



The Use of Poetry for Reading Skills of Chinese Language Education Study Program Students Universitas Negeri Malang

Hanna Widi Krisjayanti Lunmisay^{1*}; Aiga Ventivani²; Deddy Kurniawan³

Fakultas Sastra, Universitas Negeri Malang, Malang, Indonesia

E-mail: hanna.widi.2002426@students.um.ac.id; aiga.ventivani.fs@um.ac.id;

deddy.kurniawan.fs@um.ac.id

Abstract

This research aims to describe the use of poetry for Reading Skills of Chinese Language Education Study Program Students at State University of Malang and describe student responses to the use of poetry book media. The learning materials used from poetry of Song Dynasty 诉衷情 [sù zhōngqíng] and 卜算子 [bǔsuànzǐ]. This research using a descriptive qualitative approach. Research data sources from 34 students Chinese Language Education Study Program Students at State University of Malang cohort of 2023. Data Collection Techniques in this research using observation sheet and questionnaire. The results of this study indicate that the use of learning media “宋時三百首” [Sòngshīsān bǎi shǒu] Poetry Book is going well. Based on the results of the study, students felt helped and happy when using the book media. Although there were students who had difficulty understanding when using the poetry book, students stated that the learning media of the poetry book “宋時三百首” [Sòngshīsān bǎi shǒu] could help them to understand the poetry material given, in improving reading skills. This poetry book can also be used for further learning in other courses so that it can also help develop other skills such as listening, writing, and speaking.

Keywords: Application; Book of Poetry; Reading Skills

Introduction

The Mandarin language is currently in high demand for learning, prompting educational institutions in Indonesia to prioritize Mandarin instruction at both secondary and higher education levels. This aligns with the statement by Ventivani and Muyassaroh (2021), which highlights that Mandarin is widely studied in Indonesia, as evidenced by many elementary and secondary schools offering Mandarin as either a mandatory or elective subject. Furthermore, numerous universities in Indonesia have established Mandarin language programs and departments. Learning a language also entails learning its culture and developing language skills. Language skills consist of four essential components: listening, speaking, reading, and, finally, writing.

Language skills start from listening skills, then speaking skills, reading skills and finally writing skills (Susanti, 2019). Each language skill has an important role in language learning, including reading skills in Mandarin Chinese consisting of reading aloud and reading silently. Reading aloud is divided into 2 parts, namely extensive reading and intensive reading, in this study researchers used intensive reading. Intensive reading itself is also divided into several parts such as review reading, comprehension reading, critical reading and reading ideas (Febriyanti, 2019). In this

study researchers used reading comprehension, reading comprehension has the aim of forming individuals to be able to increase intelligence, be able to access information, and also deepen understanding of insight in a person (Riyanti, 2021), reading comprehension in Mandarin is an activity that reads by understanding written language symbols / symbols such as words, phrases, sentences contained in reading, both explicitly and implied appropriately (Supriyono, 2014). Reading in Chinese is not only about reading the characters of 汉字[hànzì], but also understanding the reading. When reading, the reader also performs a thinking process using their abilities and knowledge to understand the content of a text (Permatasari 2018). Through the above opinions, it can be concluded that language skills are very useful for a person's development process and also help for social life to be able to interact. Like the opinion above, language skills in Mandarin itself have 4 aspects that are important and intertwined in the language process, 4 components also exist in Mandarin language skills, namely 听力[Tīnglǐ] listening, 说话[Shuōhuà] speaking, 阅读[Yuèdú] reading, 写字[Xiězì] writing (Arifin & Fanani. 2020). In the process of learning Chinese language skills, students must be able to pronounce readings with the right intonation so that others can understand what is being said.

