The Influence of the *Teaching Games For Understanding* Learning Model to Improve Poetry Reading Skills at UPT SDN 37 Pinrang

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran Teaching Games for Understanding (TGfU) terhadap peningkatan kemampuan membaca puisi pada siswa kelas V UPT SDN 37 Pinrang. Penelitian menggunakan pendekatan kuantitatif dengan metode quasi-experimental design dan desain pretest-posttest control group. Sampel penelitian terdiri dari 56 siswa kelas V yang terbagi dalam kelompok eksperimen (n=28) yang diajar menggunakan model TGfU dan kelompok kontrol (n=28) yang diajar menggunakan model konvensional. Instrumen penelitian meliputi tes kemampuan membaca puisi, lembar observasi, angket respons siswa, dan pedoman wawancara. Data dianalisis menggunakan statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa: (1) Penerapan model TGfU dalam pembelajaran membaca puisi dilaksanakan melalui enam tahapan, yaitu Game Form, Game Appreciation, Tactical Awareness, Making Appropriate Decisions, Skill Execution, dan Performance; (2) Terdapat pengaruh signifikan model pembelajaran TGfU terhadap peningkatan kemampuan membaca puisi siswa (t-hitung=6,283; p<0,05) dengan peningkatan rata-rata kelompok eksperimen (22,82) lebih tinggi dibandingkan kelompok kontrol (10,18); (3) Respons siswa terhadap model pembelajaran TGfU berada pada kategori sangat positif dengan skor rata-rata 3,65. Peningkatan tertinggi terjadi pada aspek ekspresi dan penghayatan, menunjukkan efektivitas model TGfU dalam mengembangkan kompetensi afektif dalam membaca puisi. Penelitian ini menyimpulkan bahwa adaptasi model TGfU yang mengedepankan permainan dan keaktifan siswa efektif meningkatkan kemampuan membaca puisi.

Kata kunci: Teaching Games for Understanding, kemampuan membaca puisi,

Abstract

This research aims to analyze the effect of Teaching Games for Understanding (TGfU) learning model on improving poetry reading skills among fifth-grade students at UPT SDN 37 Pinrang. The study employed a quantitative approach with a quasi-experimental design using pretest-posttest control group design. The research sample consisted of 56 fifth-grade students divided into an experimental group (n=28) taught using the TGfU model and a control group (n=28) taught using conventional methods. Research instruments included poetry reading ability tests, observation sheets, student response questionnaires, and interview guidelines. Data were analyzed using descriptive and inferential statistics. Results showed that: (1) The implementation of the TGfU model in poetry reading instruction was carried out through six stages: Game Form, Game Appreciation, Tactical Awareness, Making Appropriate Decisions, Skill Execution, and Performance; (2) There was a significant effect of the TGfU learning model on improving students' poetry reading ability (t-value=6.283; p<0.05) with the experimental group's average improvement (22.82) higher than the control group (10.18); (3) Students' responses to the TGfU learning model were in the very positive category with an average score of 3.65. The highest improvement occurred in the expression and appreciation aspects, indicating the effectiveness of the TGfU model in developing affective competencies in poetry reading. This research

concludes that the adaptation of the TGfU model, which emphasizes games and student activity, effectively improves poetry reading skills.
Keywords: *Teaching Games for Understanding, poetry reading skills,.*

Introduction

Indonesian language learning in elementary school is one of the important aspects in the development of students' language skills. The ability to read poetry as part of literary learning is one of the indicators of students' success in mastering expressive language skills. However, in reality, learning to read poetry at the elementary school level still faces various obstacles, especially in terms of learning methods that do not attract students' interest so that they cause low abilities and skills in reading poetry with full appreciation.

Based on initial observations at UPT SDN 37 Pinrang, it was found that most students had difficulty reading poetry well. These problems are characterized by students' low ability to understand the content of the poem, difficulties in expressing the emotions contained in the poem, and lack of mastery of intonation and proper pauses. Preliminary data shows that of the 28 students in class V UPT SDN 37 Pinrang, only 32% or around 9 students were able to achieve the Minimum Completeness Criteria (KKM) score in learning to read poetry.

