

Enhancing Poetry Recitation Skills of form 4 students by rhythm recording

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Published: 26 December 2023

To cite this article (APA): Selvarajan, R. (2023). Enhancing Poetry Recitation Skills of form 4 students by rhythm recording. *Journal of Valartamil*, 4(2), 33–35. <https://doi.org/10.37134/jvt.vol4.2.8.2024>

To link to this article: <https://doi.org/10.37134/jvt.vol4.2.8.2024>

Abstract This study was carried out on the topic of improving the poetry reading skills of fourth form students through Sirpramanam registration method. Students face difficulties in basic language skills such as poetry reading skills. This study was carried out based on two objectives of identifying problems in poetry reading among fourth form students and improving poetry reading among fourth form students by means of registration. The study was implemented on a case-by-case basis. The samples of this study were 15 students of Form four as the experimental group and 15 students as the control group and the Tamil language teacher of the school. Also pre-test, post-test, interview and observation were selected as research instruments. The study was carried out based on qualitative and quantitative approaches. 3 series of measures were carried out by the researcher to find out the efficiency of registration method. The conclusion of this study is that the method of recording poetry can improve students' poetry reading.

Keywords: Scripture, Language Skills, Reading, Poetry

INTRODUCTION

No matter how important the educational progress is, the development of literature in the Tamil language curriculum in the secondary school is considered very necessary in our country. One of them, if you compare the poem with the right pace, tone, accent, and justice, it will develop the speaking skills and help the students understand and learn the ideas contained in the poem and improve it in life. In teaching poetry, students should try to teach through their field of interest. Students these days are attracted to music and video. It has been known that with the help of technology, the original activity of language use can be subjected to a good change (Kingston Paul, 2022). Thus, reading, one of the basic language skills, is also an important component in Tamil language learning and teaching. Teachers should find out what problems students face in reading skills and use the appropriate approach accordingly. Apart from that, teachers should also go that way knowing what the students like the most. In the 21st century, teachers are in a situation where they need to use technology because students are more interested in technology, therefore, this study is conducted to improve students' poetry reading through the recording method.

Background of the study

Apart from the many previous studies available in Malaysia on reading skills, there are also studies on poetry reading skills from overseas and multilingual. However, studies on poetry reading skills are relatively few when compared to other skill-based studies. Each researcher has different research objectives to improve poetry reading skills. Thus, the researcher Kingston Paul (2020) conducted a study with a primary objective of improving reading along with traditional writing through a selective approach. The researcher Castiglione (2017) has carried out a study using the approach to understand and read fluently difficult poems in his study. Subsequently, the researcher Manonmani (2019)

conducted a study based on the objective of finding the personality and strategies in poetry. Fahd.A.Salameh (2012) has conducted a study to answer two questions: problems faced by students in reading poetry and solutions to problems faced by students. Fred Lerdahl (2021) has conducted a study with the primary aim of being an application of the selective approach to poetry comparison.

FINDINGS AND DISCUSSION

Findings from Questionnaire

The first objective of this study is to find out the problems faced by students in their poetry reading ability by improving the students' poetry reading skills through the canonical approach. In order to find this out, the researcher conducted an interview with the teacher who teaches Tamil language to fourth and fifth form students to get additional data. Also, the research was conducted based on the poems of the fourth and fifth form students' literature lesson. The data obtained through pre-test and interview are explained in this paper. Poems were presented from poetry booklets in 'Kavithai Pokhil'. These poems helped the students to discover their abilities. The poem 'Nalai Namate' was given as a pre-test. The examiner gave this poem to the students and asked them to read it. The researcher looked at the four components of students' reading: tone, pace, pronunciation and punctuation. During observation, students' reading skills were marked on a checklist. The noted data is illustrated in the following table. In the end, 80% of the students read without tone and proper speed. Next, 46.67% students recited the poem with correct pronunciation. Only 40% read correctly for the punctuation reading component. Analyzing the pre-test data, it was found that the students were deficient in reading poetry. This study was followed by a systematic registration process.

CONCLUSION AND RECOMMENDATION

The data obtained through pre-test, three measures and post-test were analyzed and explained in this paper. It was found that the students of pretest and posttest had problems in reading poetry. Also, by comparing the results of the pre-examination and post-examination of the students of the control group and the study group, it can be seen that the poetry reading ability has improved among the study students. There was no change in the pre-examination and post-examination performance of the students of the controlled group as the researcher did not apply the reform approach to the students of the controlled group. Therefore, this study called improving the poetry reading ability of the fourth form students through the registration method has improved the poetry reading ability of the students. In the 21st century education program, the students should have reached an equal level without losing any ability. Accordingly, the 2017-based curriculum was also introduced in Tamil language. The effort of the teacher is high in accomplishing this. During learning and teaching, students can excel in all skills if teachers do not give too much importance to reading comprehension and also to reading poetry. Teachers should find out how to improve students' reading of poetry and implement it in teaching and learning.

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