IMPLEMENTATION OF CLASSIC POETRY LEARNING VIDEO IN CHINESE LITERATURE

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Abstract: This study aims to determine the increase in the understanding of the students about classical Chinese poetry with and without learning videos of Chinese literature. The implementation of this video is expected to make the learning process easier for the students to understand the meaning contained in classical poetry. This study used an experimental method with the static group pretest and posttest design, using tests as means of collecting research data. The population in this study were students of class A and B of Chinese Language Education of 2019, in total of 52 students. Sampling was carried out randomly with a non-random sampling method, which two experimental groups class A and class B. Class A studied Poetry 1 entitled 春夜喜雨 and class B studied Poetry 2 entitled 春晓. The results showed that understanding of the students about Poetry 1 increased 58.94%, while the understanding of the students about Poetry 2 also increased 36.21%. Referring to these results, it can be concluded that with the learning videos students can be more easily understand the implicit meaning of classical Chinese poetry.

Keywords: *Classic poetry; Learning Video, Chinese Literature*

INTRODUCTION

Currently, both teachers and lecturers are competing to provide innovations in classroom learning. Many teachers and lecturers apply technology or digital media in Mandarin learning, including lecturers at the Mandarin Education study program, Universitas Negeri Malang.

During the learning process, lecturers often have difficulty delivering material to their students. This is due to the lack of innovative methods and the use of instructional media. In learning Mandarin, that causes students to experience difficulties in learning the material.

At Universitas Negeri Malang, students are not only required to master 4 language skills but also are expected to master literature. Based on the interview results, a topic that is difficult to understand is classical Chinese poetry in the Chinese literature course. Students are not only required to memorize poetry but also have to understand the meaning of the poem. What's more, classical Chinese poetry uses a language that is quite difficult to understand, namely using ancient Chinese vocabulary (McBride-Chang: 2006). Students think this subject is not balanced with media that can help understand poetry. So far, lecturers only use PowerPoint media, it is not enough for students to be able to understand poetry well.

Talking about literature learning, in schools and colleges the goals that must be achieved are that students can enjoy, appreciate, understand, and take advantage of literary works; develop personality, broaden life horizons, and increase knowledge and language skills (Angelova: 2016). But in reality, the method used in learning Chinese literature courses is a conventional learning method, it does not use the latest media that can make learning more interesting.

Metacognition theory states that students who learn must have certain abilities to regulate and control what they learn (Ozturk: 2017). In detail, Woolfolk in Uno (Astuti:2018) states that ability includes four types, namely problem-solving skills, decision-making abilities, critical thinking skills, and creative thinking skills. If these four abilities can be developed by students through the learning process, it can be estimated that the quality of student learning outcomes at least meets the demands of today's society.

Chinese classical poetry learning videos can be an alternative media to accompany textbooks or other media used by lecturers to help students understand the material. Classical Chinese poetry learning videos are learning videos that contain explanations of classical Chinese poetry. In each video, there is a detailed explanation of the implied and implied meanings of classical Chinese poetry along with the stories and cultural elements of the culture behind the poetry. This video is a practical medium that can be accessed anywhere and can support

the online learning process. This is what underlies the researcher to apply classical Chinese poetry learning videos to make it easier for Universitas Negeri Malang students to understand the meaning of classical Chinese poetry.

METHOD

This study is an experimental study, with the design used by The Static Group Pre-test Post-test Design (Ma, C. M:2019) and the procedure is described in table 1.

Group	Pre-test	Treatment	Post-test
E1	X1	T1	X2
E2	Y1	T2	Y2

Tabel 1. The Static Group Pre-test Post-test Design

The population of this study was students of the Chinese Language Education study program, Universitas Negeri Malang who were taking Chinese Literature courses. The total population is 52 students who are divided into 2 study groups or classes. The two classes were divided into 2 groups of instrument testing and 2 groups of experimental or research samples. Sampling was done by lottery. The results of the lottery were carried out to get grade 2 students as the experimental group 1 in poetry learning 1 and group 1 as the experimental group 2 to learn poetry 2.

This study used a test instrument in the form of a description containing several measurable aspects of students' understanding of implied meanings, explicit meanings, and socio-cultural elements in poetry. The test is used as a data collection tool to obtain data about student learning outcomes in understanding poetry. The test was carried out twice, namely at the beginning before the respondent received treatment (pre-test) and at the end after the respondent received treatment (post-test).

The test instruments used in the test were questions about the difficulty level, validity, and question reliability. The next analysis after the instrument is tested is hypothesis testing using the t-test, but before testing the hypothesis, the normality and homogeneity test is carried out first to determine that the results obtained are normally distributed and the two experimental groups. have the same level of variance or not.

No	Analysis	Aspects measured / indicators				
		1	2	3	4	5
1	Level of Difficulty	0.6296	0.4074	0.4444	0.4815	0.6667
2	Validity	0.8168	0.9074	0.7191	0.7939	0.7964
3	Reliability			0.8613		

Table 2. Test Results of Poetry Instruments 1

No	Analysis	Aspects measured / indicators				
		1	2	3	4	5
1	Level of Difficulty	0.5556	0.3704	0.4444	0.5185	0.5926
2	Validity	0.6912	0.7673	0.4991	0.6814	0.7483
3	Reliability			0.7127		

Table 3.Test Results of Poetry Instruments 2

RESULTS AND DISCUSSION

The results of the trial calculation of the video poetry 1 and 2 poetry learning instruments resulted in the difficulty level of the questions on moderate criteria. According to Sudijono (2008: 373) the difficulty level of the questions is between 0.30 - 0.70 with moderate criteria. The validity test uses content validity, which is the validity seen in terms of the content of the test itself as a means of measuring learning outcomes (Sudijono, 2008: 164). The results of the validity test of the video poetry 1 and 2 poetry learning instruments resulted in a valid instrument.