One of the potential learning models to overcome these problems is the Teaching Games for Understanding (TGfU) model. This learning model was developed by Bunker and Thorpe in 1982 and was originally designed for physical education learning. However, the principles in the TGfU model that emphasize contextual comprehension through play and student activeness can be adapted to language learning, particularly in improving poetry reading skills. The TGfU model encourages students to understand basic concepts through fun games, which can then assist students in constructing their knowledge and skills independently.

The use of the TGfU model in learning to read poetry is an innovation that has not been widely explored. The adaptation of this model in language learning can provide a new approach that is more fun and meaningful for students. Through directed play, students can more easily understand important elements in reading poetry such as intonation, appreciation, expression, and understanding the meaning of poetry.

Based on this background, the formulation of the problem in this study is as follows:
1. How is the application of the Teaching Games for Understanding (TGfU) learning model in improving the poetry reading ability of students in grade V UPT SDN 37 Pinrang?
2. Is there a significant influence of the Teaching Games for Understanding (TGfU) learning model on improving poetry reading ability in grade V students of UPT SDN 37 Pinrang?
3. How do students respond to the application of the Teaching Games for Understanding (TGfU) learning model in learning to read poetry?

The objectives of this research are as follows:
1. To describe the application of the Teaching Games for Understanding (TGfU) learning model in improving the poetry reading ability of grade V students of UPT SDN 37 Pinrang.
2. To analyze the influence of the Teaching Games for Understanding (TGfU) learning model on improving poetry reading ability in grade V UPT SDN 37 Pinrang students.
3. To find out the students' responses to the application of the Teaching Games for Understanding (TGfU) learning model in learning to read poetry.

This research was carried out on grade V students of UPT SDN 37 Pinrang for the 2023/2024 school year. The focus of this research is on the application of the Teaching Games for Understanding (TGfU) learning model which is adapted for Indonesian language learning, especially in poetry reading materials. The aspects of poetry reading ability that were studied included: (1) understanding the content of the poem, (2) intonation, (3) expression, (4) appreciation, and (5) clarity of articulation.

The novelty of this research lies in the adaptation of the Teaching Games for Understanding (TGfU) learning model which was initially developed for physical education learning into Indonesian learning, especially to improve the ability to read poetry. So far, there has been no research that specifically implements the TGfU model in literary learning, especially reading poetry at the elementary school level.

Previous studies that examined the improvement of poetry reading ability have mostly used conventional learning models or

other innovative learning models such as the Numbered Head Together model (Mustika & Kinanti, 2018), the Cooperative Script model (Putri et al., 2019), or the Quantum Learning approach (Wahyuni & Jannah, 2020). Meanwhile, research on the TGfU model is more applied in the context of physical education and exercise (Griffin & Butler, 2021; Hastie & Wallhead, 2021).

This research provides a new perspective by bridging two different fields, namely the game-based learning approach (TGfU) which is generally applied in physical education with literary learning in Indonesian. Through systematic adaptation, this study seeks to develop a more interactive, fun, and meaningful poetry reading learning format for elementary school students.

Research Methods

This study uses a quantitative approach with a quasi-experimental design method. The research design used was a pretest-posttest control group design. In this design, two groups were randomly selected, then given a pretest to find out the initial state of whether there was a difference between the experimental group and the control group (Sugiyono, 2018). The experimental group is a group that receives treatment in the form of the Teaching Games for Understanding (TGfU) learning model, while the control group is a group that receives conventional learning. The research design is described as follows:

Table 1. Research Design

Group	Pretest	Treatment	Posttest
Eksperimen	O_1	X	O_2
Control	O_3	-	O_4

Information:
O_1 : Pretest experimental group
O_2 : Posttest experimental group
O_3 : Pretest control group
O_4 : Posttest control group
X : Treatment with the TGfU learning model

This research was carried out at UPT SDN 37 Pinrang, Pinrang Regency, South Sulawesi Province. The selection of the location was based on initial observations that showed that the students' poetry reading ability in the school was still low. The research was carried out

in the even semester of the 2023/2024 academic year, precisely from January to March 2024.

