

Elementary Students Class Iv Poetry Reading Skills

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Abstract: This study aims to describe the ability to read poetry elementary students in reading poetry in the pronunciation, Intonation, gesture, and Expression of appreciation. The research method used in this research is quantitative descriptive research. This type of descriptive quantitative analysis is assessed more following the topic issues raised by the researcher, making it easier to identify and explain the existing problems.

The technique of data analysis result of research done by using descriptive analysis to comprehend ability of poetry reading of elementary school student of class IV. Based on the results of the research test (2 tests), using the frequency distribution and percentage.

The results showed that the ability to read the poetry of elementary students in reading poetry in the pronunciation, Intonation, Gesture, and Expression / appreciation as follows.

The ability to read poetry elementary students regarding pronunciation is excellent. Acquisition score 129 of the ideal score 148 or the average value obtained is 3.49 from the typical value of 4.00. The ability to read the poetry of elementary students concerning intonation is very good. The score is 125.33 from the ideal score of 148, or the average value obtained is 3.39 from the ideal value of 4.00. The ability to read poetry elementary students regarding gesture is very good. The score is 119.34 from the ideal score of 148, or the average value obtained is 3.23 from the ideal value of 4.00. The ability to read poetry elementary students concerning the expression of appreciation is good. The score is 115.34 from the ideal score of 148, or the average value obtained is 3.12 of the ideal value of 4.00. The ability to read poetry elementary students in pronunciation, intonation, gestures, and expressions of appreciation is very good. Obtaining a score of 489.02 from the ideal score of 592, or the average value obtained is 13.22 from the ideal value of 16.00.

Keywords: Elementary Students, Reading Skills, Learning,

Date of Submission:14-09-2018

Date of acceptance: 29-09-2018

I. INTRODUCTION

The purpose of National Education as already formulated in Law Number 20 Year 2003 is to develop the potential of learners to become human beings who believe and pious to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens democratic and responsible. In short, the law hopes that education can make learners competent in their fields. Where such competence, in line with the national educational objectives described above, should include competence in the sphere of attitudes, knowledge, and skills as described in the elucidation of article 35 of the law.

Based on the above description, one of the goals of Indonesian language learning and Indonesian literature is that students are able to enjoy and utilize literary works to broaden their horizons, extend manners, and improve their knowledge and language skills. Besides that, in the formulation of the students are also expected to appreciate and develop Indonesian literature as a repertoire of Indonesian human intellectual culture. It affirms that literary works are acknowledged to exist and are perceived to benefit students who study them.

Even when Learning literature has a purpose. However, it should be distinguished between the purpose of literary learning for literary science and the purpose of literary learning for the benefit of education. For science, the purpose of literary learning is directed to acquire knowledge of literary theory, literary history, and literary criticism. For the sake of education, literary learning is part of the overall educational goal, because the process of learning and learning literature is part of the educational process (Rahmanto, 1992, p.313).

Literary learning can be used as an effort to achieve the goal of understanding the reading of poetry listed in the curriculum. The purpose of the study of literature is so that students can enjoy and utilize literary works to broaden the insight, refine the character, and improve the knowledge and language skills, so that students can appreciate and develop Indonesian literature as a cultural and intellectual repertoire of human beings.

In the meantime, there have been several studies of poetry learning ever conducted and have similarities with this research, the first research ever conducted by Marwiah in 2006 with the title of research "Improving the ability to appreciate poetry and application of human values through learning with audio visual (a classroom action research) and Nurhani in 2014 entitled "The effectiveness of reading STAD cooperative poetry in reading poetry learning of grade X students of SMA Negeri 1 Watang Pulu Sidenreng Rappang Regency.

The study of poetry reading ability is an initial effort to conduct a comprehensive study that starts from the Gesture Intonation Expression Perception which is contained in reading poetry from various famous poet poets so that what will be done by the researchers is a study ever conducted by the previous researchers.

