I's reflection stage. As a result, Cycle II included a number of teaching enhancements. The instructor made sure that students were paying attention during demonstrations, enhanced direct monitoring of student engagement, and regularly assessed students' comprehension by posing questions at every learning phase. Students also had more opportunity for practice under guidance, and the instructor gave them prompt, helpful comments on how they performed. Students were able to employ recitation strategies with greater confidence and awareness of the assessment criteria thanks to this strategy.

The outcomes of Cycle II demonstrated the influence of these enhancements. All students achieved scores above the target, indicating a significant improvement in student performance. The majority of students (66.67%) achieved the highest score, demonstrating a high level of proficiency in reciting poetry. High marks were also attained by the remaining students, demonstrating the class's steady progress. These results imply that the demonstration technique can successfully improve students' poetry reciting skills when paired with ongoing instruction, active student participation, and explicit evaluation standards.

Furthermore, the findings show that attaining significant learning outcomes requires iterative reflection and development, which are fundamental concepts of classroom action research. Overall, the conversation demonstrates that the demonstration technique is beneficial for enhancing students' confidence, engagement, and comprehension of literary performance in addition to improving the technical qualities of reciting poetry. This approach can be a useful and successful teaching style for teaching poetry recitation at the elementary school level, as evidenced by Cycle II's successful target attainment.

CONCLUSION

Based on to the results of this classroom action research, the students' poetry recitation skills were initially below the required level. According to the pre-cycle results, the majority of students had low marks, and none of them attained the desired average of 7.5. Numerous reasons contributed to this condition, such as students' inability to pay attention in class, their lack of confidence when asking questions, and their ignorance of the assessment components of poetry recitation. Although Cycle I's implementation shown some progress, the goal had not yet been entirely met because students were still having trouble comprehending the subject matter and using efficient poetry reciting strategies.

Following the implementation of instructional modifications, Cycle II showed significant improvement. Student performance improved as a result of increased teacher supervision, systematic monitoring of students' comprehension, ongoing practice advice, and explicit explanation of evaluation standards. All students surpassed the minimum goal, and most of them received good scores, according to the final results. These results suggest that the demonstration approach is a useful tool for enhancing students' poetry reciting abilities when used regularly and accompanied by active coaching and reflection. For teaching poetry recitation at the primary school level, the demonstrative technique can therefore be suggested as a successful teaching strategy.

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