The population in this study is all students of class V UPT SDN 37 Pinrang for the 2023/2024 school year totaling 56 students, divided into two parallel classes, namely classes V-A and V-B with each class totaling 28 students. The sampling technique uses simple random sampling. The determination of the experimental group and the control group was carried out randomly, and class V-A was obtained as the experimental group and class V-B as the control group. The research instruments used in this study are as follows:

1. Poetry Reading Ability Test This test is used to measure students' poetry reading ability before and after being given treatment. The assessment is carried out using an assessment rubric which includes the following aspects: (1) understanding the content of the poem, (2) intonation, (3) expression, (4) appreciation, and (5) clarity of articulation. Each aspect was assessed with a score of 1-4 according to the criteria that had been determined.

2. Observation Sheets Observation sheets are used to observe the activities of teachers and students during the learning process using the TGfU model. Observation is carried out by two observers at each learning meeting.

3. Student Response Questionnaire The student response questionnaire was used to find out students' responses to the application of the TGfU learning model in learning to read poetry.

4. Interview Guidelines The interview guidelines are used to obtain more in-depth information about the responses of students and teachers to the application of the TGfU learning model in learning to read poetry.

The validity of the poetry reading ability test instruments, observation sheets, and student response questionnaires was tested through *content validity* by involving the assessment of two experts in the field of Indonesian learning and one education practitioner. The reliability of the instrument was tested using the Alpha Cronbach formula. The data collection techniques used in this study are as follows:

1. Test Technique The test technique is used to collect data on students' poetry reading ability before and after being given treatment. The test is carried out in practice by asking students to read a predetermined poem.

2. Observation Technique Observation techniques are used to collect data on teacher and student activities during the learning process using the TGfU model.
3. Questionnaire Technique The questionnaire technique is used to collect data on students' responses to the application of the TGfU learning model in learning to read poetry.
4. Interview Technique The interview technique is used to collect qualitative data to support quantitative data on the response of students and teachers to the application of the TGfU learning model in learning to read poetry.
5. Documentation Techniques Documentation techniques are used to collect supporting data such as photos of learning activities, student learning outcomes, and other documents relevant to the research.

The data obtained in this study were analyzed using descriptive statistics and inferential statistics.
1. Descriptive Statistical Analysis Descriptive statistical analysis is used to describe students' poetry reading ability before and after being given treatment, as well as to describe students' responses to the application of the TGfU learning model. The data is presented in the form of frequency distribution tables, histograms, means, medians, modes, standard deviations, and percentages.
2. Inferential Statistical Analysis Inferential statistical analysis is used to test research hypotheses. Before the hypothesis test is carried out, a test of analysis requirements is first carried out which includes; a) Data normality test using the Kolmogorov-Smirnov or Shapiro-Wilk test; b) Data homogeneity test using the Levene test; and c) Hypothesis test using a t-test for an independent sample if the data is normally distributed and homogeneous. If the data is not normally distributed, then a non-parametric test such as the Mann-Whitney U test is used.
3. Qualitative Data Analysis Qualitative data obtained from observation and interview results is analyzed using qualitative data analysis techniques which include data reduction, data presentation, and conclusion drawn.

Results and Discussion

Before being given treatment, the two sample groups were given a pretest to find out the students' initial ability to read poetry. The results of the pretest of students' poetry reading ability in the experimental group and the control group are presented in Table 1 below.

Table 2. Descriptive Statistics of Pretest Results of Poetry Reading Ability

Statistics	Experimental Group	Control Group
Number of Samples	28	28
Highest Score	75	73
Lowest Score	45	43
Mean	58,43	57,86
Median	58,00	58,00
Mode	60	55
Standard Deviation	7,24	7,18

Based on Table 2, it can be seen that the initial ability to read students' poems in the experimental group and the control group was relatively the same. The average score of the experimental group was 58.43 and the control group was 57.86. To find out if there was a significant difference in the initial ability to read poetry between the two groups, an independent sample t-test was performed.

