

Student's Perception on the Use of Poetry in English Learning

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Sarjana Pendidikan



Syamsul Bahri

20140810110

English Language Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

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Approval Page

Students' Perception on the Use of Poetry in English Learning

We hereby approve the *Skripsi* of

Syamsul Bahri

201408101110

Candidate for the degree of *Sarjana Pendidikan*

February 22, 2020

Mariska Intan Sari, S. S., M.A.
The *Skripsi* Supervisor

February 22, 2020

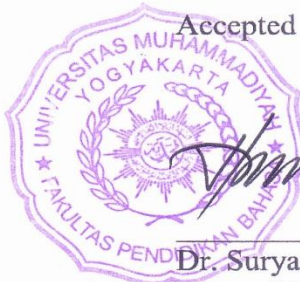
Gendroyono, S. Pd, M.Pd.
Examiner 1

February 22, 2020

Arifah Mardiningrum, S.Pd., M. A.
Examiner 2

Yogyakarta, February 22, 2020

Accepted



Dr. Suryanto M., H. Sc.
Dean of Language Education Faculty

Statement of Authenticity

I am student with the following identify:

Name : Syamsul Bahri

Student Number : 20140810110

Department : English Language Education Department

Faculty : Language Education

University : Muhammadiyah University of Yogyakarta

Honestly certify that the thesis entitled' 'Students' perception on the use of poetry in English learning'' is purely my own work and does not contain the work of other people. I am completely responsible for the content of this paper. Others opinion and quotations included in this thesis are quoted in accordance with the standard rules of scientific research.

Yogyakarta, January 21, 2019.

Syamsul Bahri

NIM 20140810110

Motto

“Sepiro Gedening Sengsoro yen Tinompo Amung dadi Cobo”

Persaudaraan Setia Hati Terate

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Abstract

The use of literary works as a teaching material in classroom is often found in English learning, especially for students who wants to learn through poetry. In other side, there are several students at English Language Education Departments of Private University in Yogyakarta tend to demotivated in learning English. This research is aimed to find out the students' perception on the use of poetry in English learning. The researcher selected your students have joined literary appreciation class at ELED of PUY as the participants in this research. The researcher asked some recommendation from the teacher to get students have low and high grade as the participants. The researcher collected data through interview. Then, the researcher used descriptive qualitative to explain the data. The first finding of this research showed that the benefits of using poetry in English learning were enriching vocabulary, and providing pronunciation practice. In addition, the finding also shows the challenges of using poetry in English learning were difficulties in selecting suitable words, difficulties in difficulties in understanding and using literary phrases in literary appreciation class.

Keyword: poetry, literary works, benefits, challenges, English learning.

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Chapter One

Introduction

This chapter provides the background of the study and statement of the problems. Besides, this chapter also consists of research questions and purposes of the study. Lastly, this chapter provides significance of the research and outline of the research.

Background of the Study

Literary works may have impact on language skills. Khatib, Rezaei, and Derakhsan (as cited in Muhammed, 2013) stated that literature helps to improve and develop each of the language skills; namely, writing, speaking, and reading. They also argued that literature is a complex structure that supports the acquisition of the target language and it will help the users to be more competent in it. Moreover, teaching literature can guide the students to improve their knowledge and language skills.

Teaching literature in the classroom can help students in learning language. Recently, the use of literature in language teaching can increase the knowledge and language skills. One of the studies conducted by Adesuyi (as cited in Muhammed, 2013) showed that reading and studying a novel, a play, or a poem in the target language may help introducing learners to the culture through the language. It is through reading a literary work written in a certain dialect of language that a student may be aware of the varieties of that language. In addition, Adesuyi (1991) suggested that the use of literature maybe one of the ways to help students learning language.

Teaching literature may potentially develop students' writing skills. According to Muhammed (2013), writing text in teaching literature is very important for students in order to help them to be able to organize their ideas clearly in writing. This is similar to Bobkina and Dominguez (2014), who stated that many language teachers tend to admit the potentiality of literary text in terms of development of different aspects of a foreign language. Hanauer (2011), stated that poetry might have power to increase literacy skill which is writing skill. Therefore, students will have to be able to understand some literary texts for example, poetry and novels.

The use of poetry in learning process might have impact for students. Ozen and Mohammadzadeh (2012) argued that poetry has many benefits in improving vocabulary and language learning. By using poetry in teaching and learning process, students will acquire a lot of advantages such as students can gain new words from the poetry and students can practice the pronunciation including tone, rhyme, and stress in every word (Kellem, 2009).