The integrated thematic lessons contain the subjects of Cultural Art and Workshop can contain the Regional Language. Integration of Basic Competency of IPA and IPS is based on the relevance of the content of Basic Competency of IPA and IPS with the content of Religious Education and Character, *Pancasila* and Citizenship Education, Indonesian language, Mathematics, and Physical, Sports and Health Education applicable to class I, II, and III, while for class IV, Basic Competencies IPA and IPS stand alone and then integrated into the themes that exist for classes IV, V and VI. Thus, research on the ability to read poetry is a new study.

Based on the differences of previous studies with this study, especially on the ability to read poetry about the studied focus, the subject and the object of research and the method of education, this study included new research worth doing. To further reveal and show in detail about the ability to read poetry, it is necessary to conduct thorough research. With that, several reasons encourage and at the same time are considered for researchers to study this topic, name pronunciation, intonation, gestures, and expressions of appreciation.

II. LITERATURE REVIEW

A. Literary Appreciation

Santosa (2008, p.8.18) also formulated a sense of literary appreciation based on the opinions of experts, namely:

1. Literary appreciation is an appreciation of literary works as a result of the recognition, understanding, interpretation, appreciation, and enjoyment supported by the inner sensitivity to the values contained in the literary work.

2. Appreciation of literature is the activity of genuine literary interlocutor with a natural to grow understanding, appreciation, a sensitivity of critical thinking and sensitivity of good feelings to the creation of literature.

Literary work is not a work only created to exemplify the purpose of beauty, but literature has several functions in society. Wardani (in Djumingin, 2007, p.2) put forward the literary functions:

1) Practice language skills

A person who often listens to literary works directly or indirectly will increase his knowledge and experience to listen to the job. The power can also be used as the basis and data used when someone reduces the story both oral and written. At that time he would unconsciously be encouraged to continue reading the literary works.

2) Add knowledge of human experience

3) Helping to develop yourself

Literary works can make people creative because literary works not only present the artwork but also present the knowledge. Through reading the literary works, one will know the social, economic, religious and the things that are considered taboo like sex. Therefore, literary reading should be selected as well as possible by the teacher is used as a source or learning materials.

B. Types of Literature

Old literature

Old poetry is different from poetry today. Characteristics of poems from early poems include the following:

1. It is unknown people poetry of the author's name (anonymous)

2. It is oral literature as word of mouth delivers it

3. Strictly bound by rules, such as some lines per stanza, number of syllables, or rhymes.

III. RESEARCH METHODS

Research Types the research method used in this research is quantitative descriptive research. The topic issues raised by the researcher assess this type of descriptive quantitative research more, making it easier to identify and explain the existing problems.

Research Sites This research took place at the fourth-grade students of SD Negeri Bonto Kamase, Gowa District,

The population in the study were all students of elementary school grade IV in Gowa regency. The sample in this research is Class IV SD Negeri Bonto Kamase by using a purposive sampling technique. Using poetry-reading technique does the data collection of this research. The test is to provide poetry to the students to

read poetry. The technique of data analysis result of research done by using descriptive analysis to comprehend ability of poetry reading of the fourth grader of elementary school. Country of Bonto Kamase of Gowa Regency based on the result of research test (2 times test), by using frequency distribution and percentage, with the following classification;

The data in this study is the reading of poetry in fourth-grade students of SD Negeri Bonto Kamase that amounted to 37 people. Where three assessors test each student.

The data of the appraisal appraisers one on the students' performance showed that in general, the students' poetry reading ability was in an outstanding category with the percentage of 83.61% for all aspects of the assessment.

When viewed from each aspect assessed, the average ability of students to read poetry from the aspect of pronunciation is in an outstanding category with a percentage of 89.86%. The average ability of students to learn poem from aspects of intonation is an excellent group with 86.49% percentage. While the average ability of students to read the poem from aspects of gestures, generally are in the very good category with a rate of 81.08%. And the average ability of students to read poetry from expression aspect is 77.03% with a good category. Meanwhile, if viewed from the ability to read poetry individually, the highest score is 16 with 100% percentage or very good category and the lowest score earned by the students is 8 with percentage 50.00% or in the category less. The data of the appraisal 2 on the students' performance showed that in general, the students' poetry reading ability was in an outstanding category with the percentage of 82.60% for all aspects of the assessment.