Before the t-test is carried out, a normality test and a homogeneity test are first carried out as a prerequisite test. The results of the normality test using the Shapiro-Wilk test showed that the pretest data in both groups were normally distributed ($p > 0.05$). The results of the homogeneity test using the Levene test showed that the variance of the pretest data in both groups was homogeneous ($p > 0.05$).

The results of the independent sample t-test on the pretest data showed that there was no significant difference in the initial ability to read poetry between the experimental group and the control group ($t = 0.296$; $p = 0.768 > 0.05$). This shows that the two groups have relatively the same initial ability to read poetry so it is worth comparing.

After being treated for 8 meetings, the two sample groups were given a posttest to determine the final ability to read students' poems. The results of the posttest of students' poetry reading ability in the experimental group and the control group are presented in Table 3 below.

Table 3. Descriptive Statistics Posttest Results of Poetry Reading Ability

Statistics	Experimental Group	Control Group
Number of Samples	28	28
Highest Score	95	85
Lowest Score	65	50
Mean	81,25	68,04
Median	80,00	68,00
Mode	80	65
Standard Deviation	7,16	8,47

Based on Table 3, it can be seen that the final ability to read students' poems in the experimental group was higher compared to the control group. The average score of the experimental group was 81.25 and the control group was 68.04. The average difference descriptively shows that there is an influence of the TGfU learning model on students' poetry reading ability.

To find out the improvement of students' poetry reading ability in each group, a gain score analysis was carried out. The results of the gain score analysis in the experimental group and the control group are presented in Table 4 below.

Table 4. Descriptive Statistics Gain Score Poetry Reading Ability

Statistics	Experimental Group	Control Group
Number of Samples	28	28
Highest Gain Score	35	20
Gain Score Terendah	15	5
Mean	22,82	10,18
Median	22,50	10,00
Mode	20	10
Standard Deviation	4,69	3,86

Based on Table 4, it can be seen that the improvement in students' poetry reading ability in the experimental group was higher than in the control group. The average gain score of the experimental group was 22.82 and the control group was 10.18. The difference in the average

gain score descriptively shows that the TGfU learning model is more effective in improving students' poetry reading skills compared to conventional learning.

To find out whether there is a significant influence of the TGfU learning model on students' poetry reading ability, an independent sample t-test was carried out on posttest data and gain scores. Before the t-test is carried out, a normality test and a homogeneity test are first carried out as a prerequisite test.

The results of the normality test using the Shapiro-Wilk test showed that the posttest data and gain scores in both groups were normally distributed ($p > 0.05$). The results of the homogeneity test using the Levene test showed that the variance of posttest data and gain scores in both groups was homogeneous ($p > 0.05$). The results of the independent sample t-test on the posttest data and gain score are presented in Table 5 below.

Table 5. Independent Sample t-Test Results on Posttest Data and Gain Score

Data	t-count	df	p-value	Information
Posttest	6,283	4	,000	Signifikan
Gain Score	11,064	4	,000	Signifikan

Based on Table 5, it can be seen that the results of the independent sample t-test in the posttest data show a t-calculated value of 6.283 with a p-value of $0.000 < 0.05$. This shows that there is a significant difference in poetry reading ability between students taught using the TGfU learning model and students taught using conventional learning.

The results of the independent sample t-test on the gain score data showed a t-calculated value of 11.064 with a p-value of $0.000 < 0.05$. This shows that there is a significant difference in the improvement of poetry reading ability between students taught using the TGfU learning model and students taught using conventional learning. Thus, it can be concluded that there is a significant influence of the TGfU learning model on the poetry reading ability of students in grade V UPT SDN 37 Pinrang.

To determine the improvement in each aspect of poetry reading ability, an analysis was carried out on each aspect of poetry reading ability, namely: (1) understanding the content of

the poem, (2) intonation, (3) expression, (4) appreciation, and (5) articulation clarity. The results of the analysis of the improvement in each

aspect of poetry reading ability are presented in table 6.

