



The Influence of Using the Vn Application on the Poetry Learning Motivation of Class X Students of SMA Negeri 7 North Luwu

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Abstract

The aim of this research is to determine the effect of using the VN application on the motivation to learn poetry in class X students at SMA Negeri 7 North Luwu. This type of research is Pre-Experimental Design (non design). The population in this study were students of SMA Negeri 7 North Luwu with selected samples from class X.1 of SMA Negeri 7 North Luwu. The assessment instruments used in this research are observation, documentation, and observation results test sheets. The data collection technique is by using documentation and tests. The analysis used in this research is descriptive analysis and inferential analysis. The results of this research show that the use of the VN application can be used as a medium in learning Indonesian, especially reading and musicalizing poetry because it can provide efficiency in learning and effectiveness for students in demonstrating reading and musicalizing poetry, thereby increasing student learning motivation. This was obtained from processing the hypothesis. 2.378 is greater than the critical value of t (2.032), meaning that H₀ is rejected and H₁ is accepted. Thus, the results of the hypothesis test show that using the VN application in editing videos of reading and musicalizing poetry significantly increases students' learning motivation compared to using the default smartphone editing application at SMA Negeri 7 North Luwu.

Keywords : VN Application, Learning Motivation, Poetry

Abstract

The aim of this research is to determine the effect of using the VN application on the motivation to learn poetry in class X students at SMA Negeri 7 North Luwu. This type of research is Pre-Experimental Design (non design). The population in this study were students of SMA Negeri 7 North Luwu with selected samples from class X.1 of SMA Negeri 7 North Luwu. The assessment instruments used in this research are observation, documentation and test sheets of observation results. The data collection technique is by using documentation and tests. The analysis used in this research is descriptive analysis and inferential analysis. The results of this research show that the use of the VN application can be used as a medium in learning Indonesian, especially reading and musicalizing poetry because it can provide efficiency in learning and effectiveness for students in demonstrating reading and musicalizing poetry, thereby increasing student learning motivation. This was obtained from processing the hypothesis. 2.378 is greater than the critical value of t (2.032), meaning that H₀ is rejected and H₁ is accepted. Thus, the results of the hypothesis test show that using the VN application in editing videos of reading and musicalizing poetry significantly increases students' learning motivation compared to using the default smartphone editing application at SMA Negeri 7 North Luwu..

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Introduction

In essence, education acts as a bridge that will connect individuals with the environment in the midst of an increasingly developing era of globalization, so that individuals are able to act as quality human resources (HR). Quality human resources will be able to control, master and utilize science and technology well. Educational activities in the learning process are very important to study because these activities are processes that must be mastered by a teacher. Apart from that, learning is a process to help students learn well.

According to Republic of Indonesia Law Number 20 of 2003 concerning the National Education System article 1 paragraph 1 that education is "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by himself, society, nation and state."

Learning cannot be separated from the tools of plans and guidelines in the educational process which are regulated in the curriculum. Curriculum is a plan that is deliberately prepared to expedite the process of teaching and learning activities under the auspices, guidance and responsibility of a school or educational institution. As for Indonesia, in Law no. 20 of 2003 article 1 paragraph (19), the constitution states that the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals. Language learning cannot be separated from the four aspects of language skills that are usually used to communicate, namely listening, speaking, reading and writing. In this research, more specific language skills were used to determine the extent of students' speaking skills.

Mastering speaking skills has significant benefits for students, namely students are able to convey thoughts and

ideas clearly and convincingly, allowing students to communicate effectively in various situations. In an educational context, speaking skills support active participation in class such as presentations and group discussions which can improve academic performance and increase students' self-confidence. Students who are proficient in speaking can convey ideas and information clearly and in a structured manner, making it easier for listeners to understand. In the world of work, speaking skills are the key to success in presentations, negotiations, and collaboration with colleagues. Thus, mastering speaking skills not only contributes to students' personal development, but also provides a strong foundation for various aspects of their lives.

The curriculum used at SMA Negeri 7 North Luwu is the independent curriculum. In the independent curriculum there are Learning Outcomes (CP), namely learning competencies that students must achieve at each phase of development. The learning outcomes of Indonesian language subjects in phase E are based on the elements of speaking and presenting skills, namely that students are able to process and present ideas, thoughts, views, directions or messages for the purpose of submitting proposals, formulating problems and solutions in the form of monologues, dialogues and speeches in a written manner. logical, systematic, critical, and creative in communicating ideas and ideas. Students are able to create expressions in accordance with politeness norms in communication. Students play a more active role in discussions by preparing discussion materials, carrying out assignments and functioning in discussions. They can creatively convey sympathy, empathy, feelings and appreciation through various fictional and non-fiction texts in a multimodal manner. The learning outcomes for Indonesian language subjects in phase E based on the elements of speaking and presenting skills described above are in line with the research I conducted .

Based on initial observations carried out at SMA Negeri 7 North Luwu,

information was obtained that learning Indonesian, especially poetry reading and musical material, had never involved students using digital media, especially video editing applications. Apart from that, the problem faced by students is the lack of ability to use musical instruments when reading poetry or musicalizing poetry.