IV. RESEARCH RESULT

When viewed from each aspect assessed, the average ability of students to read poetry from the perspective of pronunciation is in excellent category with 86.49% percentage. The average ability of students to learn poem from aspects of intonation is in an outstanding grade with a percentage of 83.11%. While the average ability of students to read poem from aspects of gestures, generally are in a very good category with a percentage of 81.08%. And the average ability of students to read poetry from expression aspect is 79.73% with a proper category.

Data on the assessment of appraisal three on the students' performance showed that in general, the students' poetry reading ability was in a very good category with the percentage of 81.59% for all aspects of the assessment.

When viewed from each aspect assessed, the average ability of students to read poetry from the aspect of pronunciation is in a very good category with 85.14% percentage. The average ability of students to learn poetry from aspects of intonation is in a very good category with 84.46% percentage. While the average ability of students to read the petition from the aspects of gestures, in general, are in a right category with a percentage of 79.73%. And the average ability of students to read poetry from expression aspect is 77.03% with good category.

Meanwhile, if viewed from the ability to read poetry individually, the highest score is 16 with 100% percentage or very good category and the lowest score earned by the students is 8 with percentage 50.00% or in the category less.

From table 4.4 shows that the data of the third assessment on student performance, the data shows that in general, the students' poetry reading ability is in the very good category with the percentage of 82.60% for all aspects of the assessment.

When viewed from each aspect assessed, the average ability of students to read poetry from the aspect of pronunciation is in the very good category with 87.16% percentage. The average ability of students to read the poem from aspects of intonation is in an excellent category with the percentage of 84.68%. While the average ability of students to learn poem from the aspects of gestures, generally are in a very good category with the percentage of 80.63%. And the average ability of students to read poetry from expression aspect is 77.93% with good category.

Meanwhile, if viewed from the ability to read poetry individually, the highest score is 16 with 100% percentage or very good category and the lowest score obtained by students is 8.67 premises percentage 54.17% or in the category less.

V. DISCUSSION

In this section the meaning of the assessment of the three assessors on the performance of elementary students in reading poetry based on aspects of learning poetry are aspects of pronunciation, Intonation, gestures, and expressions of appreciation, without underestimating other elements of poetry reading, the activities of elementary students in reading poetry only emphasize in the four aspects of reading above. These four aspects are considered to represent other aspects. Of course, the assessor at the time of the assessment has considered

many things related to poetry reading activities, although it is undeniable that emotional involvement and sense of appraisers are likely to influence judgment.

In general, poetry is one of the loud reading activities. Reading aloud is essentially a reading activity by voicing written symbols (letters, syllables, words/phrases, sentences) about aspects of loudness reading (pronunciation, intonation, pause, punctuation) to enable listeners and readers to capture information and understand the meaning contained in a reading. Therefore, pronunciation becomes a very important thing to note in reading poetry.

Intonation is the rise and fall of a sentence song. Tone serves as the shaper of the meaning of the sentence. Reading poetry with inaccurate intonation Based on observations and assessors' assessment of the performance of elementary students, the fact that their ability to read poetry by considering the aspects of a poetry reading is very good. Here is a recapitulation of the appraisal of some elementary students in reciting poetry.

1. Pronunciations and Intonation

Pronunciation is the way a person or group of people in the speech sounds. The sounds of the language in Indonesian include Vowels, Consonants and Consonant Combinations. In the ethics of reading poetry, the pronunciation of the language must be clear. The pronunciation of consonants and vowels in every word and sentence must be precise to avoid the emergence of different interpretations and meanings by those who listen to the poetry reading. For example, the word "save" with "intersection" is two words that have different meanings.