Table 6. Average Pretest, Posttest, and Gain Score on Each Aspect of Poetry Reading Ability

Aspects	Experimental Group			Control Group		
	Pretest	Posttest	Gain Score	Pretest	Posttest	Gain Score
Understanding the Content of Poetry	2.32	3.21	0.89	2.29	2.75	0.46
Intonation	2.11	3.29	1.18	2.07	2.71	0.64
Express	1.93	3.43	1.50	1.96	2.54	0.58
Appreciation	1.89	3.39	1.50	1.93	2.50	0.57
Articulation Clarity	2.14	3.18	1.04	2.11	2.68	0.57

Based on table 6, it can be seen that the improvement in every aspect of poetry reading ability in the experimental group was higher than in the control group. The highest increase in the experimental group occurred in the aspects of expression and appreciation, while the lowest increase occurred in the aspect of understanding the content of the poem. This shows that the TGfU learning model is more effective in improving aspects of expression and appreciation in reading poetry.

To find out the students' responses to the application of the TGfU learning model in learning to read poetry, a response questionnaire was given to students in the experimental group. The response questionnaire consisted of 15 statements related to the application of the TGfU learning model and was filled out by 28 students in the experimental group. The results of the analysis of the student response questionnaire are presented in Table 5 below.

Table 6. Results of Student Response Questionnaire Analysis

No.	Aspects Assessed	*Mean*	Category
1	Interest in learning models	3,75	Very Positive
2	Ease of understanding the material	3,57	Very Positive
3	Motivation in learning	3,68	Very Positive
4	Activeness in learning	3,61	Very Positive
5	Ability to read poetry	3,64	Very Positive
	Overall Average	3,65	Very Positive

Based on Table 6, it can be seen that the students' response to the application of the TGfU learning model in learning to read poetry as a whole is in the very positive category with an average score of 3.65. This shows that students respond very positively to the application of the TGfU learning model in learning to read poetry.

The results of the analysis on each aspect assessed showed that all aspects were in the very positive category with an average score ranging from 3.57 to 3.75. The highest score was found in the aspect of interest in the learning model (3.75), while the lowest score was in the aspect of ease of understanding the material (3.57). This shows that students are very interested in the TGfU learning model and feel that this learning model helps them in improving their poetry reading skills.

Discussion

The application of the TGfU learning model in learning to read poetry in class V UPT SDN 37 Pinrang was carried out for 8 meetings with a duration of 2 x 35 minutes per meeting. The application of the TGfU learning model in learning to read poetry follows six stages, namely: (1) Game Form, (2) Game Appreciation, (3) Tactical Awareness, (4) Making Appropriate Decisions, (5) Skill Execution, and (6) Performance.

In the Game Form stage, students are introduced to various forms of games related to aspects of reading poetry. Some of the games implemented include:
1. "Guess the Emotions of the Poem": Students are divided into groups and asked to guess the emotions contained in the poem that are read

by the teacher or other students. This game aims to train students' sensitivity to the emotions contained in poetry.

2. "Poetry Relay": Students in a group take turns reading a single line of a poem with proper intonation and expression. This game aims to practice poetry reading skills collaboratively.

3. "Poetry Drama": Students create short movements or scenes that illustrate the content of the poem. This game aims to increase students' understanding of the content of the poem through movement.

4. "Poetry Puzzle": Students arrange the lines of the poem that have been randomized into a complete and meaningful poem. This game aims to improve students' understanding of the structure and meaning of poetry.

In the Game Appreciation stage, students are given the opportunity to understand the rules and objectives of the game, as well as develop basic strategies in the game. The teacher facilitates discussions about the student's experience in the game and helps the student relate the experience to aspects of reading poetry.

In the Tactical Awareness stage, students are guided to identify important elements in reading poetry such as intonation, expression, and appreciation through the games they play. At this stage, the teacher provides constructive feedback on the student's performance in the game and helps the student identify what needs to be improved.