Therefore, in Indonesian Language and Literature lessons teachers should be able to use learning techniques that can increase students' active, creative and innovative processes by using technology-based media.

Several factors that result in students' lack of ability to use musical instruments when reading or musicalizing poetry are students who do not have experience or skills in playing musical instruments. Apart from that, students who feel confused or unsure about choosing a musical instrument that suits the nuance or theme of the poem are less able to produce a harmonious connection between poetry and music. These factors result in problems faced by students in reading or musicalizing poetry. It is hoped that the use of digital technology will be a way out in addressing these problems.

Students can use video editing applications to utilize digital media as a solution that supports the reading and musicalization of poetry. By using a video editing application, students can learn to read poetry flexibly and effectively. In this research, the VN application will be used to assist the learning process of reading material and musicalizing poetry. The VN application was chosen because it is easy to access and can be downloaded for free via the Google Play Store for Android and the App Store for iOS. The selection of the NV application is also based on the visual appearance of the VN application which is very simple, easy to understand and easy to learn, especially for users who are just learning to do video editing. The VN application has quite complete features for carrying out the video editing process. These features include adding video layers, adding music, cutting videos, and adding various effects to videos.

The use of the VN application in video editing in learning to read and musicalize poetry makes learning run effectively and efficiently. With this effective learning, it can be hoped that students will be able to use the knowledge they gain from the things or processes that occur in reading and musicalizing poetry, such as critical thinking, appreciating works, feeling sensitive, providing interpretations and interpreting texts. literature. Furthermore, this learning can improve students' cognitive, emotive and evaluative aspects. These three aspects are related to the activities of reading and musicalizing poetry. The cognitive aspect used in understanding the elements in poetry is objective. Then the emotive aspect is used to feel or appreciate the emotional and subjective elements in poetry. Then the evaluative aspect is related to assessing whether the literary work being read is beautiful or not beautiful.

Based on the description above, the researcher is interested in carrying out research actions with the title "The Effect of Using the VN Application in Learning Poetry in Class X Students of SMA Negeri 7 North Luwu".

Method

Types of research

The type of research used is quantitative research with an experimental research design. According to Sugiyono (2018: 72), experimental research methods can be explained as methods used to test the effect of a treatment on other variables under controlled conditions. The experimental research method applied in this study is Pre-Experimental Design (non design), due to the existence of external variables that influence the dependent variable. As a result, the results of the experiment, which are the dependent variables, are not only influenced by the independent variables. This condition arises because there is no control variable and sampling is not random (Sugiyono, 2018:109).

Place and time of research

This research was carried out in North Luwu Regency, more precisely at SMA Negeri 7 North Luwu. The choice of location was based on initial observations made by researchers because at this school data was obtained that Indonesian language learning, especially poetry reading and musical material, had never involved students using digital media, especially video editing applications. This research was conducted in class X.1 in the even semester of the 2023/2024 academic year.

Research design

Research design is the method chosen to carry out research procedures or steps. This experimental research utilizes a quasi-experimental research design with a non-equivalent control group design. This design is similar to the pretest posttest control group design, but the difference lies in the selection of the experimental group and control group which is not random.

Research variable

This research consists of two variables, namely the independent variable and the dependent variable.

- a. The independent variable or variable
- b. The dependent variable or variable Y is a variable that is influenced or a result of the existence of an independent variable, namely student learning motivation in Indonesian language subjects, especially poetry reading material (Sugiyono).

Population and Sample

1. Population

Population is the subject of research. The population of this study was all students at SMA Negeri 7 North Luwu, totaling 141 students.

2. Sample

According to Sugiyono (2019: 127), sample refers to part of the number and characteristics possessed by the population studied. Sampling in this research was carried out using the Probability Sampling technique, namely a sampling technique that provides an equal opportunity for each element (member) of

the population to be selected as a member of the sample.

The sample in this study was class X.1 students. This research only selected one class, namely by dividing students into two groups: an experimental group with 18 students and a control group with 18 students. This research aims to determine the influence of the VN application in students' poetry reading at SMA Negeri 7 North Luwu.

Data collection technique

1. Observation

Observation is a method for collecting data by systematically observing and recording the phenomena that are the focus of the observation. In this research, observations were made directly on the students' learning process to evaluate and observe their behavior. Thus, this research aims to observe problems related to the research subject. Observations were carried out in the learning environment at SMA Negeri 7 North Luwu.

2. Documentation

Documentation is a data collection technique that does not involve research subjects directly, but instead uses documents as a source of information. This research will focus on the use of documents in the form of works, such as works of art in the form of pictures, sculptures or films as explained by Sugiyono. The documents collected in this research consist of photos and videos which are the final results of the research. These documents are then analyzed by researchers to obtain research results.

