Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings and the discussions based on the data analysis and the discussion of the findings. This chapter presents the research finding and discussion about two points, how poetry helps in language learning and students' perception on the use of poetry in English language learning at ELED of a private university in Yogyakarta. Additionally, it provides the data analysis result from the interview transcription based on the interview. The format of this chapter is reporting results of findings and then continued by some discussion and theoretical theory.

Learning English Benefits of poetry in English learning

Based on the result of the interview, there are several advantages of English Language Education Department in English classroom activities. One of the advantages is enriching vocabulary.

Finding 1: enriching vocabulary. Enriching vocabulary was the first finding of students on the use of poetry in learning English poetry. The result show that the students thought that they could enrich the vocabulary when they learned English poetry. This is because when they write English poetry they might get some new words that they had known before and when they needed to wrote poetry, they sometimes found the correct words to express their meaning. Through the activities they might get new English words that they could learn.

This is supported by the statements from Tini as the first participant. She stated that "yes, vocabulary mastery and also understanding about figure of speech itself and also when we want used the diction but maybe, the core of vocabulary mastery and figure of speech that in my opinion, two points that important'' **(P1.4)**. Tono as the second participant also shared his opinion. He also said that he had the advantages in vocabulary mastery. He stated that, "when I learned poetry, I get new vocabulary usually the words in poetry mostly poetic. So, the new vocabulary that I get from learning English'' **(P2.9).**

On the other hand, students who did not understand about words in some poetry can be looking for in the dictionary to find out those words in order to make students enrich their vocabulary mastery to support their learning English. This is supported by the statement from Tiwi as the third participant who also shared her opinion that she also got advantages in learning poetry. She said that ''Maybe the vocabulary, for me I prefer to use daily language like the simple one, in poem or poetry usually use more complex language" **(P3.2)**. This finding is students need to find out the new words so students indirectly added their vocabulary mastery. This finding is support by Kellem (2009), poetry is a way to learn vocabulary. So, if a student's wants to write some poetry, she or he has to know a lot of vocabulary.

Finding 2: Providing pronunciation practice. Trying to speak in front of many people come as the second finding of the advantages in learning poetry as a

learning technique. In this finding, students could practice their reading performance to speak up in front of the class. When students were reading aloud in front of the class students indirectly trained their reading skills. By teaching poems students could be more confident to read aloud in front of the people because oral communication could be more effective to train the speaking. Tono as the second participant was interested in learning poetry because they could be practice their speaking through poetry in front of people. He said that "in my opinion, I tended to speak. Actually, might be for training practicing speaking itself" **(P2.12)**. He did not only focus on poetry concept but they can explore their skills more through poetry. In addition, this finding is similar to the finding of the previous research done by Deepa and Ilankumaran (2018), who stated that poetry had more chances to develop speaking skills than any genres. Furthermore, they added that learning poetry had fluency referring to the skill of producing normal speed of speech which prevented difficulties in communication such as hesitation. Dzhukelov (2014), who suggested poetry as an effective tool for teaching English through a variety of exercises that could improve not only writing and reading but also speaking.

In learning poetry, students not only writing poetry but there are declamation reading poetry in front of the audience. Then, there are many advantages of reading aloud poetry in many people who hear the sounds of poetry that was read. Tini as the first participants said that "the way of reading poetry,

especially tone, pronunciation each people absolutely different right. This

statement mentioned that was in line with Tono as second participants he said that

"if pronunciation that always emphasized for example: when I read poems I

always using language stresses in order to hear by audience and feel from the

reader delivered to the audience" **(P2.7)**. In addition, this is supported by

statement Lestari (2015), who stated that using poems in learning English

language can develop productive skills like speaking and pronunciation can be

done by reading the poems in front of class or playing record. To emphasize on

pronunciation, teacher could ask the students to identify the stresses and pauses.

The Challenges of the Use Poetry in Language learning

Based on the result of the interview, there were several challenges that

students faced in literary appreciation class. Those challenges were difficulties in

selecting words, difficulties in using literary devices. For more detailed

information, each factor is explained in the following paragraphs.

Finding 1: difficulties in selecting suitable words. One of the reasons

which caused difficulties when the students learned English poetry they feel

difficulties in selecting appropriate words. In other words, the students not limited

vocabulary but more chosen words that appropriate for suitable to determine the

rhyme, rhythm and tone in creating poetry. In writing poetry, students should

choose words carefully because wrongly chosen words would be ambiguous.