In the Making Appropriate Decisions stage, students practice making decisions about how to read the right poem based on an understanding of the content and meaning of the poem. Students are given the opportunity to discuss and decide on intonation, expression, and appreciation that corresponds to the content and meaning of the poem.

In the Skill Execution stage, students practice poetry reading skills by paying attention to the aspects that have been learned. At this stage, students practice independently or in groups to read poetry with proper intonation, expression, and appreciation.

In the Performance stage, students display the ability to read poetry in its entirety by paying attention to all aspects that have been learned. At this stage, students read the poem in front of the class and are assessed based on a predetermined assessment rubric.

Based on the results of observations during the implementation of the TGfU learning model, it can be seen that students are very enthusiastic and actively involved in every stage of learning. Games that are integrated in learning to read poetry make students feel happy and motivated to learn. Students also look more confident in reading poetry in front of the class because they are used to practicing through fun games.

The results of the study show that there is a significant influence of the TGfU learning model on the poetry reading ability of students in grade V UPT SDN 37 Pinrang. This is evidenced by the results of the independent sample t-test on the posttest data which showed a t-calculated value of 6.283 with a p-value of $0.000 < 0.05$, and the results of an independent sample t-test on the gain score data which showed a t-calculated value of 11.064 with a p-value of $0.000 < 0.05$.

The improvement in poetry reading ability in the experimental group taught with the TGfU learning model was higher than in the control group taught with conventional learning. The average gain score of the experimental group was 22.82 and the control group was 10.18. This shows that the TGfU learning model is more effective in improving students' poetry reading skills compared to conventional learning.

The improvement of poetry reading ability in the experimental group was inseparable from the characteristics of the TGfU learning model which emphasizes contextual understanding through play and student activity. The TGfU learning model provides students with the opportunity to develop their understanding and poetry reading skills through hands-on experience in a variety of fun games. This is in line with the opinion of Kirk and MacPhail (2002) who stated that the TGfU model provides students with the opportunity to understand basic concepts through fun games, which can then assist students in constructing their knowledge and skills independently.

The highest increase in the experimental group occurred in the aspects of expression and appreciation, while the lowest increase occurred in the aspect of understanding the content of the poem. This shows that the TGfU learning model is more effective in improving aspects of expression and appreciation in reading poetry. This finding is in line with the results of research by Wijaya and Astono (2018) which found that the game-based learning model can increase students' expression and appreciation in art learning.

The improvement in the aspects of expression and appreciation is inseparable from the games implemented in the TGfU learning model, such as "Guess the Emotions of Poetry" and "Drama Poetry" which specifically train students to express emotions and appreciation in reading poetry. These games provide students with the opportunity to explore various expressions and appreciation in a fun context, so that students can better develop expression and appreciation skills.

Although the aspect of understanding the content of poetry experienced a relatively lower increase compared to other aspects, the increase was still significant. This shows that the TGfU learning model is also effective in improving students' understanding of the content of poetry, although its effectiveness is not as high as in the aspects of expression and appreciation. These findings are in line with the results of research by Putri et al. (2019) which found that a learning model that emphasizes student activity can improve students' understanding of the content of poetry.

The results showed that students' responses to the application of the TGfU learning model in learning to read poetry as a whole were in the very positive category with an average score of 3.65. This shows that students respond very positively to the application of the TGfU learning model in learning to read poetry.

A very positive response to the aspect of interest in the learning model (3.75) showed that students were very interested in the TGfU learning model. Students' interest in this learning model is inseparable from the characteristics of the TGfU learning model which emphasizes fun games and student activity. This is in line with the opinion of Metzler (2017) who states that a learning model that is fun and involves student activity can increase students' interest in learning.

A very positive response to the motivation aspect in learning (3,68) shows that the TGfU learning model can increase student motivation in learning. This high motivation is inseparable from the fun and meaningful learning atmosphere created through the games in the TGfU learning model. This is in line with the results of research by Harvey and Jarrett (2014) who found that the game-based learning model can increase students' motivation in learning.