Based on the results of pre-research field observations, 35 students from Offering B, Class of 2023, in the Mandarin Language Education Study Program at Universitas Negeri Malang, enrolled in the Chinese Comprehensive 3 course, demonstrated an inability to read 汉字[hànzì] properly from the texts provided by the researcher. Additionally, the students did not understand the meanings of the 汉字[hànzì]. Since the texts given by the instructor consisted solely of 汉字[hànzì] without accompanying 拼音[pīnyīn], students considered using Google Translate as an easy way to find the 拼音[pīnyīn] for the texts. This semester, the students are learning HSK Level 3, which includes approximately 600 vocabulary words to be memorized. However, some students have not yet mastered the required vocabulary, making it difficult for them to read texts without 拼音[pīnyīn]. To enhance the effectiveness of the reading course, learning materials were provided to help students better understand the texts.

Every learning process requires engaging media to assist students in achieving learning objectives. Learning media play a vital role in the learning process, as the use of attractive materials can effectively stimulate students in absorbing the delivered content (Sulistiani et al., 2023). High-quality learning is also supported by appropriate media; therefore, using suitable media to deliver content ensures better learning outcomes (Hasan et al., 2021). Various learning media can be employed during the learning process, including physical tools like books, tape recorders, cassettes, video cameras, video recorders, films, slides, photos, images, graphics, and computers (Sadiman, 1996). In this study, the chosen learning medium is printed material in the form of a poetry book. This poetry book serves as a text-based learning resource, facilitating communication between the learning activity and the learning material.

Poetry is a literary work that comes from an expression of a poet, which is made based on the poet's heart (Pitaloka & Sundari, 2020). Poetry in learning is a process of literary appreciation, namely learning to understand the meaning conveyed by the author and feeling the author's emotions (Sari, et al., 2019). In addition, using poetry for learning can increase students' motivation in learning and also by using poetry in learning can increase students' imaginative. In this study, the researcher used the poetry book “宋時三百首”[sòngshīsān bǎi shǒu], in this book there are 300 poems

written. However, only two poems were used for this research, namely 诉衷情 [sù zhōngqíng] and 卜算子 [bǔsuànzǐ]. In the first poem entitled 诉衷情 [sù zhōngqíng] and written by 欧阳修 [Ōuyángxiū] which means about the deep sadness of his past separation, and also the author wants to have feelings of happiness but is blocked by his feelings of sadness for the separation. In the second reading entitled 卜算子 [bǔsuànzǐ] and written by 李清照 [Lǐqīngzhào] has a meaning of deep longing between two people who are separated by a distance, and this poem conveys a deep message about feelings and love for someone. The poem used by the researcher was based on the results of the teaching lecturer's suggestions and pre-study to students, so the researcher used a poem that was in accordance with the vocabulary that should have been learned by students. The poem used by the researcher has a meaning about the sadness and longing of the author of the poem.

The poetry book “宋时三百首” [sòngshīsān bǎi shǒu] written by 范晶 [Fàn jīng], known as “Three Hundred Song Poems” is an illustrated printed book that has a collection of poems and stories that interpret the poems. It was written by 朱祖谋 [zhūzǔmóu] otherwise known as 孝臧 [xiàozāng], then rewritten in a new style by 范晶 [fàn jīng] and printed in July 2015 in the first edition, then in the second edition printed in 2020 in July. The book is published and distributed by 长江出版传媒 湖北美术出版社 [chángjiāng chūbǎn chuánméi húběi měishù chūbǎn shè] and is located in Wuhan. This poetry book has several editions with different contents, the book that the researcher used has sold 9 books, online. This book is used because the author presents poetry in a popular, simple, and important way. So that it will make it easier for students to translate the readings to be read.