At English Language Education Department of a private university in Yogyakarta (ELED of PUY), there is a course that uses literature in classroom activity. The course is called Literary Appreciation. In this course, learning the language is not main goal is not learning the language but learning to appreciate the literary works through poetry. Besides, the literary works used in the class are written in English. So, the students in that course, the students are creating some literary works including poetry. By reading and writing that literary works; poetry, short-story and drama, they might indirectly have learned English through the activities.

Here, the main goal of literary appreciation class is intended to enhance enjoyment of fictional prose, poetry and drama. The students are expected to be able to analyze those genres to increase their understanding in the diversity of human experience and cultures. The literature materials which is provided by the teacher are short-story, poetry, story telling and drama. So, when the teacher give material about poetry, students will analyze the poetry and explain what are the students to imagine about their poetry. After the students analyze the poetry, students will creating the poetry based on their experience. They might indirectly learn English through the activities done in the class.

Based on the informal interview done by the researcher, some students had difficulties in writing poetry especially dealing with diction or words used in poetry. In fact, based on the research related to the use of poetry in literary learning that poetry can also give challenges for students' in English language learning. But, this activities inside the class at some points that students indirectly can encourage in language learning through poetry. Therefore, the researcher is interested to know students' perception on the use of poetry in English learning, especially the difficulties in writing poetry and How does poetry help students in language English poetry in English learning.

Statement of the Problem

There are several problems faced by students joining the literary appreciation course. Firstly, the students found it hard to understand the poetry concept. Secondly, the students got difficulty in writing poetry because of their vocabulary mastery.

Those who were lack of vocabulary mastery would be less motivated in writing poetry. in addition, they also faced difficulty in understanding particular vocabulary written in poetry.

In conclusion, the students got difficulties in writing poetry. It was difficult for them to understand poetry concept. They also got difficulty in understanding particular words because they were lack of vocabulary mastery. Those problem might give impact towards students' behaviors such as they become demotivated and reluctant to learn. Hence, the researcher is interested in finding out the students' perception on the use of poetry in English learning.

Delimitation of the Problem

There are several problems which can be investigated by the researcher. However, the researcher delimited the problems. This research only focuses on the benefits of using poetry and the challenges in using poetry especially in Literary Appreciation course. In addition, this research is based on the students' perception joining Literary Appreciation course, especially for ELED students' of a private university in Yogyakarta who have joined Literary Appreciation in theeven semester year 2018-2019.

Research Questions

The research questions on this study are constructed as listed below:

1. What are the benefits on the use of poetry in English learning?
2. What are the challenges of the use of poetry in English learning?

Purposes of the Study

The purposes of this study are presented as follows:

1. To explore what the benefits of using poetry in English learning.
2. To explore the students' perception on the challenges of using poetry in English learning.

Significance of the Study

This research is expected to give benefits in language learning. This research can give significance for lecturer, students, and future researcher. The explanations are presented below:

Lecturer. After reading this research, lecturer will be able to know the advantages and challenges of using poetry in the classroom based on the students' perception. Therefore, it can be a consideration whether or not they will use poetry in their classroom activity.

Students. This research will also be beneficial for students because this research gives new perspective about the use of poetry in English learning. Students will know the challenges in writing poetry and they will find way to anticipate the problems which may be appeared in the process of writing a poetry. In addition, they will also know the advantages of using poetry in English learning. This can encourage students to learn English using poetry.

Future Researcher. The researcher hopes this research can inspire another researcher who is interested in conducting research about students' perception on the use of poetry in English learning. Hopefully, the future researcher can gain

information and knowledge related to literature, especially about poetry in educational cases.

Organization of the Research

The researcher organizes this research into five chapters. Chapter one presents the introduction of this research. It presents overviews and background information of this research. The second chapter explains the literature review and review of related study. In addition, conceptual framework is also presented in this chapter. The third chapter explains the methodology which will be applied to conduct this research. In this chapter, the researcher also elaborates his research design, and research setting, including where and when the research will be conducted. The researcher also elaborates the participants of the research and how the researcher will collect the data in data collection method and how the data will be analyzed in data analysis method. Then, in chapter four, the researcher will discuss findings of the research based on the interview that will be classified into smaller classification. Then, it will be connected to the literature. This chapter will also answer the research questions which are about the advantages and the challenges using poetry in English learning. The fifth chapter will provide conclusion and also suggestion, the conclusion can be taken from the result from chapter four and suggestion will be arise from the findings.