3. Test Sheet

A test sheet is a measuring tool given to individuals to obtain the expected answers either in writing, verbally or in action. Learning outcome tests are used to measure student learning outcomes during the pretest and posttest. The pretest is the initial activity carried out before using the

learning video media, while the posttest is the final activity after implementing the learning video media. The indicators that can be assessed in reading and musicalizing poetry using a video editing application are adapted from a book written by Yuliantoro entitled Teaching Poetry Appreciation: Loving Poetry, Understanding Poetry, and Reading Poetry and Declamation.

4. Test

A test is a series of questions, exercises, or other instruments used to measure the skills, knowledge, abilities, or talents possessed by an individual or group. This test is used to measure students' understanding of subjects as well as to measure students' initial abilities (pretest) and then (posttest), namely the final test given after being given treatment by implementing Vlog Now-based learning videos.

Results and Discussion

Results

The results of data analysis in this research were compiled based on data obtained from research activities entitled "The Influence of Using the VN Application on the Motivation for Learning Poetry in Class X of SMA Negeri 7 North Luwu." This research was carried out over 4 meetings. At the first meeting, students were given a pretest in the experimental group and the control group without receiving any previous treatment. At the second and third meetings, learning was carried out in the experimental group using the VN application to edit poetry videos, while the control group used the built-in video editing on each student's smartphone. At the fourth meeting, to evaluate student learning outcomes, a posttest was given. The students' pretest and posttest results were analyzed descriptively and inferentially. The following is an explanation of the results of data analysis in this research:

1. Pretest Data Analysis (initial test) Experimental Group

Based on the results of pretest data analysis with 18 students analyzed, a picture was obtained, namely that no student was able to get a score of 100 as the maximum score. The highest score obtained by a student was 75, achieved by one person, while the lowest score was 30, also achieved by one person. Thus, a clearer and more structured picture, starting from the lowest to the highest grades obtained by students along with their 65 frequencies, can be found in Table 4.1 below.

Table 4.1 Frequency Distribution and Percentage of Pretest Scores for Reading and Musicalizing Poetry for the Experimental Group of Class X Students of SMA Negeri 7 North Luwu

No	Nilai Siswa	Frekuensi	Persentase (%)
1	35	3	16,7
2	40	3	16,7
3	45	3	16,7
4	50	3	16,7
5	55	2	11
6	60	3	16,7
7	75	1	5,5
Jumlah		18	100,0

Based on Table 4.1 above, it can be seen that the highest score obtained by students was 75, which was obtained by 1 person (5.5%). Furthermore, the sample that got a score of 60 was 3 people (16.7%), the sample that got a score of 55 was 2 people (11%), the sample that got a score of 50 was 3 people (16.7%), the sample that got a score of 45 there were 3 people (16.7%), the sample that got a score of 40 was 3 people (16.7%), and the sample that got a score of 35 was 3 people (16.7%).

The results of the scores obtained in the reading and musicalization of the poetry above have been examined by researchers who are combined to obtain the final scores obtained by the students. This value emphasizes five aspects of assessment, namely vocals, pauses, intonation, expression, rhythm, appearance and editing, and media quality. In terms of vocal aspects, pauses, intonation, expression and rhythm in reading and musicalization, the average student has not mastered them well. Apart from that, they are less motivated because

they are bored with learning so teachers need to develop innovative learning by utilizing technological media. Furthermore, regarding appearance, editing and media quality, the average student does not know these aspects. It was evident that they were confused about how to start editing videos of reading and musicalizing poetry.

Based on the results of this descriptive analysis, a summary of the scores, frequencies and percentages of poetry reading and musicalization abilities of class For greater clarity, a summary of the characteristics of the distribution of grades obtained by students is shown in Table 4.2 below.

Table 4.2 Summary Characteristics of the Distribution of Scores for Reading and Musicalizing Poetry for Class X Students of SMA Negeri 7 North Luwu in the Experimental Group *Pretest*

Statistik	Nilai Statistik
Rata Rata	48,61
Nilai Maksimum	75
Nilai Minimum	35
Median	47,5
Standar Deviasi	10,57
Variance	111,4556

Based on Table 4.2, it can be seen that among the 18 students who took the poetry reading and musicalization test, the highest score obtained by students was 75 and the lowest score obtained by students was 30. The students' average score was 48.61; median was 47.5; standard deviation is 10.57; and the variance value is 111.4556. The results of these scores provide an illustration that students are not yet capable of editing videos of reading and musicalizing poetry because the average score obtained by students has not reached the minimum completion criteria score, namely 75.

Based on these value characteristics, the next classification of the poetry reading and musicalization abilities of class X SMA Negeri 7 Luwu Utara students is described based on value categories. This can be seen in Table 4.3 below.

Table 4.3 Classification of Pretest Scores for Reading and Musicizing Poetry of Kleas

No	Nilai	Frekuensi (f)	Persentase (%)	Kategori
1	86 – 100	-	-	Baik Sekali
2	75 – 85	1	5,5%	Baik
3	56 – 74	3	16,7%	Cukup
4	10 – 55	14	77,8%	Kurang
Jumlah		18	100%	

The results of this category classification can be stated that there were no students (0%) who obtained a score in the very good ability category. Furthermore, the sample that received a score in the good ability category was 1 person (5.5%), while the sample that received a score in the sufficient ability category was 3 people (16.7%). This shows that the pretest ability level of experimental group students in reading and musicalizing poetry is categorized as sufficient.

