Assessing Expression in the Poetry Reading Skills of Elementary Students

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Abstract
This study aimed at describing the expression of the fourth-grade students in reading poetry at SDN Bontokamase Gowa. The study was a quantitative descriptive study. The population was the students in all elementary schools in Gowa district. The sample of the study was all students in grade IV at SDN Bontokamase Gowa that consisted of 20 female and 17 male. The data of the study were collected through observation, documentation, and field note. The three instruments were used to see the students' performance in reading poetry through direct observation, video, literature, and other supported sources. The data were analyzed by using the quantitative descriptive analysis to understand the expression of fourth-grade students in reading poetry. From the direct observation of students' performance in reading poetry, it was found that there are 14 students with a high score, 19 students with medium score and there were 4 students with low score assessed by three assessors. The students with a very good score show very good appreciation. In this case, the very good appreciation or performance is giving appropriate expression in reading title, lines, and rhymes. In contrast, the four students with a low score cannot show good performance or giving flat expression in reading title, lines and rhymes. The average score of students' expression is 3. 13. Thus, it was concluded that the skills to read the poetry of students in terms of expression aspect was in a good category.

Keywords**:** Expression, reading skills, poetry

Introduction

Basically, literature is not only to be taught but also to understand the use of the literature itself. Students with literary knowledge can understand the benefits of literature, especially poetry. For this reason, poetry can be positioned as a literary work, and there is a connection between life and the learning process takes place. Thus, literature becomes part of a science unconsciously. This knowledge will benefit life, especially as a student.

According to Doyin (2010), poetry is an expression of the writer's feelings or thoughts. Whatever a writer expresses in the poetry is what he or she thinks or feels to respond to something. Therefore, poetry is generally in the form of lyrics, though there is still in the form of a story. The poetry itself is to keep the writer's impressive experience and it has a certain sense or value.

Chan (2010), also defined poetry as a shout or laugh deep inside of heart, a song that is sung inside soul, a picture from imagination, and words with style. Poetry is an art that consists of reality, philosophy, ideology. Poetry comes from feelings and emotion. Thus, poetry is representative of feelings in words and rhythm.

Teaching poetry does not begin with literature itself, but who will learn it. The environment, background and needs of those who want to be given literary lessons (thematic) should not be less important than the other works. Literary learning starts from real actions. Literary works (poetry) do not silence the readers, but instead offer the readers to develop its interpretation; it also becomes the inspiration and imagination for the next works.

The researcher concludes that students cannot be separated from language competence and appreciation of poetry. In this case, the appreciation of poetry is about how the students can appreciate, understand, evaluate, and produce poetry as a good literary work. Achievement of learning outcomes or the appreciation itself is certainly supported by the implementation of the learning process. Implementation of learning in class is conducted with a variety of approaches, methods, strategies which are innovative, creative, and interesting, thus the achievement of learning outcomes can be maximized and meaningful. One method that would be developed is thematic learning.

This study is based on the idea that in order to improve students' skills to read poetry, a technique that prioritizes the ability to imagine is needed by exercising the skills to concentrate and think through the students' suggestions. The students' reading skills is based on the ability to express ideas, thoughts, and feelings through the elements of language; thus what you want to convey to the listener can be achieved.

Poetry reading learning can be used as an effort to achieve goals to understand reading poetry listed in the curriculum. The aim of literary learning is that students can enjoy and utilize literary works to broaden their horizons, refine their character, and improve their knowledge and language skills, thus students are able to appreciate and develop Indonesian literature as a cultural and intellectual property of humans.

Based on the contents of the standard in the National Education Standards (SNP), curriculum development of Indonesian language and literature teaching contains aspects of the skills that must be mastered, namely aspects of listening, speaking, reading, and writing skills. These four skills are related each other. One aspect of language that will be developed as language teaching is directed to help students get to know themselves, culture, express ideas or feelings, and participate in society. In addition, language learning helps the students to use the analytical and imaginative skills of the poetry. Therefore, students are expected to be able to communicate in Indonesian properly and correctly.

The ability to read poetry, especially for students of grade IV at SDN Bontokamase is in accordance with the results of the conversation between the researcher and the teacher in grade IV that poetry learning is only taught on an integrated thematic basis. They have not been taught about: What is the ability to read poetry of students at SDN Bontokamase Gowa in intonation especially in reading words, phrases, and sentences in a poetry. The thematic curriculum for class IV at SDN Bontokamase contains learning poems that are short and simple. (Wilson, 1985), states that in choosing poetry there are several things that need to be considered namely the pronunciation, intonation, gestures and expressions.