When the reading of both words with a vague pronunciation, then by the listening difficult to understand its meaning. It can even assume the mentioned word is irrelevant to a word or phrase that preceded it or followed it in that sentence. In reading poetry, intonation is considered as the emphasis on the meaning of the contract or the sentence. This is meant to avoid any other meaning that does not fit the actual meaning of the poem.

The data above shows that the percentage of pronunciation aspect value from reading poetry performance of elementary students is about 87,16%. This indicates that the ability of elementary students in reading poetry from aspects of pronunciation has been very good. Although not all elementary students can perform poetry readings with excellent pronunciation, but the fact of this study proves that the average value obtained is 3.49 of the ideal value 4, or about 91.89% of elementary students who read poetry with pronunciation in categories of good or very good, or about 8.11% ability is still enough or less enough.

From that table also shows that the percentage of intonation aspect value from reading poetry performance of elementary students is about 84.68%. This indicates that the intonation of elementary students in reading poetry has been very good. This is reinforced by the average data obtained value is 3.39 from the ideal value of 4, or about 83.78% of elementary students who read poetry with intonation in either category or very good, or about 16.22% of students are still quite or lacking in reading poetry with the correct intonation.

The above conditions are possible because of the curriculum demands which require elementary students to have reading competence with correct and correct pronunciation and intonation since the lower classes/classes 1-3 (current curriculum term).

Therefore, it is not impossible if elementary students already can read poetry with pronunciation and intonation that has been very good. Moreover, loud reading activities in the learning activities in the classroom are often done, it will better train students' ability to pronounce every word he uttered at the time of reading with appropriate intonation.

2. Gestures and Expressions of appreciation

Gesture is a form of non-verbal communication with body action that seems to communicate certain messages, either as a substitute for speech/speech or simultaneous and parallel with words. Gestures include movements of hands, faces or other body parts. Gestures are different from non-verbal physical communications that do not communicate certain messages, such as expressive, proxemics, or show attendance. Gesture allows individuals to communicate different forms of feelings and views that sometimes coincide with body language with additional words when speaking.

Meanwhile, an expression is a facial expression or face/face (Dr. Suharto: 1996). Expression of appreciation can be interpreted as a disclosure or process in expressing intentions, feelings, ideas and so on. The expression is also a manifestation of emotion. The data above shows that the percentage of gesture aspect value from reading poetry performance of elementary students is about 80.64%. This indicates that the ability of elementary students in reading poetry from aspects of gestures has been very good. The fact of this study shows that the average value obtained is 3.23 of the ideal value of 4 or about 81.08% of elementary students who read poetry with gestures in either category or excellent. This means that only about 18.92% of elementary students who can read poetry with gesture are still sufficient or less.

Meanwhile, the data also informed that the percentage of value appreciation aspect of appreciation from reading poetry performance of elementary students is about 77,93%. This indicates that the expression of appreciation of elementary students in reading poetry is good. The average data obtained is 3.12 of the ideal value of 4 or about 70.27% of elementary students who read poetry with intonation in either category or excellent. Means there are about 29.73% of elementary students whose ability to read poetry with an expression of appreciation that is sufficient or less.

While from the expression aspect of appreciation in reading poetry, a child of elementary school students is still a little difficult to do. Because the expression in poetry is digging poetry regarding high-low sound when reading poetry and facial expressions that show a certain feeling. For example, when poetry is about sadness, poet readers must show sadness as well. The ability of expression also depends on the understanding of poetry. Readers of poetry must do understanding of poetry. Reading poetry is an attempt to help the listener understand the poem. Therefore, before we help the listener understand the contents of the poem, we must first understand it ourselves. At least, in this step, we must be able to reveal the meaning contained in the poem and how the atmosphere.

2. The ability of Elementary Students to Read Poetry

Poetry is one form of literary works composed of beautiful language and solid meaning. The recitation of poetry is called poetry recitation. When reciting poetry, one must pay attention to the correct and correct reading technique of poetry. Among the techniques to be considered are pronunciation, intonation, Gestures, and expressions of appreciation. These four aspects are important in reading poetry because it involves the way the poet reader conveys the meaning of poetry he or she reads to the audience or audience.