Next, the score is compared with the completion criteria set by the school for Indonesian language subjects. The minimum completion criteria (KKM) that has been set by the school, in this case SMA Negeri 7 North Luwu for Indonesian language subjects, is 75. In accordance with the student's score in the reading and musicalization pretest which is confirmed against the Indonesian Language KKM score, it can be converted to in the classification table for student ability levels contained in Table 4.4 below.

Table 4.4 Classification of the Level of Poetry Reading and Musicalization Ability of Class X Students of SMA Negeri 7 North Luwu in the Experimental Group *Pretest*

Nilai	Frekuensi (f)	Persentase (%)	Kategori
≥ 75	1	5,5%	Tuntas
< 75	17	94,5%	Tidak Tuntas
Jumlah	18	100%	

Based on Table 4.4 above, it can be stated that the level of poetry reading and musicalization skills of class This is evidenced by the sample that obtained a score of 75 and above amounting to 1 student (5.5%) and the sample that was not able to obtain a KKM score or only obtained a score below 75 amounting to 17 students (94.5%). The phenomenon shows that in the experimental group students experienced

problems and obstacles in reading and musicalizing poetry. This can be seen in some students who are confused, just remain silent, lack enthusiasm, often look at their friends next to them, and have difficulty creating ideas. Apart from that, sometimes there are steps in reading and musicalizing poetry that are difficult for students to understand. Another phenomenon that is visible is that when students demonstrate reading and musicalizing poetry, the time used on average exceeds the time limit of 2x45 minutes.

2. Posttest Data Analysis (final test) Experimental Group

Table 4.5 Frequency Distribution and Percentage of Posttest Scores for Reading and Musicalizing Poetry for the Experimental Group of Class X Students of SMA Negeri 7 North Luwu

No	Nilai Siswa	Frekuensi	Persentase (%)
1	75	1	5,6
2	80	4	22,2
3	85	2	11,1
4	90	6	33,3
5	95	3	16,7
6	100	2	11,1
	Jumlah	18	100,0

Based on Table 4.5 above, it can be seen that the highest score obtained by students, namely 100, was achieved by 2 people (11.1%). Furthermore, the sample that got a score of 95 was 3 people (16.7%), the sample that got a score of 90 was 6 people (33.3%), the sample that got a score of 85 was 2 people (11.1%), the sample that got a score of 80 was 4 people (22.2%), and the sample that got a score of 75 was 1 person (5.6%).

The results of the scores obtained in the reading and musicalization of the poetry above have been examined by researchers who are combined to obtain the final scores obtained by the students. This value emphasizes five aspects of assessment, namely vocals, pauses, intonation, expression, rhythm, appearance and editing, and media quality. When compared with the data on student scores on the pretest and posttest, there is a significant increase. This

is evident from the score results for several aspects of the assessment criteria for poetry reading and musicalization which are categorized as good.

Based on the results of the descriptive analysis, a summary of the scores, frequencies and percentages of poetry reading and musicalization abilities of class For greater clarity, a summary of the characteristics of the distribution of grades obtained by students is shown in Table 4.6 below.

Table 4.6 Summary Characteristics of the Distribution of Scores for Reading and Musicalizing Poetry for Class X Students of SMA Negeri 7 North Luwu in the Experimental Group *Posttest*

Statistik	Nilai Statistik
Rata Rata	88,33
Nilai Maksimum	100
Nilai Minimum	75
Median	90
Standar Deviasi	7,27
Variance	52,8934

Based on Table 4.6, it can be seen that among the 18 students who took the test, the score achieved by class 75. The average student score is 88.33; median was 90; standard deviation is 7.27; and the variance value is 52.8934. The results of these scores provide an illustration that students are quite optimal in reading and musicalizing poetry because the average score obtained by students has reached the standard score according to the minimum completeness criteria in reading and musicalizing poetry.

Based on these value characteristics, the ability to read and musicalize poetry in class X of SMA Negeri 7 Luwu Utara was then classified based on value categories. This can be observed in Table 4.7 below.

Table 4.7 Characteristics of *Posttest* Scores for Reading and Musicalizing Poetry in Class X of SMA Negeri 7 North Luwu in the Experimental Group

No	Nilai	Frekuensi (f)	Persentase (%)	Kategori
1	86 – 100	11	61,1%	Baik Sekali
2	75 – 85	7	38,9%	Baik
3	56 – 74	-	-	Cukup
4	10 – 55	-	-	Kurang
Jumlah		18	100%	

The results of the category classification in the posttest shown in Table 4.7 can be stated that there were 11 students who got a score in the very good ability category (61.1%), and the sample who got a score in the good ability category was 7 people (38.9%). This shows that the posttest ability level of experimental group students in editing videos of reading and musicalizing poetry using the VN application is categorized as good.