There are several problems faced by students in appreciating poetry. The most common problem felt by students is to choose diction that is poetic and dense of meaning. In general, students have difficulty in reading poetry, including pronunciation, intonation, gesture, and appreciation. While, the teacher still uses conventional methods such as assignments, discussions, demonstrations, and also questions and answers. It can be concluded that the low ability to read poetry is caused by the lack of interesting ways of learning poetry. In order to overcome the

problem, it is important to conduct a research about poetry reading skills that starts from pronunciation, intonation, gestures, expressions, and visions.

Besides meaning of poetry, expression is also important element to be assessed in reading poetry. If we only pay attention to the meaning of a poem, we only reduce it to a piece of unrelated cords (without meaning). The correct answer begins by noting that the elements (signs) in a poem often seem to deviate from normal grammar or normal description (Tang, 2008). Thus, the researcher intended to conduct study about poetry reading skills of the fourth grade students in case of intonation.

The difference between the previous study and this study is seen in subject, object and the method of the study. The researcher examined the poetry reading skills by assessing the intonation during reading poetry. The researcher also applied the model proposed by (Wilson, 1985), that may overcome problems faced by students in reading poetry. The reading model was based on four skills, namely pronunciation, intonation, gestures, expression and appreciation, but in this study the focus is in expression.

Review of related literature
The concept of reading

Reading is one aspect of language skills that are complex and complicated. According to Soedarso (2004), reading is a complex activity by mobilizing a large number of separate actions. Adler and Doren (2014), also suggest that "reading is a complex activity, just like writing. He stood up and had many separate mental actions, and all had to be done in order to read well ". (rahim, 2008), states that reading is essentially a complicated thing that involves many things, not just reciting writing, but also involves visual, thinking, psycholinguistic, and meta-cognitive activities ". This is in line with the opinion of Prasetyono (2008), that reading is a series of mind activities carried out attentively to understand information through the sense of sight in the form of complex symbols, arranged so that they have meaning and meaning. ".

Godman (in Somadayo, 2011), also states that "reading is an activity of picking meaning or understanding that is not only from the rows of explicit words (reading the lines), but the meaning behind the rows contained between lines (reading between the lines) , even the meaning that lies behind these lines (reading beyond the lines) ". Reading activity is not a passive process, but it is an active process which means that a reader must actively try to understand the contents of a reading. Nurgiantoro (2010), argues that "reading is a mental activity to understand what is said by other parties through the means of writing". Reading activity is a mental activity to understand what is said by the other party through the means of writing ".

Nurgiantoro (2010), also add that "reading activities are an effort to understand information conveyed through written symbols". Reading activities are very important in daily life, especially in language learning at school. Students are not only required to be able to read, but also to know and understand the meaning of the information contained in the reading. Hodgson (in Tarigan, 2015), argues that "reading is a process carried out and used by readers to obtain messages, which will be conveyed by the author through the media words / writings". From some of the opinions above, can it was concluded that reading is a complex behavior carried out to define written symbols so that they can know their meaning.

The concept of poetry reading and expression

According to Doyin (2010), reading in the concept of poetry reading must be understood as an effort to understand and feel everything contained in a poem. With these activities, intended

what is felt by the poet writer controlled by the reader. So, poetry reading is not just speaking poetry or voicing poetry, but also expressing the feelings and souls captured by the reader of the poem.

According to Doyin (2010), the art of poetry reading is essentially the art of spectacle. The art of poetry reading is audiovisual art. As an audiovisual art, the art of poetry reading is required to be pleasing to the ear and pleasing to the eye. In order to be pleasant to hear, everything produced by the reader's utensils must be true and beautiful. In order to be pleasing to the eye, all the movements produced by the poet's body must also be true and beautiful. Therefore, poetry reading belongs to the performing arts.

If related to language skills, includes four aspects, namely listening, speaking, reading, and writing, poetry reading included in the reading category. Istanti (2009) also reveals the notion of poetry reading, poetry reading is understanding the meaning contained in poetry and capturing the thoughts and feelings of the poet so that it can be enjoyed by the audience.