Chapter Two

Literature Review

In this chapter, the researcher discusses the theories related to the research. This part covers several parts from experts to support this research. This chapter includes the teaching material for English learning, the definition of poetry and types of poetry, and poetry in English learning. The researcher also explains the advantages of using poetry in English learning and the challenges of using poetry in English learning. The researcher explores other research related to this study and this chapter ends with a conceptual framework.

Teaching Material for Literary Appreciation Course

Teaching material is a key component in most language programs. Ahmed (2017), defined teaching material as a key instrument in most language courses. Based on Mairuri, Wambugu, and Wamukuru (2016), teaching material is a key factor in creating an effective teaching and learning environment. In addition, Pannen (as cited in Sadjati, 2012) mentioned that teaching material is a lesson or material course which has structured on a systematic scale used by teacher and students used in the learning process. Furthermore, according to the Ministry of Education Guyana (2016), teaching materials is a generic term used to describe the resources used by the teachers to deliver instruction. Therefore, teaching material is an instrument covered structured lesson to make an effective teaching and learning process.

Teacher use teaching materials to help students achieving their learning outcomes. This statement is supported by Sujono (2017), who stated that material is

one of the vital components in teaching learning processes. It may assist both teacher and students to achieve learning objective stated in the curriculum. The use of teaching material must also be balanced with the teacher quality in order to help the students achieve their outcomes in learning. This argument is similar to Patnaik and Davidson (2015) who said that teacher quality is definitely one of the strong influencing factors on learner's outcome. According to Richards (2001), 'teaching material are divided into two kinds; the first is authentic material and the second is created material''(p. 252). The example of authentic material is newspaper reports, magazine articles, advertisements, poems, songs, video clips, menus, horoscopes. While created material; is the material which is made for learning purposes such as course book.

In line with the description above, Ismawati (2013) stated that teaching material which had been concerned as ideal material is authentic materials which have real thought and feeling. The authentic materials in literary are poetry, short story, novel, and drama written by literature or writer. Freyn (2008) argued that poetry is considered valuable as one of the authentic materials in teaching language. Teaching poetry in language classrooms can lead to a meaningful language learning experience. In addition, Kellem (2009) mentioned that poetry is a source of content of reading the material as the model of creative language to introduce vocabulary in context, and a way to focus students' attention on English pronunciation, rhythm, and stress. The authentic material that is poetry is concerned as the literature and particularly using the second language to introduce the students usually by listening,

reading or writing the material which is related to the English language. It can be concluded that poetry is an authentic material which can be used in English learning and teaching process, and it can help students to pay attention to pronounce, rhythm, and stress in learning process.

Poetry

In this section, the researcher explains three things related to poetry. Firstly, the definition of poetry is presented. Secondly, types of poetry which are presented into two parts: narrative poetry and lyric poetry. Lastly, the researcher explains poetry in learning English as a learning material to develop student's ability in communicating English language and to motivate students to interest in learning poetry. The explanations are presented below:

Definition of poetry. According to Pedersen (2015), poetry is a genre in literature symbolizing the human experience. Poetry includes human perspectives and it poured to the text depends on human experience. Besides that, people can say that poetry is a metrical discourse constructed with a structure such as verse, lyric, and rhythm making poetry beautiful in every sentence. In addition, Olilla and Jantas (2006) stated that poetry is kind of verbal or written language that is structured rhythmically and it is meant to tell the story or express any kind of emotion, idea, or state of being. In addition, "poetry is a kind of literacy that includes very careful words choosing in language aspect because the words have an effect on the different perspective". Thus, filtered words are very needed (Nurgiyantoro, 2013).

Moreover, poetry is a literary work that has a beautiful word and has an implicit meaning in every word (Utari, 2016). According to Roebuck (as cited in Desai and Mash, 2005), “poetry provides a way to “reflect and articulate” students lived experience while envisioning new possibilities” (p.72).

Besides that, every word in poetry represents the meaning of the words which is more extensive and many words have different sense because the words have been connoted or mannered in style with figurative language such as idioms in language literature: allegory, simile, metaphor, and personification (Waluyo, 2003). On the other side, Nurgiyantoro (2013) said, “actually it is not easy to define the poetry because every definition which made by people are always indicating incomplete or not quite explicit words in an exact manner of the natural characteristic of poetry” (p.311).