Previous research serves as an effort to seek comparisons and help generate diverse inspiration through prior studies. Additionally, it can support ongoing research by providing scientifically relevant references, thereby strengthening the writer's work. Prior research offers significant benefits by providing theoretical insights and existing findings, establishing a solid foundation for the current study. For instance, research conducted by Kinanti (2012) entitled “Pengaruh Penggunaan Buku Teks 华语 [huáyǔ] Terhadap Kemampuan Membaca Pemahaman Bahasa Mandarin Siswa Kelas X IPS SMAN 1 PURI Mojokerto” (The Effect of Using 华语 [huáyǔ] Textbooks on Reading Comprehension Ability in Mandarin Language for Grade X Social Science Students at SMAN 1 PURI Mojokerto) revealed that reading comprehension significantly improved with the use of 华语 [huáyǔ] textbooks. This finding was supported by the significant increase in pre-test and post-test scores. Furthermore, students responded positively to the use of 华语 [huáyǔ] textbooks during learning, and the textbooks positively impacted their reading abilities in Mandarin. Based on the explanation above, this previous study shares similarities with the current research in exploring the impact of using specific books on Mandarin language learning, particularly for reading skills. However, there are also notable differences. The current research employs the poetry book 宋时三百首 [sòngshī sān bǎi shǒu] in Mandarin language learning, whereas the previous study used pre-test and post-test sheets to measure the impact of textbook use on learning outcomes. In contrast, this study uses student response questionnaires and observation sheets to explore students' reactions during the use of the poetry book in learning.

Research Methods

This study aims to describe the process activities of using poetry for reading skills, and also describe student responses when using poetry for reading skills. Researchers use descriptive qualitative research as a process of working on the thesis in the field in order to obtain real data. Descriptive qualitative research describes a meaning or a phenomenon captured or studied by researchers by providing existing evidence (Abdussamad, 2021). According to the explanation above, the results of this study can be presented in the form of a description that does not have to be in the form of a number. In qualitative research, researchers are required to go directly into the research and participate in the research (Moleong, 2019). Based on this type of qualitative research approach, the presence of researchers is needed to find data for this research. This is also supported that the presence of a researcher in this study is considered absolute, because the researcher must interact directly with the object under study (Wahidmurni, 2017). In this study, the method used is from activities carried out in the classroom to improve students' reading skills, and this method also uses the "Classroom Action Research" PTK method. The data used in this study are the activities of the student learning process, the results of which are obtained from the results of observations that have been observed by observers and responses, the results of which are obtained from the results of a questionnaire filled out by students in the 2023 offering B Chinese Language Education Study Program, State University of Malang. The source of data in this study are students in the 2023 offering B Chinese Language Education Study Program, State University of Malang in the learning process of the Chinese Comprehensive 3 course totaling 34 students who use the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] Chinese Comprehensive 3 learning activities and learning process.

The supporting instruments in this research are observation sheets and questionnaires. The observation sheet is used to record the activities of students during the research. It contains statements about the process of using the poetry book during learning, the learning process itself, interactions between the author and students, and interactions among students. Two observers fill out this observation sheet. The next stage is data analysis, which is a process of systematically searching and organizing the data obtained from the research. The collected data will be categorized and structured into patterns, and conclusions will be drawn from it (Sugiyono, 2018). According to Sugiyono (2018), the data analysis process includes data reduction, data presentation, drawing conclusions, and data verification. This research employs qualitative descriptive analysis, where the data obtained will be described, explained, and paraphrased comprehensively to reflect the actual conditions during the use of the poetry book “宋時三百首” [Sòng shī sān bǎi shǒu] in the learning process. To ensure the reliability of the observation and questionnaire data, data validity is verified using the triangulation technique. In this study, triangulation is applied to validate the research data. Triangulation is a technique to check the validity of research data (Moleong, 2019). The type of triangulation used in this research is expert triangulation, which involves utilizing other observers to verify the validity of the data (Moleong, 2019). The use of expert triangulation aims to minimize biases in validating data by involving multiple investigators with different assessments within the same evaluation team. In this research, the researcher employs other observers who are experts in their field, particularly in Mandarin language studies.

Results and Discussion

The analysis results of this study are discussed using descriptions of how poetry was utilized to enhance reading skills and students' responses to its application. The use of poetry for this purpose was implemented with third-semester students of Class B in the PSPBM program at Universitas Negeri Malang, involving a total of 35 students. However, during the learning session, one student was unable to attend due to illness. The duration of the lesson in this study was limited to 120 minutes, as the "Chinese Comprehensif 3" course schedule was shared with the course lecturer. The implementation of this study took place in a single session on Thursday, October 10, 2024. It was conducted offline in Building A20, Classroom 613, at Universitas Negeri Malang.