According to Doyin (2010), it also states that, there are three components of reading, namely vocals, appreciation, and appearance. in the art of poetry reading, namely: vocals, appreciation, and appearance. Vowels are not just volume or loudness of sound. Sometimes there is a misunderstanding that, who has a loud, determined, and demonstrative voice who is certainly beautiful and wins the race. Matters related to vocals are articulation (pronunciation correctness), tempo (speed of reading), tone (high and low reading), and accentuation (emphasis).

There are at least four main concerns in the vocal issue, namely: (1) clarity of speech; (2) pause; (3) resilience; and (4) fluency (Doyin, 2010). Every word in a poem must be clearly heard by the listener or audience. At least this is the main criterion of a poet's vocal reader. A person's voice color problem is not directly related to speech clarity. The color of the sound is heavy, high, large, or small, all of which can produce a clear sound if the owner is diligently conducting exercises.

Doyin (2010) argues that, to live in poetry, means to fully understand the contents of poetry. With that understanding, we as poetry readers can unite our own souls. The understanding of poetry that is categorized in this appreciation does not merely understand the meaning of words or lines of poetry, but comes to an understanding of the meaning contained in poetry and the atmosphere of the poem itself. The understanding of poetry must be done by poetry readers. Poetry reading is an effort to help the listener or audience understands the contents of the poem.

Before we help the listener understand the contents of the poem, we must first understand it. At least in this step we must be able to capture the meaning contained in the poem, the meaning of the symbols contained in the poem, and the atmosphere. The appreciation in the art of poetry reading is at least reflected in three things, namely: (1) beheading; (2) tone and intonation; and (3) expression.

According to Doyin (2010), appearance problems in reading poetry concern issues: (1) techniques emerge; (2) block and use settings; (3) reading techniques; and (4) how to dress. The first thing to note in a poetry reading performance is the emergent technique. Emerging technique is the way taken by poetry readers in showing themselves for the first time. A good and solid impression must be displayed in the first appearance. This is important because success in the first appearance will have a major effect on the success of subsequent readings.

In this study, the focus was expression. Doyin (2010) stated that poetry appreciation (expression) means understanding the contents of poetry. By understanding the contents, the readers can unite their souls. Understanding the poetry itself is categorized as appreciation of expression and does not only understands the meaning of the words or lines, but also the condition

of the poetry. The reader should do the part of understanding or the appreciation. Poetry reading is an effort to help a listener to understand the contents and meaning of the poetry.

Related studies

Winarni (2014) and Yanti (2018) conducted study to see the poetry reading skills of the students of SMPN 5 Kuantan Mudik in pronunciation, stressing the words, intonation and expression. The results of the study showed that the average of poetry reading skills of students grade VII of SMPN 5 Kuantan Mudik in pronunciation was 78.21% or in a good category. In stressing the words, it was found that the average of poetry reading skills of students grade VII of SMPN 5 Kuantan Mudik was 96% or categorized as good. The average poetry reading skills of students grade VII of SMPN 5 Kuantan Mudik in intonation was 78.85% or good. The average of poetry reading skills of students grade VII of SMPN 5 Kuantan Mudik on the expression was 67.85% or sufficient.

Wahyuningsih (2015) conducted study to find out the poetry reading skills of the first year students of Al-Uswah Pekanbaru vocal precision, intonation, and appreciation (expression). The results of this study showed that the reading skills to read poetry in aspects of vocal accuracy category was 60.99 or 76.24%. The poetry reading skills in intonation aspect being categorized was 47.26 or 78 , 77%. The poetry reading skills in the aspect of appreciation (expression) was in low category with a mean of 41.22 or 68.71%. Overall, it can be concluded that the ability of the first year students of Al-Uswah Pekanbaru. in reading poetry is categorized with average 143.59 (for two poems) or 71.80%.

Surastina (2016) conducted study to describe the students common errors in reading a famous Indonesian poetry entitled Aku by Chairil Anwar. This study was conducted to 120 primary students in Lampung Province, Indonesia which has been randomly chosen by using stratified random sampling technique. The result showed that most of students have low skills in reading poetry as indicated by high percentage of students doing errors. Error in articulating was mainly caused by different student dialect, meanwhile error in stressing intonation were affected by low ability in interpreting poetry and their tendency in reading with specific pattern. This finding can be used as a reference to evaluate student skills in reading Indonesian poetry.