Next, the score is then confirmed according to the completion criteria set by the school for Indonesian language subjects. The minimum completion criteria (KKM) that has been set by the school, in this case SMA Negeri 7 North Luwu for Indonesian language subjects, is 75. In accordance with the student's score in the poetry reading and musicalization posttest which is confirmed against the Indonesian Language KKM score, it can be converted into the student ability level classification table contained in Table 4.8 below .

Table 4.8 Classification of the Level of Poetry Reading and Musicalization Ability of Class X Students of SMA Negeri 7 North Luwu in the Experimental Group *Posttest*

Nilai	Frekuensi (f)	Persentase (%)	Kategori
≥ 75	18	100%	Tuntas
< 75	-	-	Tidak Tuntas
Jumlah	18	100%	

Based on Table 4.8 above, it can be stated that the level of poetry reading and musicalization skills for class above amounted to 18 students (100%).

students' poetry reading and musicalization abilities by using the VN application because the increase is very significant.

The results of student observations during learning activities are documented in observation sheets for the experimental group and control group. Observations are carried out actively throughout the learning process until the end of the learning session.

3. Pretest Data Analysis (initial test) Control Group

Kelo Pretest Data Analysis (initial test). Based on the results of the initial test data analysis (pretest) with a total of 18 students who were analyzed as the maximum score. The highest score obtained by students was 75 which was achieved by 2 people (11.1%) and the lowest score obtained by students was 20 which was achieved by 1 person (5.5%). Based on this, a clearer picture from the highest score to the lowest score obtained by students and their frequency can be seen in Table 4.9 below.

Table 4.9 Distribution and Percentage of Pretest Scores for Reading and Musicalizing Poetry for the Control Group of Class X Students at SMA Negeri 7 North Luwu

No	Nilai Siswa	Frekuensi	Persentase (%)
1	30	1	5,5
2	35	2	11,1
3	40	2	11,1
4	45	5	27,9
5	50	3	16,9
6	55	1	5,5
7	60	1	5,5
8	65	1	5,5
9	70	1	5,5
10	75	1	5,5
Jumlah		18	100,0

Based on Table 4.9, it can be seen that the highest score obtained by students was 75 which was achieved by 1 person (5.5%). Furthermore, the sample that got a score of 70 was 1 person (5.5%), the sample that got a score of 65 was 1 person (5.5%), the sample that got a score of 60 was 1 person (5.5%), the sample that got A score of 55 was 1 person (5.5%), the sample that got a score of 50 was 3 people (16.9%), the sample that got a score of 45 was 5 people (27.9%), the sample that got a score of 40 was 2 people (11.1%), the sample that got a score of 35 was 2 people (11.1%), and the sample that got a score of 30 was 1 person (5.5%).

The results of the scores obtained in the reading and musicalization of the poetry above have been examined by researchers who are combined to obtain the final scores obtained by the students. This value emphasizes five aspects of assessment, namely vocals, pauses, intonation,

expression, rhythm, appearance and editing, and media quality. The results of the assessment of the control group students' reading and musicalization of poetry were disappointing, the same as the results of the reading and musicalization of poetry in the experimental group. In terms of vocal aspects, pauses, intonation, expression and rhythm in reading and musicalization, the average student has not mastered them well. Apart from that, they are less motivated because they are bored with learning so teachers need to develop innovative learning by utilizing technological media. Furthermore, regarding appearance, editing and media quality, the average student does not know these aspects. It was evident that they were confused about how to start editing videos of reading and musicalizing poetry .

Based on the results of this descriptive analysis, a summary of the scores, frequencies and percentages of poetry reading and musicalization abilities of class X For greater clarity, a summary of the characteristics of the distribution of grades obtained by students is shown in Table 4.10 below.

Table 4.10 Summary Characteristics of the Distribution of Scores for Reading and Musicalizing Poetry in Class X of SMA Negeri 7 North Luwu in the Control Group Pretest

Statistik	Nilai Statistik
Rata Rata	48,88
Nilai Maksimum	75
Nilai Minimum	30
Median	45
Standar Deviasi	12,15
Variance	147,7487

Based on Table 4.10, it can be seen that among the 18 students who took the poetry reading and musicalization test, the highest score obtained by students was 75 and the lowest score obtained by students was 30. The average score for students was 48.88; median was 45; standard deviation is 12.15; and the variance value is 147.7487. The results of these scores provide an illustration that students are not yet capable of reading and musicalizing poetry because the average

score obtained by students has not reached the minimum completion criteria score, namely 75.

Based on these value characteristics, the next classification of the poetry reading and musicalization abilities of class X SMA Negeri 7 Luwu Utara students is described based on value categories. This can be observed in Table 4.11 below.

Table 4.11 Classification of *Pretest Scores* for Reading and Musicalizing Poetry for Class X Students of SMA Negeri 7 North Luwu in the Control Group

No	Nilai	Frekuensi (f)	Persentase (%)	Kategori
1	86 – 100	-	-	Baik Sekali
2	75 – 85	1	5,5%	Baik
3	56 – 74	3	16,7%	Cukup
4	10 – 55	14	77,8%	Kurang
Jumlah		18	100%	

The results of this category classification can be stated that there were no students (0%) who obtained a score in the very good ability category. Furthermore, the sample that got a score in the good ability category was 1 person (5.5), while the sample that got a score in the sufficient ability category was 3 people (16.7%), and the sample that got a score in the poor category was 14 people (77.8). This shows that the pretest ability level of control group students in reading and musicalizing poetry is categorized as sufficient.

