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The Effect of the Ring-Throwing Game Learning Model on Eighth-Grade Students' Poetry Reading Skills

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KEYWORDS

ring-throwing game, learning model, poetry reading skills, junior high school student

ABSTRACT

This study aimed to investigate the effect of the ring-throwing game learning model on eighth-grade students' poetry reading skills. The research was conducted at the junior high school level using a quantitative approach with a pre-experimental design. The participants of this study were eighth-grade students who were selected as the research sample. Data were collected through poetry reading tests administered before and after the implementation of the ring-throwing game learning model. The assessment focused on students' pronunciation, intonation, expression, articulation, and fluency in reading poetry. The data were analyzed using descriptive and inferential statistical techniques to determine students' learning improvement. The results showed a significant improvement in students' poetry reading skills after the application of the ring-throwing game learning model. Students became more active, confident, and motivated during the learning process. The interactive nature of the game encouraged students to participate actively and reduced anxiety when performing poetry reading tasks. The findings indicate that the ring-throwing game learning model is effective in enhancing students' poetry reading skills. Therefore, this learning model can be recommended as an alternative instructional strategy to improve students' reading performance, particularly in poetry learning at the junior high school level.

KATA KUNCI

permainan lempar gelang, model pembelajaran, kemampuan membaca puisi, siswa SMP

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran permainan lempar gelang terhadap kemampuan membaca puisi siswa kelas VIII. Penelitian ini dilaksanakan pada tingkat sekolah menengah pertama dengan menggunakan pendekatan kuantitatif dan desain pra-eksperimen. Subjek penelitian adalah siswa kelas VIII yang ditetapkan sebagai sampel penelitian. Pengumpulan data dilakukan melalui tes membaca puisi yang diberikan sebelum dan sesudah penerapan model pembelajaran permainan lempar gelang. Penilaian difokuskan pada aspek pelafalan, intonasi, ekspresi, artikulasi, dan kelancaran membaca puisi. Data yang diperoleh dianalisis menggunakan teknik statistik deskriptif dan inferensial untuk mengetahui peningkatan hasil belajar siswa. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kemampuan membaca puisi siswa setelah diterapkannya model pembelajaran permainan lempar gelang. Siswa menjadi lebih aktif, percaya diri, dan termotivasi selama proses pembelajaran. Sifat pembelajaran yang interaktif melalui permainan mampu meningkatkan partisipasi siswa serta mengurangi rasa cemas saat membaca puisi. Dengan demikian, dapat disimpulkan bahwa model pembelajaran permainan lempar gelang efektif dalam meningkatkan kemampuan membaca puisi siswa dan dapat dijadikan sebagai alternatif strategi pembelajaran pada pembelajaran sastra di tingkat sekolah menengah pertama.

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Introduction

Reading poetry is an important component of language learning at the junior high school level because it helps students develop linguistic sensitivity, expressive ability, and confidence in oral performance. Poetry reading requires students to demonstrate appropriate pronunciation, intonation, articulation, expression, and fluency in order to convey meaning and emotion effectively. However, in practice, many students experience difficulties in reading poetry due to low motivation, lack of confidence, and limited opportunities to practice in an engaging learning environment. Poetry learning is often delivered through conventional teaching methods that emphasize explanation and individual performance, which may cause students to feel anxious and reluctant to participate. As a result, students tend to read poetry monotonously, without proper expression, and fail to demonstrate adequate reading skills. These conditions indicate the need for innovative instructional strategies that can actively involve students and create a more enjoyable learning atmosphere.

One instructional approach that has the potential to address these challenges is game-based learning. Learning through games allows students to participate actively while reducing learning anxiety and increasing motivation. One example of a game-based instructional strategy is the ring-throwing game learning model. This model combines physical activity with learning tasks, enabling students to engage cognitively, affectively, and psychomotorically during the learning process. In poetry reading instruction, the ring-throwing game learning model can encourage students to read poems aloud in a relaxed and supportive environment. Through this activity, students are motivated to practice reading poetry while interacting with their peers, which helps them improve their pronunciation, intonation, expression, articulation, and fluency. The student-centered nature of this learning model allows students to learn through experience, observation, and peer interaction, making poetry learning more meaningful and enjoyable.