The data above shows that the percentage of reading performance score of the poetry of elementary students is about 82,60%. This indicates that the ability of elementary students in reading poetry is very good. The fact of this study shows that the average score obtained is 13.22 from the ideal value of 16 or about 86.49% of elementary students who read poetry in either category or very good.

The data above indicates that in general, the ability to read the poetry of elementary students is very good regarding pronunciation, intonation, gesture, and expression of appreciation. They can pronounce word-by-word very well in reciting poetry. Similarly, they can read poetry with perfect tone, as well as showing perfect gestures also when reading poetry, and able to display a proper expression of appreciation in reciting poetry.

The ability of the students mentioned above is a blend of fruits resulting from the curriculum content of schools, the environment outside the school, and certainly not separated from the talents and skills that are often trained. Very likely from some students who can read poetry is derived from a family that has the talent and poetry reading skills so that his good appearance was due to his well-established talent so far. Even some of them have often participated in poetry reading contests. Of the many factors that cause students to be able to read poetry well, schools are contributing very big. Because schools have a curriculum that includes reading activities as part of the competencies students must possess. Especially in the competence that there is categorically the material reading loud and reading poetry. This makes Elementary students able to read poem very well.

VI. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents findings and suggestions. The conclusions and suggestions can be put forward as follows.

A. Conclusion

Based on the presentation of research data and the discussion as described in the previous chapter, then the exposure in this chapter presented the conclusions of research related to how the ability to read the poetry of elementary students in reading poetry in pronunciation, Intonation, Gestures, and Expressions / Appreciation as follows:

1. The ability to read poetry elementary students regarding pronunciation is very good. Acquisition score 129 of the ideal score 148 or the average value obtained is 3.49 from the ideal value of 4.00. This means the percentage of poetry reading ability regarding pronunciation is about 87.16%.

2. The ability to read poetry elementary students regarding intonation is very good. The score is 125.33 from the ideal score of 148, or the average value obtained is 3.39 from the ideal value of 4.00. This means the percentage of poetry reading ability regarding pronunciation is about 84.68%.

3. The ability to read poetry elementary students regarding gesture is very good. The score is 119.34 from the ideal score of 148, or the average value obtained is 3.23 from the ideal value of 4.00. This means the percentage of poetry reading ability regarding pronunciation is about 80.64%.

4. The ability to read poetry elementary students regarding the expression of appreciation is good. The score is 115.34 from the ideal score of 148, or the average value obtained is 3.12 of the ideal value of 4.00. This means the percentage of poetry reading ability regarding pronunciation is approximately 77.93%.

5. The ability to read elementary poem students in pronunciation, intonation, gestures, and expressions of appreciation is very good. Obtaining a score of 489.02 from the ideal score of 592, or the average value obtained is 13.22 from the ideal value of 16.00. This means the percentage of poetry reading ability concerning pronunciation is approximately 82.60%.

B. Suggestions

Based on the presentation of research data and discussion related to how the ability to read the poetry of elementary students in reading poetry in pronunciation, Intonation, Gesture, and Expression / Appreciation, then put forward the suggestion as follows.

1. Because elementary students can read poetry in pronunciation, intonation, gestures, and expressions of appreciation very well, then the school, in this case, the principal and teachers should provide space and facilitate students to practice, compete to develop talents and skills in reading poetry.
2. To institutions related to the development of children's talents always to open the competition room to read poetry for elementary students to motivate them to continue to improve their ability regarding reading poetry.
3. It is also advisable to the decision makers at the Ministry of Education and Culture so that the curriculum still includes poetry-reading activities so that students continue to learn to develop poetry reading skills.
4. Should this research be continued with relevant research for in-depth and confidential review for interested researchers.

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Mansyur Suma, "Elementary Students Class Iv Poetry Reading Skills." IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 23 no. 09, 2018, pp. 01-12.