Based on the definitions above, it can be conclude thatpoetry is a form of literature which has beautiful sound that appears from every words in poetry. The composition of poetry itself is constructed with several components such as rhythm, rhyme, verse andpoetry lyric.It will make a various interpretation and perception in understanding poetry.

Types of poetry. In this section, poetry commonly divided into three distinct view points: tradisionalist, modernist, and postmodernist (Abraham, 2007). According to DiYanni (2008), poetry can be classified as narrative and lyric. This statements similiar with Abrams, Preminger, Brogan, Warnke, Hardison and Miner(as cited in Lethbridge and Mildorf, 2004)stated that the types of poetry are

divided into two kinds; they are the lyric poetry and the narrative poetry. The description of the types is explained below:

Narrative poetry. The narrative poetry is emphasized in story and action. According to Ismawati (2013), poetry has characteristics such as subject, setting as well as structure a particular twine within the story. In addition, Abrams, Brogan, Preminger, Warnke, Hardison, and Miner (1993), said that narrative poetry gives a verbal representation, in verse, of a sequence of connected events, it propels character through a plot.

Lyric poetry. The lyric poetry is emphasized emotion and song. Poetry has formed inner flotation of individual poetic with every part of the experience, attitude, as well as inner ambiance which has to encapsulate means. Abrams and Preminger et al. (1993) said that lyric poem is a comparatively short non-narrative poem in which a single speaker presents a state of mind or an emotional state.

There are different genres in literature. According to Prakash and Singh (2014), there are three genres in literature: the drama, novel, the epic (poetry). The first is drama which is a form of composition designed for performance in the theater, in which actors take particular roles of the characters, perform the indicated actions, and utter the dialog. Another genre is novel, which is a variety of writings that have common only the attribute of being extended works of fiction written in prose. The third genre is poetry that is one of the oldest written genres in literature and it has beautiful dictions or words in every line.

Poetry for Language Learning

The ability to use language in a communicative way is important for students to develop their competence. When students' learn a language, there are four skills which are learned by students in English language classroom are listening, reading, speaking, and writing. The four skills are also divided into two parts. The first is listening and reading, known as receptive skills. The second is speaking and writing, known as productive skills (Harmer, 2007, p.265).

Those four skills cannot be separated in English learning. According to Sadiku (2015), the four skills activities in the language classroom serve many valuable purposes as the learner's scaffold support, create opportunities, the of language for exchanges of real information in the context, and show their own ability (proof of learning) and, most important, confidence.

One of the skills learned by students in English classroom is writing. In teaching writing skill, teacher often use media to make students interested in writing. One the media used by teacher in teaching writing is poetry. According to Chemwei, Kiboss, and Cheruiyot (2013), poetry is taught in literature because it provides an opportunity for students to explore a linguistic and conceptual aspect of written text without necessarily concentrating mechanics of the language. In addition, when the teacher read poetry aloud, it helps students to elaborate the word within the text and connect the word to their own personal experiences. Hence, the student's ability from reading poetry can develop a sense of meaning based on their experiences (Elting and Firkins, 2006). It can be concluded that poetry is used in teaching and learning

process, because it helps students to explore linguistic and to explore experience in learning through poetry.

Poetry for Literary Learning

Learning poetry is an alternative method to introduce the students' purposes to increase their competence where poetry can give benefit in learning language. Teacher should be interactive to explain poetry as material in language teaching. There are several components which should be taken to deliver to the students in order to minimize the difficulties in learning poetry. There were several benefits on the use of poetry in literary learning that help students increase their ability in learning language. For example, first is poetry gives many opportunities to students active in classroom activities. Second is students can practice reading in front of the class and how to express feelings through words. Third is many vocabularies in poetry more varieties than any other mode writing. For example, poetry provides many synonyms for a word in single poem, which is good strategy to learn language through literary learning (Mittal, 2014).

In addition, there are several benefits to increase the competence skills for students using poetry in literary language class such as: students can practice speaking to enhance communication with supporting text and declamation with students' style. According to Mittal (2014), by learning poetry students can read more, imagine more, think more, discuss and write more. Then, students indirectly learned about poems which is teacher provide with several activities related to the learning language.

The Benefit of Using Poetry in Literary Learning

In this part, the researcher presents the advantages of poetry in literary language learning. By knowing the advantages of using poetry in literary language learning, it can be an alternative solution to enhance students' competence in learning English. The advantages are described below.