Next, the score is compared with the completion criteria set by the school for Indonesian language subjects. The minimum completion criteria (KKM) that has been set by the school, in this case SMA Negeri 7 North Luwu for Indonesian language subjects, is 75. In accordance with the student's score in the poetry reading and musicalization pretest which is confirmed against the Indonesian Language KKM score, it can be converted into the student ability level classification table contained in Table 4.12 below.

Table 4.12 Classification of Ability Levels Reading and Musicalization of Poetry for Class X Students of SMA Negeri 7 North Luwu in the Control Group *Pretest*

Nilai	Frekuensi (f)	Persentase (%)	Kategori
≥ 75	1	5,5	Tuntas
< 75	17	94,5%	Tidak Tuntas
Jumlah	18	100%	

Based on Table 4.12 above, it can be stated that the level of poetry reading and musicalization skills of class This is proven by the number of samples that obtained a score of 75 and above numbering 1 (5.5%) and the sample that was not able to obtain a KKM score or only got a score below 75 was 17 students (94.5%).

The phenomenon shows that in the control group students experienced problems and obstacles in reading and musicalizing poetry. This can be seen in some students who are confused, just remain silent, lack enthusiasm, often look at their friends next to them, and have difficulty creating ideas. Apart from that, sometimes there are steps in reading and musicalizing poetry that are difficult for students to understand. Another phenomenon that is visible is that when students demonstrate reading and musicalizing poetry, the time used on average exceeds the time limit of 2x45 minutes.

4. Posttest Data Analysis (final test) Control Group

Table 4.13 Frequency Distribution and Percentage of Posttest Scores for Reading and Musicalizing Poetry for the Control Group of Class X Students at SMA Negeri 7 North Luwu

No	Nilai Siswa	Frekuensi	Persentase (%)
1	75	2	11,1
2	80	9	50
3	85	3	16,7
4	90	2	11,1
5	95	2	11,1
	Jumlah	18	100,0

Based on Table 4.13 above, it can be seen that the highest scores obtained by students were 2 people (11.1%) who got a score of 95, 2 samples who got a score of 90 (11.1%), samples who got a score of 85. there were 3 people (16.7%), the sample that got a score of 80 was 9 people (50%), and the sample that got a score of 75 was 2 people (11.1%).

The results of the scores obtained in the reading and musicalization of the poetry above have been examined by researchers who are combined to obtain the final scores obtained by the students. This value emphasizes five aspects of assessment, namely vocals, pauses, intonation, expression, rhythm, appearance and editing, and media quality. When compared with the data on student scores on the pretest and posttest, there is a significant increase. This is evident from the score results for several aspects of the assessment criteria for poetry reading and musicalization which are categorized as good.

Based on the results of this descriptive analysis, a summary of the scores, frequencies and percentages of poetry reading and musicalization abilities of class For greater clarity, a summary of the characteristics of the distribution of grades obtained by students is shown in Table 4.14 below.

Table 4.14 Summary Characteristics of the Distribution of Scores for Reading and Musicalizing Poetry for Class X Students of SMA Negeri 7 North Luwu in the Control Group Posttest

Statistik	Nilai Statistik
Rata Rata	83,05
Nilai Maksimum	95
Nilai Minimum	75
Median	80
Standar Deviasi	5,94
Variance	35,2025

Based on Table 4.14, it can be seen that among the 18 students who took the test, the score achieved by class 75. The average student score is 83.05; median was 80; standard deviation is 5.94; and the variance value is 35.2025. The results of these scores provide an illustration that students are quite optimal in reading and musicalizing poetry because the average score obtained by students has reached the standard score according to the minimum completeness criteria in reading and musicalizing poetry.

Based on these value characteristics, the ability to read and musicalize poetry in class X of SMA Negeri 7 Luwu Utara was

then classified based on value categories. This can be observed in Table 4.15 below.

Table 4.15 Classification of Posttest Scores for Reading and Musicalizing Poetry for Class X Students of SMA Negeri 7 North Luwu in the Control Group

No	Nilai	Frekuensi (f)	Persentase (%)	Kategori
1	86 – 100	4	22,2%	Baik Sekali
2	75 – 85	14	77,8%	Baik
3	56 – 74	-	-	Cukup
4	10 – 55	-	-	Kurang
Jumlah		18	100%	

The results of the category classification in the posttest shown in Table 4.15 can be stated that there were 4 students who scored in the ability category very well (22.2%). Furthermore, there were 14 samples who got a score in the good ability category (77.8%), there were no samples who got a score in the sufficient ability category (0%), and in the poor category (%). This shows that the posttest ability level of control group students in editing videos of reading and musicalizing poetry using the smartphone's default editing application is categorized as good.