(Winarni, 2014), conducted study to increase the ability in reading poem of students grade five of SDN 18 Matan Hilir Selatan Kabupaten Ketapang. The method used in this study is modeling. Basically the study was designed in an action called a cycle. While the nature of this research is Classroom Action Research (CAR). The results showed an increase in the ability to read poetry on aspects of pronunciation, intonation, and expression. In the process of learning Indonesian, the aspects of pronunciation has increased from an average pre-cycle 20.00, the first cycle of 21.92 on average an increase of 1.92, in the second cycle of 23.86 on average an increase of 1.94. In intonation aspects, the pre cycle increased average 20.00, the first cycle of 20.77 on average an increase of 0.77, in the second cycle of 23.08 on average an increase of 2.31. In expression aspects, the pre-cycle was 16.92, the first cycle of 23.85 on average an increase of 6.93, in the second cycle on average 30.00 on average an increase of 6.15. In general, concluded that the use of modeling to improve the ability to read poetry in learning Indonesian language support of aspects of pronunciation, intonation, and expression in class V

Research methods
Research design
This study uses quantitative research design. This type of research is quantitative descriptive, using statistics and not generalization; the researcher only wants to see the ability to read the poetry of each student. The assessor gives a number, and from that number, the researcher describes it in words. Quantitative research methods can be interpreted as research methods based on the philosophy of post-positivism to examine natural conditions of objects because the researcher acts as a key instrument (Sugiyono, 2015).

This descriptive quantitative research focuses on the variable of poetry reading ability of the fourth-grade students of SD Negeri Bontokamase Gowa in expression. In this study, variables are defined as everything that will be the object of research observation. In general, variables are objects that will be used as both abstract and real research. The implementation of this activity must be systematic and in accordance with scientific principles. So, the results of observation can be justified. The theoretical basis used also affects the results obtained. The number of variables is not determined, but depends on the type of research to be conducted.

So, the focus of the research is basically anything in the form of whatever is determined by the researcher to be studied in this study so that information is obtained about it, then conclusions are drawn. The variable in this study is the ability of students to read poetry. The research design is a guideline in conducting the research process including determining the instruments of data collection, sample determination, data collection and data analysis. This study uses descriptive quantitative method because it describes the ability to read the poetry of students the ability to read the poetry of fourth-grade students at SD Negeri Bontokamase Gowa in expression naturally as it is.

According to Sukmadinata (2011), quantitative descriptive research is intended to describe the existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, and interrelationships among the activities. In addition, descriptive research does not provide treatment, manipulation or alteration of the variables under study, but rather describes a condition as it is. The only treatment given is the research itself, which is done through observation, interviews, and documentation and tests. Based on the views of these experts, it can be concluded that quantitative descriptive research is a series of activities to obtain data that is as it is without being in certain conditions whose results emphasize more meaning. Here, the researcher uses a descriptive quantitative research method because this research explores the phenomenon of the ability to read poetry (expression) of fourth grade students at SD Negeri Bontokamase Gowa.

Population and sample
This research was conducted in class IV SD Negeri Bontokamase Gowa, with a total of 37 students from the entire population. The school is one of the leading schools in Gowa District. Because this research is expected to be one of the models of teaching Indonesian Language in Elementary Schools of Gowa district, the selection of superior schools as places to conduct research is one of the fundamental reasons. Another consideration is the ease of outreach in conducting research.

The population in this study was all elementary school students in Gowa Regency. Furthermore, the sample was 20 female students and 17 male students in this study were fourth grade students at SDN Bontokamase Gowa. The data in this study are the students' value in reading poetry, which is seen from the aspect of pronunciation. While the source of the data is in the

research is the fourth grade students of SDN Bontokamase in Gowa Regency, the fourth grade students are 37 people, consisting of 20 female students and 17 male students.

Method of data collection
        Data collection is conducted through observation, documentation and field note. The observation is a direct observation of poetry readings by Grade IV students at SDN Bontokamase Sungguminasa, Gowa Regency by using an audiovisual recording device in the form of video. The documentation is conducted through videos and photos during the reading activity. At the same time, the field note is conducted by collecting supported sources like books, literature, and research experts.

Data analysis
        The data analysis technique of the research results is done in two ways. The first, the researcher adds the value of the respondent abbreviated with R based on the results of the assessment instruments used then divided by the number of respondents guided by the following table with the following formula:

$$Me = \frac{\sum xi}{n}$$

Where:
Me = Mean (average)
Xi = value X to I get to n
n = Number of individuals

        The second, the students' expression in reading poetry would be described based on the criteria made by (Departement Pendidikan Nasional, 2006).