Then, words in poetry are not familiar in order to look different from ordinary

sentences. Besides, the use of language poetry is very different from ordinary languages because the poetic prefer to use simple language than language which is used in daily activities. On the other hand, it is difficult for students 'to create poetry. Tiwi as the third participant stated that one of the challenges in learning poetry is selecting words. She stated that "maybe, looking for the suitable words is very difficult" **(P3.3).** The students' difficulties in looking for several words in creating poetry. Tati as the fourth participant have same problems. She also has difficulties to find out the appropriate word to connect with others word. She stated that "the challenges are when choosing suitable word to connect with poetry in order to become good poetry" **(P4.2).** This statement mentioned that was in line with Aydinoglu (2013), who stated that it is usually believed that the language of poetry is very hard and rather different from the ordinary language. In addition, Rodriguez also found the difficulties when learning poetry that language in poetry is very poetic. He mentioned his opinion "if the pronunciation, maybe poetry languages are more poetic'' **(P2.6).** He added that words which used in creating poetry is not used in daily language. Rodriguez (2018) stated that reading poetry in the language classroom was a difficult task because the poems content a great amount of vocabulary that they had never used before as language learners.

 Finding 2: difficulties in understanding and using literary phrases.
Students' problems when learning poetry was using literary learning. Because poetry bound with literary devices in order to make poetry beautiful with figure of

speech. Poetry structure made students difficult to understand what are students made with limited information that they got from literary appreciation class. In addition, there were several participants that confuse about using literary devices such like figure of speech; hyperbole, simile, personification, alliteration and metaphor. However, one of the participants shared her opinion about the figure of speech. There are participants that used figure of speech that always using in creating poetry such like; Tiwi as the third participant always using hyperbole because her statement said that using figure of speech hyperbole easier to understand than personification and metaphor that difficult to use in creating poetry. Tini as the first participants are feel difficult using literary devices hyperbole so, "when looking for several words that rhyming to connect on sentences to another sentences in order except offered beautiful sounds poetry also rich the morality massage which has saved in every words" **(P1.16).** Tono as the second participant are feel confused when he was creating poetry using figure of speech metaphor. Actually, all of the figure of speech is difficult but there is very difficult is metaphor he said that "looking for the words that appropriate from the previous sentences and also confused in change words which is often make difficult" **(P2.13).** Tiwi as the third participant are feel difficulties in using figure of speech metaphor and personification. In this case, there is limited understanding about figure of speech in order to create poetry not maximal. Also, in between many of figure of speech there are figure of speech which participants

cannot understand about it. The difficulties which has face by Sakura is classify the sentences that this figure of speech into to the where cluster so, in every poetry must figure of speech in order to make poetry beautiful and rich with message morality.

Then, she shared her opinion said that "because to find out words that appropriate with good rhyme are need to long time for creating poetry and classify the sentences that must are figure of speech in poetry" **(P3.4).** Tati as the fourth participants are feel difficult in using figure of speech such like; Simile, alliteration, and personification because to looking for the words which have same sounds like a good rhyme it is very difficult and to find out several words that suitable with figure of speech that would be used" **(P4.8).**

Then, learning English poetry was little bit closure only because of not understanding about literary devices. Tini as the first participants had a problem using literary devices such as figure of speech. She stated that "no, in my opinion, it is too difficult. When students were creating poetry there were particular words which meant like, not in general sentences such as sentences used on the ordinary language using figure of speech and also used diction" **(P1.1).** Tati as the fourth participant had the same problems were as the first participants. She stated that "the challenges were when we were creating poetry ourselves. If the poetry should be like figure of speech" **(P2.11).** Therefore, she was hesitating for creating poetry using figure of speech. On the other hand, Tono

as the second participant had an opinion which was opposite to the first

participant that he used figure of speech for beautiful poetry itself. He stated that

"so, using figure of speech that was also influencing" **(P2.11).** The statements

supported mentioned was supported by Hastuti (2013), stated that deviation and

normative language and using figurative language propose to make readers enjoy

and easily. But, for the reader and listeners, it makes poems difficult to

understood and it will be more difficult when listener interpretation the poem

itself.