Several previous studies have indicated that interactive and game-based learning models can improve students' reading and speaking skills by increasing engagement and participation. Such learning models provide opportunities for students to actively construct knowledge rather than passively receive information. In the context of poetry learning, interactive activities help students better understand rhythm, tone, and emotional content. Despite these benefits, the application of the ring-throwing game learning model in poetry reading instruction is still limited, particularly at the junior high school level. Therefore, this study aims to investigate the effect of the ring-throwing game learning model on eighth-grade students' poetry reading skills. This study focuses on students' improvement in pronunciation, intonation, expression, articulation, and fluency. The findings are expected to contribute to language education by providing empirical evidence on the effectiveness of game-based learning in poetry instruction and offering practical implications for teachers in selecting engaging learning strategies.

Method

This study employed a quantitative research approach using a pre-experimental design, specifically a one-group pretest–posttest design. This design was selected to

examine the effect of the ring-throwing game learning model on eighth-grade students' poetry reading skills by comparing students' performance before and after the treatment. The pretest was administered to identify students' initial ability in reading poetry, followed by the implementation of the ring-throwing game learning model as the instructional treatment, and concluded with a posttest to measure students' improvement. This design enabled the researcher to observe changes in students' poetry reading skills as a result of the learning intervention. The focus of the assessment included pronunciation, intonation, expression, articulation, and fluency, which are considered essential components of effective poetry reading at the junior high school level.

The participants of this study were eighth-grade students from a junior high school where the research was conducted during the academic year of the study. One class was selected as the research sample based on accessibility and its representativeness of the student population. All students in the selected class participated in the research activities. The main research instrument was a poetry reading test administered as both a pretest and a posttest. Students were asked to read a selected poem aloud, and their performance was evaluated using an analytical scoring rubric. The rubric was designed to assess five aspects of poetry reading: pronunciation, intonation, expression, articulation, and fluency. Each aspect was scored based on predetermined criteria to ensure objectivity and consistency in assessment. In addition to the test, observation sheets were used to record students' participation and engagement during the learning process to support the quantitative data.

The data collection procedure was conducted in several stages. First, the pretest was administered to measure students' initial poetry reading skills. After the pretest, the ring-throwing game learning model was implemented during the teaching and learning process. In this stage, students were actively involved in learning activities that combined poetry reading tasks with a game-based approach. The teacher prepared rings and target objects containing instructions related to poetry reading performance. Students were required to throw the ring toward a target, and upon successfully completing the task, they were asked to read a poem or demonstrate specific aspects of poetry reading, such as appropriate intonation or emotional expression. This interactive activity encouraged students to participate actively and reduced anxiety during poetry reading practice. After the treatment sessions were completed, the posttest was administered using the same procedure and scoring rubric as the pretest. The collected data were analyzed using descriptive statistical techniques to calculate students' mean scores, standard deviation, and score distribution. These analyses were used to determine students' improvement in poetry reading skills and to evaluate the effectiveness of the ring-throwing game learning model. Ethical considerations were observed throughout the research process, including obtaining permission from the school, informing students about the research purpose, and maintaining confidentiality of students' identities.

Result

This section presents the results of the study examining the effect of the ring-throwing game learning model on eighth-grade students' poetry reading skills at SMP Negeri 3 Lawe Alas in the 2024/2025 academic year. The results are derived from

quantitative data obtained through pre-test and post-test assessments administered before and after the implementation of the instructional treatment. Descriptive and inferential statistical analyses were employed to determine students' learning outcomes and the effectiveness of the learning model.

Students' Poetry Reading Performance Before and After Treatment

The poetry reading test was administered to 17 eighth-grade students to measure their ability to read poetry in terms of pronunciation, intonation, expression, and emotional delivery. The pre-test was conducted prior to the application of the ring-throwing game learning model to identify students' initial reading ability. Following the treatment, a post-test was administered to evaluate the improvement in students' poetry reading skills.

Table 1 presents the students' pre-test and post-test scores.