Results
        The data of this study are the ability to read poetry in the fourth grade students of SDN Bontokamase Gowa, amounting to 37 people with details of 20 female, 17 males. The results of research on students' ability to read poetry can be presented as follows.

The value of students' reading poetry based on the expression aspect
Table 1. Frequency and percentage categories of Students' Reading Poetry Based on the Expression aspect

Category	Frequency	Percentage
High (81–100)	14	38 %
Medium (61-80)	19	51 %
Low (40-60)	4	11%
Total	37	100 %

Based on the table 1, there were 14 students who received the category of high score with a score range of 81-100. The indicators of high score were the students can find the poetic meaning, thus they can express the meaning of the poetry in a very interesting way and the lines were read clearly.

There were 19 students with score range of 61-80. The indicators of medium score were the students in reading can express the feeling and meaning of the poetry, but in reading the lines of poetry is not clear.

There were 4 students who get low category with a range of scores 40-60. The indicators of the low score were the students cannot express well in reading poetry and the lines were read unclearly.

Table 2. The Value of Reading Poetry Based on the Expression by three assessors
Expression Aspect

Respondents	Assessor			Mean Score	%	Category
	I	II	III			
R1	1	3	3	3.00	75.00	Good
R2	1	3	4	2.67	66.67	Adequate
R3	4	3	3	3.33	83.33	Very Good
R4	1	4	4	3.00	75.00	Good
R5	3	3	2	2.67	66.67	Adequate
R6	4	4	4	4.00	100.00	Very Good
R7	4	4	4	4.00	100.00	Very Good
R8	3	3	2	2.67	66.67	Adequate
R9	3	3	2	2.67	66.67	Adequate
R10	4	3	2	3.00	75.00	Good
R11	3	3	3	3.00	75.00	Good
R12	3	2	3	2.67	66.67	Adequate
R13	4	4	4	4.00	100.00	Very Good
R14	4	2	3	3.00	75.00	Good
R15	3	1	4	2.67	66.67	Adequate
R16	1	3	3	2.33	58.33	Less
R17	4	4	4	4.00	100.00	Very Good
R18	3	3	4	3.33	83.33	Very Good
R19	3	2	2	2.33	58.33	Less

R20	4	4	4	4.00	100.00	Very Good
R21	3	3	3	3.00	75.00	Good
R22	3	3	3	3.00	75.00	Good
R23	3	2	2	2.33	58.33	Less
R24	3	4	3	3.33	83.33	Very Good
R25	2	2	2	2.00	50.00	Less
R26	3	4	2	3.00	75.00	Good
R27	2	4	2	2.67	66.67	Adequate
R28	2	2	2	2.00	50.00	Less
R29	4	4	4	4.00	100.00	Very Good
R30	4	4	4	4.00	100.00	Very Good
R31	4	3	2	3.00	75.00	Good
R32	3	4	4	3.67	91.67	Very Good
R33	4	4	4	4.00	100.00	Very Good
R34	3	4	3	3.33	83.33	Very Good
R35	3	3	3	3.00	75.00	Good
R36	3	3	3	3.00	75.00	Good
R37	4	4	4	4.00	100.00	Very Good
Total	112	118	114	3.13	78.15	Good
Average	3.02	3.19	3.08			
%	75.68	79.73	77.03			

The average ability of students to read poetry from the aspect of expressing appreciation is 75.68% with a good category. In the expression section, some students still find it difficult to express the poetry they read. Students seem to be playing around and are distracted by their friends. For example, in Respondent 16 (R16) who actually did a flat expression and seemed sluggish when reading the array of "*aku belajar menuntut ilmu*" in *Cita-Citaku*. R16 should give an expression of enthusiasm because this is a process of studying.

The average ability of students to read poetry from the aspect of expression / appreciation is 79.73% with a good category. Just like the first assessor, the second assessor also gave a good assessment on the aspects of student expression and appreciation. The weakness in this category is, there is still a lack of students' ability to express their expressions. This certainly requires regular training. However, some students have been able to express / appreciate it well. Respondent 20 (R20) has been able to appreciate well in line "*kau hanya sekadar kertas yang bisa dipotong-potong, diinjak-injak*" in *Paru-Paruku*.