During the process of implementing this poetry book, the researcher acted as a model lecturer and was supported by two colleagues who served as observers. The material in this study is about the poet's sadness story. The stages of learning activities in this Offering were arranged in accordance with the Learning Implementation Plan (RPP) designed by the researcher. The process of using poetry for reading skills has three stages, namely the initial, core, and closing activities.

Student Activities in the use of Poetry for Reading Skills in The Chinese Comprehensive 3 Course by UM PSPBM 2023 Offering B Students

In the initial activity of applying the poetry book, the learning duration is 120 minutes. The application process of this thesis was carried out only one meeting, on Thursday, October 10, 2024. This application is carried out offline in building A20, classroom 613, State University of Malang. The next activity was for the researcher to check student attendance. After checking the presence of students, the researcher made an apperception by asking whether students had studied the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] with readings entitled 訴衷情 [sù zhōngqíng] and 卜算子 [bǔsuànzǐ] to learn Chinese. Apperception is important to be done by the teacher before the core activity stage of a lesson so that students become steady in absorbing the lessons that have been transferred (Jayapada, et al., 2020). After the apperception by the researcher, the researcher explained about the material to be learned. Observer 1 (hereinafter O1) explained that most students paid good attention to the explanation from the researcher. However, 6 students did not pay attention to the explanation from the researcher well, because they were talking to each other, dressing up, and some were eating, it made them not pay attention to the explanation from the researcher. The researcher also asked questions about the use of poetry books in their previous learning, all students answered “never”.

In the core activity, the researcher displays a PPT show of a reading text from the poetry book “宋時三百首” [sòngshīsān bǎi shǒu], 2 readings displayed on the PPT show with the titles 訴衷情 [sù zhōngqíng] and 卜算子 [bǔsuànzǐ]. After displaying the reading text, students recite 2 readings together, before reading together the researcher will read first and then followed by students. The results of observations of students pronounce well and follow carefully the pronunciation of the researcher before reciting back, when reading back students can read well without the help of 拼音 [pīnyīn] so that for further learning students can read using only 汉字 [hànzì] and also have gained new vocabulary in this learning. It is important to first recognize the similarities and differences between Indonesian and Chinese consonants, so as to find appropriate ways to help guide the pronunciation process in accordance with the standardization of Chinese sounds (Ting, 2011). After that, students are directed to

underline vocabulary that has been understood or understood, based on the results of observations all students follow the directions well. After that, the researcher discussed the meaning of the reading that had been outlined by the students and discussed together. The underlining activity for vocabulary aims to make it easier to remember new vocabulary faster (Wulandari, et al., 2017). Based on the observation results, most students have listened to the discussion well, and also students follow the directions well when underlining the vocabulary that they have not learned next, so that the vocabulary can be used in further learning. However, according to Observer 2 (hereafter O2), students sitting in the back row did not pay attention to the researcher's discussion and instead were busy using their gadgets and applying makeup. After students read and study the book with the researcher, students get new vocabulary so that students can answer questions or readings in the book used in the course with the lecturer. So the poetry book can help students in the use of course learning books.



Figure 1. PPT Presentation of reading materials 诉衷情 [sù zhōngqíng] dan 卜算子 [busuànzǐ]

After completing the discussion with the students about unfamiliar vocabulary, the researcher asked several students to reread the poems 诉衷情 [Sù Zhōngqíng] and 卜算子 [Bùsuànzǐ] without using 拼音 [pīnyīn]. Rereading the texts helps reinforce newly learned vocabulary and enhances reading comprehension (Yesika et al., 2020). Based on the observations, students were actively engaged while reading the poems, with some even volunteering to read before being selected by the researcher. However, according to O1, a few students were inattentive while their peers were reading aloud from the poetry book. After the reading session, students explained the meaning of the two poems, and the researcher called on some students to share their interpretations. The observation results showed that students were able to understand the poems well and presented their interpretations effectively to both the researcher and their peers. Subsequently, the researcher revisited and summarized all the learning outcomes of the study, explaining the meaning and significance of the two poems to the students. Reviewing the material and texts, as noted by Khuzaimatun (2009), helps strengthen memory retention and facilitates the acquisition of new vocabulary or information during the review process. Before concluding the session, the researcher conducted a written quiz and interactive games using Wordwall, focusing on the poems that had been studied. Observations revealed that students were enthusiastic about completing the quiz and participating in the games, answering the questions correctly and accurately. However, according to O2, some students

were chatting and using their devices during the written quiz, presumably to scan the questions posed by the researcher.