Table 1
Students' Pre-Test and Post-Test Scores in Poetry Reading

No	Student Name	Pre-Test	Post-Test
1	Aldo	50	75
2	Arif	50	85
3	Cinta Adelia	60	85
4	Fitri	60	95
5	Fikri	50	95
6	Fani Maulida	65	90
7	Haikal Pratama	50	75
8	Halmibo	50	80
9	Kumala Sari	65	95
10	Kaila Rahma	60	95
11	Nurul Hasanah	50	80
12	Pani Maulida	65	95
13	Rizqiya Afifah A.	65	85
14	Sarini	60	90
15	Rafa	50	90
16	Putri Partini	65	95
17	Ubai Sanjaya	50	75
Total		965	1480

The table shows a clear difference between students' performance before and after the treatment. Prior to the use of the ring-throwing game learning model, students' pre-test scores ranged from 50 to 65. Most students failed to meet the minimum mastery criterion (KKM) of 70, indicating that their poetry reading ability was relatively low. After the treatment, all students achieved post-test scores above the KKM, ranging from 75 to 95. This finding demonstrates an overall improvement in students' poetry reading skills following the implementation of the learning model.

Descriptive Statistical Results

Descriptive statistics were calculated to provide a comprehensive overview of students' performance before and after the treatment. The mean pre-test score was calculated by dividing the total pre-test score (965) by the number of students (17), resulting in a mean score of 56.76. This result indicates that students' initial poetry reading ability was below the expected standard. In contrast, the mean post-test score was 87.06, obtained by dividing the total post-test score (1480) by the number of students. The increase of 30.30 points between the pre-test and post-test means reflects a substantial improvement in students' poetry reading performance after participating in the ring-throwing game learning activities.

The variability of students' scores was measured using standard deviation. The standard deviation of the pre-test scores was 6.63, indicating moderate variation in students' initial abilities. The standard deviation of the post-test scores increased slightly to 7.49, suggesting that although students' scores varied, the overall performance level shifted toward higher achievement. Standard error was also calculated to assess the accuracy of the mean scores. The standard error of the pre-test was 1.66, while the standard error of the post-test was 1.87. These relatively small values indicate that the sample means are reliable estimates of students' actual poetry reading performance. Further analysis of central tendency revealed that the median pre-test score was 60, while the mode was 50. This finding indicates that most students initially demonstrated low poetry reading ability. In contrast, the median post-test score increased to 90, and the mode increased to 95, indicating that high scores became more frequent after the treatment. This shift in median and mode values further confirms the effectiveness of the ring-throwing game learning model in improving students' poetry reading skills.

Distribution of Students' Scores

An analysis of score distribution shows a notable shift in students' achievement levels. In the pre-test, the most frequent score was 50, achieved by eight students. This result reflects students' limited confidence and ability in reading poetry prior to the instructional intervention. In addition, no student achieved a score higher than 65, and the majority of students performed below the KKM. After the treatment, the distribution of scores changed significantly. The most frequent post-test score was 95, achieved by six students, followed by scores of 90 and 85. All students achieved scores above the KKM, indicating that the ring-throwing game learning model successfully improved students' poetry reading ability across the entire group. This improvement suggests that the learning model was effective not only for high-achieving students but also for those who initially demonstrated lower performance.

Hypothesis Testing Results

To determine whether the improvement in students' poetry reading skills was statistically significant, a paired-sample t-test was conducted. The test compared students' pre-test and post-test scores to assess the effect of the ring-throwing game learning model.

Table 2
Summary of Paired-Sample t-Test Results

Statistic	Value
Number of students (N)	17
ΣD	515
ΣD^2	16,225
Mean difference (Md)	30.29
Standard deviation (SD)	6.08
t-value (tcount)	20.06
t-table ($\alpha = 0.05$; $df = 16$)	1.746

The mean difference between the pre-test and post-test scores was 30.29, indicating a substantial improvement in students' poetry reading ability. The calculated t-value was 20.06. When compared to the critical t-table value of 1.746 at the 0.05 significance level with 16 degrees of freedom, the calculated t-value was significantly higher. Since tcount exceeded ttable ($20.06 > 1.746$), the null hypothesis was rejected. This result indicates that there was a statistically significant difference between students' pre-test and post-test scores. Therefore, it can be concluded that the ring-throwing game learning model had a significant positive effect on students' poetry reading skills.