Then, the average ability of students to read poetry from the aspect of expressing appreciation is 77.03% with a good category. Similar to the two previous evaluators, this category is still classified as low in terms of value. The problem is still the same, students still find it difficult

to appreciate the poetry they read well. Respondent 5 (R5) who from the beginning had a lack in the aspect of reciting poetry, also had not been able to express well on the poetry he was reading. Respondent 5 (R5) seems overwhelmed in expressing phrases of *"terangi alam"* in *Guru Tercinta*. When viewed from each aspect assessed, the average ability of students reading poetry from the expression aspect is in good category with a percentage of 78.15%.

Discussion

Based on previous exposure, it can be stated matters Based on previous exposure, it can be stated matters related to several research findings. The meaning of the results of the assessment of the three evaluators on the appearance of grade IV elementary school students in reading poetry is based on pronunciation aspect, intonation, gestures, expressions and appreciation. By not ignoring other poetry reading models, the activities of grade IV elementary school students in reading poetry only emphasize the four aspects of reading mentioned above. The four models are considered to represent other models. Of course the assessor at the time of the assessment has considered many things related to poetry reading activities, although it is undeniable that the emotional involvement and feelings of the assessor is very likely to influence the assessment.

It is well known that the condition of knowledge and maturity of grade IV elementary school students is not as mature as adults, but reading poetry is not only dependent on the condition of one's knowledge and maturity. Reading poetry is a skill that involves knowledge. Meanwhile, poetry for these students is something that has often been heard and often even read. Whether it's because something has to be learned as part of a competency that must be mastered in certain subjects, or because it has been watched and listened to other people read poetry maybe even he himself has done it. Therefore, it is not surprising that children in grade IV elementary school students are able to read poetry as adults do by paying attention to all aspects of reading poetry.

In general, poetry is one of the activities of reading aloud. Reading aloud is essentially the activity of reading by voicing written symbols (letters, syllables, words / phrases, sentences) by paying attention to aspects of the ability to read aloud (pronunciations, intonations, pauses, punctuation marks) so that the listener and reader can capture information and understand the meaning contained in a reading. Therefore, the pronunciation becomes very important to note in reading poetry.

The expression / appreciation model is a facial expression or facial / facial impression. Expression of appreciation can be interpreted as a disclosure or process in expressing intentions, feelings, ideas etc. Expression is also the result of manifestations of emotions. In certain circumstances gesture can be considered as a form of expression of appreciation. Because part of the gesture is a form of expression of feelings, ideas or certain ideas. Of course, not all body movements, faces or other body parts are considered expressions or vice versa. In reading poetry the gesture and expression of the reader are factors to judge whether the reader of the poem appears well or not. Because the more appropriate the gesture and expression of the reader with the contents of the poem, the more interesting and more the intention of the contents of the poem.

The ability of children at the age of fourth grade elementary school students in accompanying words, sentences, or intents of poems that are read in the form of body movements seems to be better than expressing in the form of the intention, ideas or ideas of poetry. The ability of grade IV elementary school students to perform gestures or read poetry in accordance with the meaning and purpose of poetry is a manifestation of the ability to understand the meaning of the poem by communicating it in the form of appropriate movements. This happens because according to the theory of elementary school age children development (7-8) years is the age at which

children are able to use clear and logical rules. According to Piaget, at that age children are in a concrete operational phase, namely 7-11 years of age (Dahar, 2011). At this age too, children are able to classify or classify problems, including classifying body movements based on their meaning. Therefore, fourth grade elementary school students who have more than that age are already able to do the same thing, even more than that.

The relationship between research findings with the theory of reading poetry consisted of two conclusions. The first is the findings of this study shows that all students are very enthusiastic in reading this poem. In addition, students generally take turns without being called one by one by the assessors. The second is about the process of transferring writing into meaning is from the reader's initial knowledge. This process begins with making predictions or guessing the meaning of a number of literary units. The reader reads poetry based on the theme of the subjects in the curriculum to control the hypothesis of meaning.

Conclusion

Based on the presentation of data and the discussion as stated, the skills to read poetry of elementary school students in terms of the expression aspect is good. The acquisition of the average score assessed by three assessors was 3.13 from an ideal value of 4.00. This means the percentage of the ability to read poetry in terms of expression was 78.15% or categorized as good. Thus the expression and comprehension model of reading poetry of fourth grade students at SDN Bontokamase Gowa can be used as a model or basis in reading poetry for all elementary schools in Gowa District

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