To create student's perspective. Teaching English through poetry in college may bring various profits from many aspects (Hu, 2010). Firstly, from the language acquisition aspect. Secondly, poetry is a cultural composite. Hu further said that especially in phonetic, lexical, and syntactical and discourse layers, poetry demonstrates the richest possibilities for a language.

To increase vocabulary mastery. According to Jabrohim (1994), one of the advantages in learning through poetry especially in the poetry reading or declamation is providing benefits in vocabulary mastery because they are required to say the exact word or phrase. By reading poetry, the students found new words and the meaning. Furthermore, the students will get more well-developed vocabulary at higher levels.

To filter the complex idea. According to Cubukcu (2010), the readers mostly has a basic understanding of a concept or emotion and then transform that understanding into meaningful creative expression by exploring to filter the complex ideas. The understanding of the concept of expression can help the students to filter complex idea and build comprehend of experiences from the poetry.

To enhance critical thinking. Leonard (as cited in Connecticut Language Art Framework, 2006) stated that learning through poetry helps students to use language

to think critically and to solve problems in daily life. Additionally, Salameh (2012) stated that study poetry usually comprises the basic tools that help students to understand, to appreciate, and evaluate poems. Through poetry, students are able to get knowledge about how to appreciate art, especially in poetry and to know the weaknesses of the poetry. By evaluating the poetry, the students assess and enhance their critical thinking about how the poetry is. In conclusion, using poetry in English learning gives some advantages especially for students. It helps students to create new perspective, to increase vocabulary mastery, to filter complex idea, and to enhance critical thinking.

The Challenges of Using Poetry in Literary Learning

There are several challenges of using poetry in literary language learning. The challenge is usually faced by students. The challenges of using poetry in literary language learning are described below:

Difficulties to understand the poetry concept. Finch (2014) stated that there are many students feel that poetic concepts and cultural assumptions are too challenging for their language learning. Both of concepts support the students to be more critical to make a poem, but it is not easy for students to understand it.

Difficulties in basic writing. Dirgeyasa (2017) stated that difficulties happen because the poetry principally uses language as a media. It means that students must have basic knowledge in learning the poetry writing style such as grammar. In addition, students also get difficulty when they are asked to write a poem using idiom.

Low motivation in learning through poetry. Prayitno (2013) mentioned that the challenges in learning through poetry are the students are uninterested in poetry. Actually, the use of poetry in learning spends a lot of time. It makes students have low motivation to learn through the poetry. In addition, Nica (2014), who stated that the students are less interest and less active as they become interested in listening to a lecture than taking part in activities. It is a challenge for students to be interested and pays attention to poetry as the learning material.

Complicated language in poetry. Ekoati, (as cited in Citraningrum, 2016) stated that students have trends to prefer popular science essay writing than poetry writing. The students are assumed that writing poetry is more difficult than writing a letter, writing memo or others. It is because students get difficulty in understanding the language aspect and interpration of poetry.

Review of Related Study

In doing this research, the researcher reviewed three prior studies. The first research is written by Arvieta (2019) and the title is “*Enhancing Students Vocabulary Through Poetry for EFL: A Case Study*”. This research aimed to make teaching vocabulary through literary works is to introduce literature especially poetry to the students and also to help the students in learning vocabulary. The research design is qualitative research. The instruments of this research used observation and interview. The design is case study. The participants in the research were ten interviweees. The result of this research showed that the researcher found that the students showed

discomfort at the first meeting, but in the next meeting the students comforts and enjoy in learning process.

The second research was written by Cetinavci and Tutunis, (2012) and the title is *“Making Use Poems to Teach English”*. The aimed of the study is to investigate whether the curricular and pedagogical intervention can encourage student’s motivation in learning poetry or not. This research used a quantitative research method. The participants werethird-gradestudents of Uludlag University Education Faculty ELT Department. The number of the students constituting the experimental and group were fifty-three and forty-seven respectively, thus their total number was one hundred. The researcher used an experimental groups method for collecting the data.