The reliability test uses internal reliability, which is an instrument obtained by analyzing data from one-time results (Arikunto, 2006: 180). The reliability formula used is the alpha formula because the form of the essay test with the score sought is a range between several values. The results of the reliability test of the video learning instruments for poetry 1 and poetry 2 resulted in a reliable instrument.

The results of testing the video learning instrument for poetry 1 and poetry 2 which include the level of difficulty, validity and reliability are presented in table 2 and table 3. The results of descriptive analysis of the mean value of pre-test, post-test and the improvement of students' abilities in the video learning instrument for poetry 1 and poetry learning 2 are presented in table 4.

Based on table 4, it can be seen that the classical poetry learning video can improve students' understanding in understanding poetry 1 and poetry 2. The results of the increase in the video learning instrument for poetry 1 are 24.45 and the video instrument for learning poetry 2 is 14.62. From these results it can be seen that there is a difference in the increase in student learning outcomes in understanding poetry 1 which is higher than the increase in learning outcomes of poetry 2.

The results of the normality test of the two experimental groups, namely the experimental group 1 applied the poetry learning video 1 and the experimental group 2 used the poetry learning video 2. Obtained x^2 count $<x^2$ table. So from these results it can be concluded that the samples are normally distributed and presented in table 5.

The results of the homogeneous test or the similarity of the two variances of the two experimental groups showed that the results of the post-test data analysis carried out obtained Fcount 1.47 <Ftable 2.22. The conclusion of this homogeneous test is that the population of this study has the same variant or both groups are included in the homogeneous criteria. These results are presented in table 6.

Results of the t-test The posttest values of the experimental and experimental group 2 are shown in table 7. Based on the posttest results after the t-test was carried out where t-count > t-table there was an increase. in the post-test means were compared with the pre-test scores between the two experimental groups. In this case, the average increase in the experimental group 1 in using video learning poetry 1 was higher than that in using video 2.

Source Varian	Experiment 1	Experiment 2
X^2_{cal}	3,74	6,2
X^2_{Table}	14,07	14
Criteria	Normal	Normal

Table 4. Post-test Score Normality Test Results

Group	Varian	dk	F_{cal}	F_{Table}
Experiment 1	332,77	26	1,47	2,22
Experiment 2	378	25		

Table 5. Variant Homogeneous Test Results

Source variant	Mean	T_{cal}	T_{Table}	Criteria
Experiment 1	65,93	15,08	2,01	Ha
Experiment 2	55,00			

Table 6. T-test results Post-test values

The results of the initial analysis of the pre-test results between the two experimental groups 1 and 2 show that the initial abilities of the two experimental groups are the same. So that with no difference in initial ability, the two experimental groups met the criteria for further research.Comparison of this study with previous research that distinguishes the treatment carried out where in the previous study using animation learning media while in this study using classical poetry video learning. However, if you look deeper, the animation media is actually part of the video. This is in accordance with Lytle (2018). Video is a series of animated clip files, audio files and animated image files which are then edited, edited and given effects. So from this statement it can be justified that the use of instructional media, especially video, can improve students' ability to understand the implicit meaning of poetry, implied meanings and the socio-cultural elements behind each poem.

The use of classical poetry videos in delivering material provides more understanding and motivation to learn because the video contains audio-visual displays that explain the meaning of the poetry more clearly. In

addition, the video also explains the visualization of poetry in the form of a scene depicting the meaning of the poem.

The results of the post-test descriptive analysis of the experimental group 1 showed a higher increase compared to the experimental group 2. This increase made poetry 1 easier to understand because when viewed from the vocabulary it was easier to understand and possess. less vocabulary. In contrast, the results of the post-test descriptive analysis in the experimental group 2 showed lower results compared to the experimental group 1. This is possible because in experiment 1 students did not understand the meaning of vocabulary in poetry 2. In addition, it was also because the students' Mandarin language skills in semester 3 were still lacking.

The results of the calculation of the average similarity test for the experimental group 1 and the experimental group 2 indicate that there is a difference in the ability to understand the meaning of poetry between the two experimental groups. This confirms the results of the previous descriptive analysis that the increase in the ability to understand the meaning of poetry in the experimental group 1 was higher than the experimental group 2.

CONCLUSION

Based on the results of research and discussion, it can be concluded that there is an increase in the ability of students to understand the meaning of poetry 1 and poetry 2. This increase explains that the application of video 1 has increased higher than video 2. So from this conclusion it can be concluded that video 1 is easier to understand. than video 2.

Based on the above conclusions, the suggested suggestion is that the use of video poetry can improve student learning outcomes in Chinese Literature courses, so that teachers or lecturers in Chinese Literature courses can use these media in learning, in order to obtain better learning outcomes. Other researchers can carry out similar follow-up research on learning using videos on other materials, so that it can be seen whether the use of videos can improve learning outcomes in other competencies.

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