Figure 2. Distribution of Quiz Questions

At the end of the lesson, the researcher provided reflections to the students regarding the learning activities. The students also appeared enthusiastic, as they eagerly raised their hands to answer questions posed by the researcher using the poetry book. The students were able to read the text provided by the researcher fluently and accurately, following the proper 声调 [Shēngdiào] or intonation, and they also understood the meaning of the text. Observations from two observers confirmed that the learning process in the 2023 PBSPBM Offering B class was conducted in a conducive manner and aligned with the lesson plan (RPP). However, the researcher encountered some challenges during the lesson. Based on the observers' reports, some students sitting at the back of the class were not paying attention to the lesson and were instead using their gadgets or engaging in other distractions. To address this issue, the researcher asked questions and called on those students to read the previously assigned text. When these students were asked to translate a sentence from the poetry reading, they appeared to struggle and sought help from their peers. Occasionally, they referred to their notes or used gadgets to find the 拼音 [Pīnyīn] for the text.

The Response of Students to The use of The Poetry Book "宋時三百首" [Sòngshī Sān Bǎi Shǒu]

The researcher identified students' responses to the use of the poetry book "宋時三百首" [Sòngshī Sān Bǎi Shǒu] through a questionnaire. The questionnaire was distributed at the end of the learning session. Data on students' responses to the use of the podcast can be found in Table 1.

Table 1. The result of the Student Questionnaire

NUM	Statement	Alternative Answers		Answer Description	
		YES	NO	YES	NO
1	The use of the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] makes it easier to read the text provided.	31	3	The few reading sentences are easy to remember, and also although there are some vocabulary words that are difficult to read.	Because some vocabulary is not understood.

2	When I read the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] I acquired new vocabulary.	34		Because students don't know much vocabulary.	
3	After I studied the poetry book “宋時三百首” [sòngshīsān bǎi shǒu], I was able to read 汉字 [hànzì] without the help of 拼音 [pīnyīn].	24	8	Being read over and over again helps to remember the vocabulary.	According to some students, it is not too young because there are many vocabulary words that they do not understand.
4	The materials 诉衷情 [sù zhōngqíng] and 卜算子 [bǔsuànzǐ] in the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] were easy for me to understand.	29	5	Easy to understand because it has been explained.	Because there are many new and unlearned vocabularies.
5	I understood every point given by the researcher when using the poetry book “宋時三百首” [sòngshīsān bǎi shǒu].	33	1	Saya memahami, karena peneliti menjelaskan yang membuat mudah dipahami.	Because there are many new and unlearned vocabularies.
6	I understand the meaning of the passages 诉衷情 [sù zhōngqíng] and 卜算子 [bǔsuànzǐ] in the poetry book “宋時三百首” [sòngshīsān bǎi shǒu].	29	5	I understood because the researchers discussed it together and it was easy to understand.	Lack of understanding as some of the new vocabulary is difficult.
7	I had trouble understanding the meaning and content of the poetry book “宋時三百首” [sòngshīsān bǎi shǒu].	12	22	It was not too difficult because it was explained by the researcher in an easy-to-understand manner.	Because many 汉字 [hànzì] cannot be interpreted on their own.
8	I can read the passage using only 汉字 [hànzì] when reading the poetry book “宋時三百首” [sòngshīsān bǎi shǒu].	18	16	I was able to read because I received help from the researcher during the explanation.	I needed a device to look up 拼音 [pīnyīn] because I didn't know all of 汉字 [hànzì].
9	The use of the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] can improve my reading comprehension skills.	33	1	This book can help me to improve my reading comprehension skills.	Because I find it difficult to read, I don't think it is comprehensible.
10	The use of the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] makes it easier for me to learn Chinese.	30	4	This book can help me add to my vocabulary that I haven't learned yet.	This book has a HSK level that is not easy to use this method.
11	I can understand and interpret the passages	33	1	I was able to understand and	I struggled with deciphering the reading