The third research was written by Prayitno (2013) and the title is *“Peningkatan Keterampilan Menulis Puisi Menggunakan Teknik Inkuiri dan Latihan Terbimbing”*. In the academic field, several schools use poetry as material for learning activities. The aimed of this research are describe the learning process of writing poetry, to describe the improvement of students skill in writing poetry, to describe the changes of the students behaviour and to describe students’ response to the learning activity in writing poetry by using inquiry technique and guided practice. This research used a qualitative research method. The instrument used to collect the data was interview SMP Negeri 2 Boja became the setting of this research, because this school used poetry in teaching and learning process. The participants in the research were one hundred seventy-nine students. The activity is writing the

expression of students' experience and it increases the knowledge as a benefit by using poetry in writing. The result showed that writing poetry in learning process through inquiry technique and guidance training students grade VIII F SMP Negeri 2 Boja were significantly more positive and appropriate with implementation of lesson plan. Writing poetry students' abilities grade VIII F SMP Negeri 2 Boja were increasing after joining learning of writing poetry using inquiry technique.

These related studies are beneficial for the researcher because they investigated the use of poetry in language learning. In addition, they can be references for the researcher in doing the research. There are some differences between the three related studies and this study. There are different purposes that researcher conducted this research. The first difference is one of the prior studies adopted quantitative research method, while this study will use qualitative research method. In addition, the participants of one prior study was junior high school students, while the participants in this research will be at the university students just like the other two prior studies.

Conceptual Framework

In this part, the researcher tries to conclude the concept of this research. Based on the literature above, the researcher conceptualizes the theory in order to support this research. According to Freyn (2008), poetry is considered a valuable authentic material for teaching language. Teaching poetry in language classrooms can lead to a meaningful language learning experience. Roebuck (2015), stated that poetry

provides a way to "reflect and articulate" students lived experience while envisioning new possibilities (as cited in Desai and Mash, 2005, p.72).

The perception of the use of poetry in language learning also stated by Leonard (as cited in Connecticut Language Art Framework, 2006) who said that learning poetry helps students to use language, to think critically, and to solve problems in daily life. To support the previous statements, Elting and Firkins (2006) pointed out that with dramatizing poetry can make an effective activity for breathing new life to the language classroom and accessible for English language learning for students to develop a response to the poetry.

Based on the explanation above, it can be concluded that using poetry in language learning can give benefits for students. Finally, the conceptual framework of this research can be figured out below:

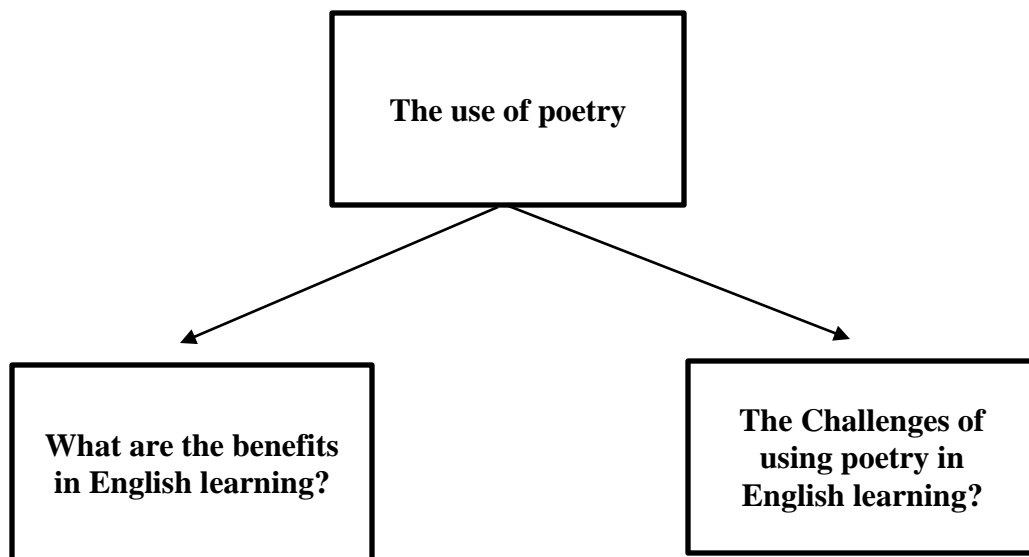


Figure 1. Conceptual Framework

Chapter Three

Methodology

This chapter presents the methodology used in this research. This chapter presents research design, research setting, and research participants. This part also presents data collection procedure. Last, this chapter also discusses data analysis.