Overall, the results demonstrate that the use of the ring-throwing game learning model effectively enhanced students' poetry reading performance. The improvement was evident in descriptive statistics, score distribution, and hypothesis testing results. These findings confirm that the instructional model contributed positively to students' learning outcomes and supports its application in poetry reading instruction at the junior secondary school level.

Discussion

The findings of this study demonstrate that the implementation of the ring toss game learning model has a substantial and positive effect on students' poetry reading skills. This improvement is clearly reflected in the significant increase in the mean score from the pretest (56.76) to the posttest (87.06). Before the treatment, most students had difficulty reading poetry expressively, as indicated by low scores that did not meet the minimum mastery criterion. Many students showed a lack of confidence, weak intonation control, and limited emotional expression when reading poetry aloud. However, after the application of the ring toss game learning model, students showed notable progress in pronunciation, intonation, expression, and overall performance. The integration of play-based learning encouraged students to actively participate in the learning process, making the classroom atmosphere more relaxed and engaging. As a result, students were more willing to practice reading poetry and to perform in front of their peers without fear or hesitation.

Statistical analysis further supports the effectiveness of the ring toss game learning model. The results of the t-test analysis revealed that the obtained t-value (20.06) was significantly higher than the critical t-table value (1.746) at the 0.05 level of significance. This indicates that the difference between students' pretest and posttest scores was statistically significant and not due to chance. Therefore, the alternative hypothesis stating that the ring toss game learning model has a significant effect on

students' poetry reading ability is accepted. These findings are consistent with constructivist learning theory, which emphasizes that students learn more effectively when they are actively involved in constructing their own understanding through direct experience. By engaging students in interactive activities, such as games, learning becomes more meaningful and memorable. In the context of poetry reading, the use of game-based media helps students internalize rhythm, tone, and emotional expression, which are essential elements of effective poetry performance.

Beyond cognitive improvement, the ring toss game learning model also contributed positively to students' affective and psychomotor development. Students became more confident, cooperative, and motivated to learn, as the game created a supportive and enjoyable learning environment. The opportunity to learn while playing reduced anxiety and encouraged students to take risks in expressing themselves. This finding aligns with previous studies suggesting that game-based learning can enhance students' motivation and engagement, particularly in language learning contexts. Additionally, the simplicity and affordability of the ring toss game make it a practical instructional strategy that can be easily implemented in various classroom settings. Overall, the results of this study suggest that the ring toss game learning model is not only effective in improving students' poetry reading skills but also beneficial in fostering positive learning attitudes and classroom interaction. Therefore, this model can be recommended as an alternative and innovative approach for teaching poetry reading in junior high schools, particularly to improve students' performance and confidence in Indonesian language learning.

Conclusions

This study investigated the effect of the ring toss game learning model on students' poetry reading ability at the eighth-grade level of SMP Negeri 3 Lawe Alas in the 2024/2025 academic year. The findings demonstrate a significant improvement in students' poetry reading performance after the implementation of the ring toss game model. The quantitative results show that the mean score of the post-test was substantially higher than that of the pre-test, indicating that students' abilities improved after receiving the instructional treatment. The calculated t-value exceeded the critical value at the 0.05 significance level, confirming that the alternative hypothesis was accepted. Thus, the ring toss game learning model had a statistically significant effect on students' poetry reading skills.

Furthermore, the improvement was not only evident in students' test scores but also in their learning engagement and confidence during the poetry reading process. The game-based learning environment encouraged students to actively participate, reduced anxiety when performing in front of peers, and fostered a more enjoyable learning atmosphere. These conditions allowed students to express emotions, intonation, and interpretation more effectively while reading poetry. As a result, students demonstrated better comprehension and expressive performance compared to the conventional learning approach used prior to the treatment.

Based on these findings, it can be concluded that the ring toss game learning model is an effective and practical instructional strategy for improving students' poetry reading ability. This model can be recommended as an alternative learning method in Indonesian language classes, particularly for teaching literary skills that require

confidence, emotional expression, and active student involvement. Future researchers are encouraged to apply this learning model to different language skills or educational levels to further explore its effectiveness and adaptability in various learning contexts.

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