	given by the researcher on the passages of 诉衷情 [sù zhōngqíng] and 卜算子 [bǔsuànzǐ].	interpret the sentences because the researcher also helped me when I didn't know 汉字 [hànzì].	passage due to my limited vocabulary.
12	Does the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] help with Comprehensive Chinese 3.	34	It is easy to understand for vocabulary and can be tried out using this book.

In the questionnaire sheet, there are 12 statements about the use of the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] in the Chinese Comprehensive 3 course. In each statement there are two answer options, including “Yes” and “No”. Students can determine one of these options based on personal opinion. There were 34 students who filled in the questionnaire sheet and 1 did not fill it in, because he could not attend the lesson due to illness.

In the first statement, the use of the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] makes it easier to read the text provided. In the second statement, the poetry book “宋時三百首” [sòngshīsān bǎi shǒu] makes it easier to read the text provided. Furthermore, the third statement After students learn the poetry book “宋時三百首” [sòngshīsān bǎi shǒu], students can read 汉字 [hànzì] without the help of 拼音 [pīnyīn]. The use of this poetry book media used by students only capitalizes on printed books that are shown to students. And also this poetry book makes it easier for students to learn the material of this poem. This statement is also supported by the opinion of (Riyanti & Setyami, 2017) that the use of learning media for novel books, poetry books and other textbooks helps the learning process in class and also makes it easier for students to understand the content of the existing material, and also makes students interested in learning by using this learning media. Some students chose 'No' because they thought there were many vocabulary words that they had not understood and had not learned before.

The fourth statement about the works '诉衷情 [sù zhōngqíng] and '卜算子 [bǔsuànzǐ] in the poetry book '宋時三百首' [sòngshīsān bǎi shǒu] is easy for me to understand. The fifth statement is that I understand everything provided by the researcher when using the poetry book '宋時三百首' [sòngshīsān bǎi shǒu]. The sixth statement is that students understand the meaning of the readings '诉衷情 [sù zhōngqíng] and '卜算子 [bǔsuànzǐ] from the poetry book '宋時三百首' [sòngshīsān bǎi shǒu]. The readings given to the students have been adjusted with vocabulary that the students should have already learned, which makes it easier for them to read the material. However, some students have not yet understood the readings and the material provided by the researcher because of the many new words they have not yet learned. This statement is supported by (Ampuni, et al., 1998), which states that comprehension in reading is the most important aspect of reading skills, and it also aims to help the process of understanding texts that contain important information.

The seventh statement discusses the difficulty faced by students in understanding the meaning and content of the poetry book “宋時三百首” [sòngshīsān bǎi shǒu]. While reading the text from the book, students are also required to comprehend the content. However, 22 students struggle to understand the meaning of the text because many 汉字 [hànzì] are difficult to interpret on their own. Therefore,

the book is equipped with 拼音 [pīnyīn] to help students find the meaning more easily. As supported by Ibad et al. (2018), the presence of such tools also facilitates improving reading comprehension.

The eighth statement is that students are able to read texts using only 汉字 [hànzì] when reading the poetry book "宋时三百首" [sòngshīsān bǎi shǒu]. In this case, 18 students selected 'Yes' and 16 students selected 'No', as they require devices to look up 拼音 [pīnyīn] when reading. This is because the provided reading material does not include 拼音 [pīnyīn], which would help students become accustomed to reading with 汉字 [hànzì]. This is also supported by Adji (2017), who states that such activities, like reading vocabulary with pronunciation and looking up new words, help train Mandarin pronunciation and expand students' vocabulary.