Research design

This study aims to find out the students' perception on the advantages and challenges of using poetry in English learning. Based on those objectives, the researcher used a qualitative research method. Creswell (2012), suggested that qualitative research can ease the researcher to address and explore the problem in order to get deep information. In addition, the qualitative method can gain deeper information and easy to understand for the researcher when got the data from the interview. Nassaji (2015), added that qualitative research can give a rich data, including participants behavior, thought, and perspective. By conducting qualitative method, the researcher gained new information about students' perception who has joined literary appreciation class. Using qualitative research helped the researcher to describe the information in research which is more specific and detailed.

The researcher used a descriptive qualitative design. The researcher used descriptive qualitative design to get pure data from the participants. According to Sandelowski (2000), descriptive qualitative, especially to gain honest and large answers to questions that people respond. Based on Hancock (1998), descriptive qualitative tries to develop a comprehensive understanding of how to describe the

phenomenon and characteristic in order to be more specific and detailed. Therefore, the researcher applied the qualitative descriptive design to describe the student's experiences.

Research setting

In research setting, the researcher chose the setting of place and setting of time for getting data which is related to the research. This research was conducted at ELED of private university in Yogyakarta. The reason why this research was conducted at ELED of private university in Yogyakarta was because the researcher had taken literary appreciation class. Then, the researcher got an access to observe English learning through poetry as material in literary appreciation class. Based on the researcher's observation, the researcher found some students who showed that they had lack of motivation in learning English through poetry in literary appreciation class. From the statement mentioned, it showed that the students' had difficulties in writing poetry dealing with diction or words uses in poetry. Besides, the researcher would like to know the students' perception on the use of poetry in English learning at ELED of private university in Yogyakarta. The interview was conducted at a ELED of private university in Yogyakarta at the end of August. The researcher took approximately 15 minutes to interview the participants.

Research Participants

The participants of this research were students in ELED of PUY. There were certain criteria required to choose the participants. Firstly, the participants must be students' of ELED of PUY who have taken literary appreciation course. So, the students have experience in creating poetry and may have learned some aspect in learning poetry. Secondly, the participants were taken from the students' who have high and low grade. Before the researcher chose four participants, the researcher has asked for recommendations from the lecturer and received eight names after the researcher contacted them through WhatsApp the participants which were willing to conduct the interview were four participants.

The participants were taken from the Literary Appreciation class in the even semester of 2018-2019 at ELED of private university in Yogyakarta. The reason in choosing students who joined literary appreciation class in the even semester year 2018-2019 is because they recently took the course in the previous semester; it is hoped that they have fresh memory about literary appreciation course. These criteria were chosen as the consideration for the researcher to get the valid, specifics and detailed data. Therefore, they gave more complete information that is useful for this research.

Then, the researcher chose four participants and divided them into two categories that have a high and low grade in literary appreciation class. The participants' name of the research changed into pseudonyms to protect them; A pseudonyms was used in this research in order to maintain the participants'

confidentiality and keep personal information of the participants. Seuss, (2012) stated that a pseudonym is unreal name which is often used by the researcher or writer to personally keep the participants' privacy. The pseudonyms were named Tini, Tono, Tiwi and Tati.

The first participants who have low grade is Tini; her gender is female and the duration of the interview was 23.12 minutes. The second participants who have high grade were male named Tono, and the duration of the interview was 14.16 minutes. The third participants who have high grade was female named Tiwi, and the duration of the interview was 11.50 minutes. The four participants who have low grade were female named Tati, and the duration of the interview was 09.24 minutes. The reason why the researcher chose students with high and low grade was because the researcher wanted to get difference perception from the participants. It is known by having both students with high and low grade the researchers' got more variety of perception and a lot of data.

Data Collection Method

In this part, the researcher used the interview as the technique to collect the data. The purpose of the interview is to collect the data from the participants including their belief, point of views, and experience. According to Kvale, (1996) "one conducts interviews with as many people as necessary in order to gain the information's figure out"(p.101). It means the researcher should look for as much information as possible in order to obtain the valid data. According to McNamara (1999), interviews are particularly useful for getting the story behind the participants'

experience. Through the interview, the researcher gave a question related to the information necessary for this research, then the participants provide information freely depends on their experience.

The researcher conducted the interview by using *Bahasa Indonesia*, so the participants can answer the interview question easily because *Bahasa Indonesia* is the mother tongue of both the researcher and the participants. This avoided misunderstanding between the participants and the researcher. Furthermore, by using *Bahasa Indonesia*, the interview process became more comfortable and unambiguous for both the participants and researcher. So, the interviews used *Bahasa Indonesia* to easier the researcher to understand the data.