Next, the score is then confirmed according to the completion criteria set by the school for Indonesian language subjects. The minimum completion criteria (KKM) that has been set by the school, in this case SMA Negeri 7 North Luwu for Indonesian language subjects, is 75. In accordance with the student's score in the poetry reading and musicalization posttest which is confirmed against the Indonesian Language KKM score, it can be converted into the student ability level classification table contained in Table 4.16 below.

Table 4.16 Classification of the Level of Poetry Reading and Musicalization Ability of Class X Students of SMA Negeri 7 North Luwu in the Control Group *Posttest*

Nilai	Frekuensi (f)	Persentase (%)	Kategori
≥ 75	18	100%	Tuntas
< 75	-	-	Tidak Tuntas
Jumlah	18	100%	

Based on Table 4.16 above, it can be stated that the level of poetry reading and musicalization skills for class This is proven

by the sample that got a score of 75 and above totaling 18 students (100%) and there were no samples (0%) who were not able to get a KKM score or only got a score below 75.

Based on the results of descriptive analysis of the control group's pretest and posttest data, it shows that there is an increase in students' ability to read and musicalize poetry using the smartphone's built-in editing application due to the significant increase.

Discussion

5. Normality test

Normality tests help ensure that data is on a uniform scale, making comparisons and further analysis easier. Testing with SPSS is based on the One-Sample Kolmogorov-Smirnov Test with a significance level of 5% or 0.05. If Pvalue = 0.05 then the distribution is normal, while if Pvalue <0.05 then the distribution is not normal. The normality test for data from the control group and experimental group can be seen in Table 4.17 below.

Table 4.17 Normality Test for Experimental Group and Control Group

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		72
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	19.03080034
Most Extreme Differences	Absolute	.072
	Positive	.072
	Negative	-.069
Test Statistic		.072
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the results of the normality test analysis using the SPSS 22 for Windows program in Table 4.17, it can be seen that the experimental group and control group have a p-value = 0.200 for the Kolmogorov-Smirnov test. This means that the p-value is greater than $\alpha = 0.05$, so that H0, namely the data comes from a normally distributed population, cannot be rejected.

This shows that all data from both groups (control group and experimental group) come from a normally distributed

population. Furthermore, after the data is declared normal, it can be analyzed via a homogeneity test to determine whether the data is homogeneous or not before being analyzed via the t test (hypothesis).

6. Homogeneity Test

Both groups are homogeneous, so the statistics used in inferential statistical analysis are parametric statistics using the t-test (independent sample t-test). The second prerequisite that must be met before carrying out a t test is homogeneity of data variance. Hadi (2004) stated that the homogeneity test criteria is that if the significance value is > 0.05 then the data is declared homogeneous and if the significance value is < 0.05 then the data is declared inhomogeneous. Test the homogeneity of variance of the population of data from the reading and musicalization of poetry using the VN application for this research population using the Text of Homogeneity of Variances. The results of the analysis can be seen in Table 4.18.

Table 4.18 Results of the Homogeneity Test (Test of Homogeneity of Variances)

		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	2.780	1	70	.100
	Based on Median	2.965	1	70	.090
	Based on Median and with adjusted df	2.965	1	54.554	.091
	Based on trimmed mean	2.941	1	70	.091

Data analysis in SPSS using homogeneity of population variance calculations, obtained a p-value = 0.091. The provisions that must be met as a condition for the data to come from a homogeneous (same) population, namely p-value $> \alpha$, $\alpha = 0.05$. Because the p-value = 0.091 $> \alpha = 0.05$, based on the results of these calculations it can be concluded that the population variance comes from the same population (homogeneous).

After carrying out the prerequisite tests, namely the normality test and homogeneity test, as a prerequisite test before carrying out the hypothesis test (t), and the data obtained meets the requirements for carrying out the t test. Next, a t test will be carried out to test and answer this research hypothesis. The t test in question is explained as follows.

7. Hypothesis test

In this research, the hypothesis testing used was the t-test with independent samples.

Ho: There is no influence using the VN (Vlog Now) application on Indonesian language subjects, especially poetry reading material at SMA Negeri 7 North Luwu.

H1: There is an influence of using the VN (Vlog Now) application on Indonesian language subjects, especially poetry reading material at SMA Negeri 7 North Luwu.

The value used to be calculated in the independent t-test is the student's final score after the posttest was held in the experimental group and control group. The final grades obtained by students can be seen in the attachment.

The students' achievement scores were then analyzed using an independent t test so that the result was that the alternative hypothesis (H1) was accepted if the calculated t value \geq t table value or p-value $< \alpha$ 0.05%. Conversely, H1 is rejected if the calculated t value $<$ the t table value. In other words, the hypothesis is accepted if the calculated t is greater than or equal to the t table at the 0.05% significance level. The results of the independent t test are described as follows.