Ninth Statement The use of the poetry book "宋时三百首" [Sòngshī sān bǎi shǒu] can enhance students' reading comprehension skills. Tenth Statement The use of the poetry book "宋时三百首" [Sòngshī sān bǎi shǒu] can improve students' reading comprehension skills. In response to the ninth statement, 33 students answered that the poetry book "宋时三百首" [Sòngshī sān bǎi shǒu] helps improve their reading comprehension skills. However, 1 student answered "No" because the student found it difficult to read and therefore struggled to understand the book. In response to the tenth statement, 30 students answered that the book helped improve their reading skills, while 4 students answered "No" because, in their opinion, the book and their HSK level made it difficult to apply this method. According to Mukhlishina et al. (2017), the use of narrative texts, poetry books, and similar materials is highly effective because it makes reading lessons more engaging and enhances their effectiveness.

The eleventh statement indicates that all students are able to understand and interpret each sentence in the reading material provided by the researcher, specifically the readings 诉衷情 [sù zhōngqíng] and 卜算子 [bǔsuànzǐ]. The statement asks whether the poetry book "宋时三百首" [sòngshīsān bǎi shǒu] can assist in the Chinese Comprehensive 3 course. In the eleventh statement, one student chose 'No' because their limited vocabulary made it difficult for them to interpret the provided reading material. In the twelfth statement, all students selected 'Yes,' agreeing that the learning media using the poetry book "宋时三百首" [sòngshīsān bǎi shǒu] is helpful for the Chinese Comprehensive 3 course. As mentioned by (Nur Fauzi, et al., 2023), the use of this module as a learning medium is highly effective and encourages students to feel happy and motivated in further studying Classical Chinese Poetry.

Thus, the use of the poem "宋时三百首" [sòngshīsān bǎi shǒu] in reading skills can be used as one of the learning media to develop students' Chinese reading skills. The effect of using this poem on students' reading skills shows that if this poem is used in learning, it can develop the reading potential of Chinese students, using different poems in each lesson can also increase students' vocabulary in learning Chinese. However, the weakness of using poetry in learning is that it seems monotonous and boring if not accompanied by interesting learning methods. This is also in line with Rahayu (2022) that learning methods also cannot run with just one variation, it can make the learning design less interesting and even seem boring and difficult to create student enthusiasm. Another factor that helps the development of Chinese language learning is the awareness of each student to continue to hone their Chinese language skills.

Conclusion

Based on the presentation of the results and discussion in the previous section, it can be concluded that the use of poetry in “宋時三百首” [sòngshīsān bǎi shǒu] in the Comprehensive Chinese 3 course is that the poems used can be a learning medium that helps to develop reading skills and understand texts in Chinese, besides that it can also increase vocabulary so as to support mastery of Chinese. Learning with the use of poetry in “宋時三百首” [sòngshīsān bǎi shǒu] in reading skills, the researcher displays a PPT show containing 2 readings to be read by students, then students read together and after that students read independently. After reading, students discuss together with researchers about vocabulary that students do not know. After reading the students interpreted the sentence-by-sentence reading that had been read with the help of the researcher. After that students are given questions and games that come from Wordwall to find out whether students have understood the contents of the reading that has been read and translated.

Judging from the students' response to the use of the poem, there was a positive response from the students. Students showed interest in participating in research activities and also showed interest in using the poem, seen from students competing to raise their hands in answering questions from researchers about reading the poem. on learning that they are easy to understand the reading and can read well. And also in the use of the poem also helps in learning to add new vocabulary.

Suggestions for educators to use poetry books as a medium can be applied in Chinese Literature courses because these poetry books help students understand the use of historical allusions and rhetoric in classical Chinese literature works. Additionally, these poetry books introduce poems from the Song Dynasty. For future researchers, it is recommended to apply other teaching methods and consider using additional poems found in the poetry book '宋時三百首' [sòngshīsān bǎi shǒu] to encourage students' enthusiasm in practicing reading skills and enhancing their understanding of texts.

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