A very positive response to the aspect of poetry reading ability (3,64) showed that students felt that the TGfU learning model helped them in improving their poetry reading skills. This is in line with the results of the t-test which shows that there is a significant influence of the TGfU learning model on students' poetry reading ability.

The results of interviews with several students also showed a positive response to the application of the TGfU learning model in learning to read poetry. Students feel happy and not bored during learning because of the fun games. Students also feel more confident in reading poetry in front of the class because they are used to practicing through fun games.

Practical Implications
The findings of this study have several practical implications for learning to read poetry in elementary schools:
1. The TGfU learning model can be used as an alternative to the learning model to improve the poetry reading ability of elementary school students. Teachers can adapt the principles in the TGfU model for language learning, especially in improving poetry reading skills.
2. Games implemented in the TGfU learning model, such as "Guess Poetry Emotions", "Poetry Relay", "Poetry Drama", and "Poetry Puzzle", can be adopted and further developed according to the characteristics of the students and the learning context.
3. A higher improvement in the aspects of expression and appreciation compared to the aspect of understanding the content of the poem shows that the TGfU learning model is more effective in improving these aspects. Therefore, to improve students' understanding of the content of poetry, it is necessary to develop games that are more specific to this aspect.
4. The students' very positive response to the application of the TGfU learning model shows that this learning model can increase students' interest, motivation, and activeness in learning to read poetry. Therefore, this learning model can be considered as a strategy to increase student engagement in language learning.

Research Limitations
This study has several limitations that need to be considered in interpreting the results of the research:
1. This study was only conducted on students of grade V UPT SDN 37 Pinrang, so the generalization of the research results was

limited to populations that have the same characteristics.

2. This research only focuses on the ability to read poetry, so the effectiveness of the TGfU learning model in other aspects of language learning still needs to be further researched.

3. The relatively short duration of the study (8 meetings) may not be enough to see the long-term impact of the application of the TGfU learning model on students' poetry reading ability.

4. This study did not control for other variables that might affect students' poetry reading ability, such as learning motivation, learning style, and parental support.

Conclusion

Based on the results of the research and discussion, it can be concluded that:

1. The application of the Teaching Games for Understanding (TGfU) learning model in learning to read poetry in class V of UPT SDN 37 Pinrang is carried out through six stages, namely: (1) Game Form, (2) Game Appreciation, (3) Tactical Awareness, (4) Making Appropriate Decisions, (5) Skill Execution, and (6) Performance. In its implementation, games such as "Guess Poetry Emotions", "Poetry Relay", "Poetry Drama", and "Poetry Puzzle" are integrated into the learning to read poetry.

2. There is a significant influence of the Teaching Games for Understanding (TGfU) learning model on the ability to read poetry of students in grade V UPT SDN 37 Pinrang. This is evidenced by the results of independent sample t-tests on posttest data and gain scores that showed significant differences between the experimental group and the control group. The students' poetry reading ability in the experimental group taught with the TGfU learning model experienced a higher improvement compared to the control group taught with conventional learning.

3. The students' response to the application of the Teaching Games for Understanding (TGfU) learning model in learning to read poetry as a whole was in the very positive category. Students responded very positively to aspects of interest in the learning model, ease of understanding the material, motivation in learning, activeness in learning, and the ability to read poetry.

Recommendations

Based on the findings of the study, some recommendations that can be given include:

1. For teachers, the Teaching Games for Understanding (TGfU) learning model can be used as an alternative learning model to improve students' poetry reading skills. Teachers can adapt the principles in the TGfU model and the games implemented in this study according to the characteristics of the students and the learning context.

2. For the next researcher, it is necessary to conduct further research on the effectiveness of the TGfU learning model on other aspects of language learning, such as creative writing, storytelling, or reading comprehension. Research also needs to be conducted on a wider sample and with a longer duration to see the long-term impact of the application of the TGfU learning model.

3. For curriculum developers, the results of this research can be used as a consideration in developing a more innovative and fun language learning curriculum through the integration of games in learning.

Acknowledgments

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