Table 4. 19 t test results

	Independent Samples Test									
	Levene's Test for Equality of Variances		t-Test for Equality of Means					95% Confidence Interval of the Difference		
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
HASIL Equal variances assumed	.790	.380	2.378	34	.023	5.278	2.219	.768	9.788	
Equal variances not assumed			2.378	32.761	.023	5.278	2.219	.762	9.794	

Based on the results of the inferential statistical analysis in Table 4.19, it shows that the coefficient is different between the value of reading and musicalizing poetry using the VN application and the value of reading and musicalizing poetry using the default smartphone application for class X students at SMA Negeri 7 North Luwu which

was used as research. The score for reading and musicalizing poetry using the VN application for class X students at SMA Negeri 7 North Luwu was 2.378. Based on the calculated t value, it can be compared with the table t value with $db = N - 2 = 36 - 2 = 36$ and $t_0 = 2.032$. Meanwhile, $t = 2.378$ and $t \text{ table} = 2.032$ (significant 0.5%). Thus, $t \text{ count} = 2.378 > t \text{ table} = 2.032$ and $p\text{-value } 0.000 < \alpha 0.05\%$, which means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This proves that using the VN application is effective in editing videos of reading and musicalizing poetry for class X students at SMA Negeri 7 North Luwu.

Discussion

In the discussion, the research results that have been obtained will be discussed. This research is a quantitative type of experimental research with a quasi-experimental research design in the form of a non-equivalent control group design. The research design included a pretest before being treated and a posttest next to the treatment. The experimental group was the group that used the VN application to edit videos of reading and musicalizing poetry, while the control group used the default smartphone editing application to edit videos of reading and musicalizing poetry.

Based on the results of research carried out. The level of student learning outcomes in the experimental group after using the VN application in editing videos of reading and musicalizing poetry was obtained at 88.33 at the posttest compared to 48.61 at the pretest. Meanwhile, the control group obtained an average score of 83.05 at the posttest and 48.88 at the pretest. This means that the improvement in the experimental group was in the very good category compared to the control group.

The results obtained by this researcher are in line with research conducted by Nirmawati (2022) regarding "The Influence of Vlog Now-Based Video Learning Media on Science Subjects at SMP Negeri 23 Bulukumba" showing that the results of data analysis confirm the positive influence of the

use of video-based learning media. Vlog Now on student learning outcomes in science subjects and also received positive responses from students towards the learning video media, especially in class VII B of SMP Negeri 23 Bulukumba. Maria Tina Septiani and Muakibatul Hasanah in 2019 in their research entitled "Audio Visual Media for Learning Musicalization of Poetry" found that the use of audio visual media for learning musicalization of poetry in class X SMA students was classified as very valid and could be used without revision. However, several suggestions and comments from researchers were used to make revisions.

However, in the research carried out there were several obstacles found when using the VN application in editing videos of reading and musicalizing poetry, namely that there were still students who had not experienced good improvement in terms of learning outcomes and learning activities. So what teachers need to do is guide students who have not mastered the VN application so that in the future these students will understand how to use it so that it supports the learning process and encourages learning motivation.

Based on the results of observations of student learning activities, it was found that there were quite significant differences in student learning activities seen through direct observation from the first meeting to the second meeting, where in initial observations students tended to be bored with the material being explained and not focused on learning and many students were not active. in the learning process compared to when using the VN application in editing videos of reading and musicalizing poetry, students were more enthusiastic and active in participating in the learning process compared to the group that used the default editing application on smartphones which did not experience much increase in learning activity seen from the difference in the percentage of the number of active students Initial observations at the first meeting were not much different from the second meeting. This is because students

who use the smartphone's default editing application feel that it is not helped due to inadequate features, including no feature to add music. This makes students feel bored and not interested in editing videos of reading and musicalizing poetry.

The increase in student learning outcomes is due to using the VN application to edit videos of reading and musicalizing poetry which encourages students' enthusiasm in receiving lessons and finding out various information and knowledge for themselves by being actively involved in the learning process. Compared to the group that used the smartphone's default editing application, the level of student motivation was very low, resulting in students not being able to receive lessons well.

From the results of descriptive statistical data analysis which shows an increase in learning outcomes from pretest to posttest and the results of inferential statistical data with hypothesis testing show that the t value is 2.378. Based on the calculated t value, it can be compared with the t table value with $df = N-2 = 36-2 = 34$ and $t_0 = 2.032$. Meanwhile, $t = 2.378$ and t table = 2.032 (significant 0.05%). Thus, t count = 2.378 > t table = 2.032 and p -value $0.000 < \alpha$ 0.05%, which means the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This proves that using the VN application to edit videos of reading and musicalizing poetry significantly improves student learning outcomes compared to using the default smartphone editing application at SMA Negeri 7 North Luwu.

Conclusion

Based on the results of data analysis regarding the influence of using the VN application on the motivation to learn poetry in class while in the control group the average value was 83.05. Based on the influence of using the VN application, the hypothesis result was 2.378, which was greater than the critical value of t (2.032), meaning that H_0 was rejected and H_1 was accepted. Thus, the results of the hypothesis test show that using the VN application in editing videos of reading and musicalizing poetry significantly increases students' learning motivation compared to using the default smartphone editing application at SMA Negeri 7 North Luwu .

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