Data Collection Instruments

For the research instrument, the researcher designed an interview guideline as one of the data collections instruments for this study. The interview guideline consists of some questions which are divided into several categories. Patton in Cohen, Manion, and Morrison (2012) stated that the characteristic of interview guideline is structure and all interviewees are asked the same basic questions in the same order. Then, the researcher used semi-structures interviews are much more time-consuming than structured interview, because of requirement a lot of information to collect data. In addition, semi-structured interviews are based on open-ended questions. According to Mathers, Fox, and Hunn, (1998) with semi-structured interviewing, the open-ended nature of the question defines the topic under investigation, but also provides opportunities for the interviewer and interviewee to discuss some topics in more

detail. the researcher used note to help them in formulating follows up the question during interview.

Generally, In the interview guideline the researcher designed question related to the research. According to Jacob and Furgerson (2012), when the first time qualitative researchers use interview guideline to assist them in collecting data. In addition, they also said that interview guideline become not only a set of question, but also a procedural guide for directing a new qualitative researcher through the interview process. So, the researcher made an interview guideline related to this research. Then, the researcher used the interview guideline approach because the researcher wants to know the specific advance information from the interview.

The researcher chose open-ended items in order the participants explain more about the information clearly. According to Cohen et al. (2011), open-ended questions are flexible and allow the researcher to get all the information clearly. The researcher made the interview question as an open-ended question. Hoepfl (1997) stated that research problems tend to be framed as open-ended questions that supported the discovery of new information's. Using open-ended for interviewing the participants to respond freely to the interview question. Furthermore, the data collection process, the researcher recorded the interview to easier in analyzing the data because the researcher wants to restraint from misunderstanding to the participant if any mistake when researcher conducting the interview. The researcher used a smartphone and paper to take notes of the conversation during the interview session. According to Jong and Jung (2015), while audio-recording is the preferable

choice for those involved in collecting linguistic data, taking notes is another option to reconstruct the interview. This statement is supported by Mathers, Fox, and Hunn (1998) who said that to conduct interviews, the researcher must record all answers carefully, distinguishing between a question which only allows one answer and a multiple-response question. Any verbatim answers need to be written down as accurately as possible.

Data Collection Procedure

For the data collection procedure, there were some procedures used by the researcher to collect the data. Firstly, the researcher made the interview guideline. The researcher made the interview guideline based on the topic of this research. Secondly, the researcher contacted the lecturer to ask for 4 recommendations for the participants who have high and low grades. Then, after the lecturer gave four names as the recommendation, the researcher contacted the participants personally. Once they agreed to become the participants, the researcher made an appointment and conducted the interview.

In addition, the researcher started doing the interview. The interview was conducted at ELED of PUY. The researcher interviewed the participants one by one in different times. The interview was conducted approximately 15 minutes. For each participant, the first was 23.12 and the second participant was 14.16 and the third participant was 11.50 and the fourth participant was 09.24. The researcher used *Bahasa Indonesia* in the interview to avoid misunderstanding between the participants and the researcher. The researcher interviewed the participants by asking

question related to the topic of this research. Then, after introducing the topic to the participants to make the participants not feeling confused to the question, the researcher began interviewing them and recorded their answer by using mobile phone recorder while taking notes the point from the participants answers during interview. According to Jong and Jung (2015), while audio-recording is the preferable choice for those involved in collecting linguistic data, taking notes is another option to reconstruct the interview.

Data Analysis

To analyze the data, the researcher used coding as the data collection. After the researcher conducted the interview with the participants, the researcher transcribed the data as the first step of data analysis. The researcher transcribed the data from recording to text form. After that, the researcher did a member checking as the means of achieving validity. In this section, the researcher contacted the participants back to confirm the transcription of the text. Then, when the researcher had sent the transcription through e-mail, the responses of all the participants were being agreed and confirmed the interview data. After the participants confirmed the interview data, the researcher analyzed the data using coding. According to Cohen, Manion, and Morrison (2011) there are some types of coding, and those are open coding, analytical coding, axial coding, and selective coding.

In this research, the researcher used three types of coding namely open coding, axial coding, and selective coding. Cohen et al (2011) stated that an open coding is simple a new label which the researcher attaches to a piece of text to

describe and categorize the piece of text, in open coding; for this stage, the researcher categorized the answer of the participants. From the answers of the participants, the researcher made some categories. After that, the researcher did an axial code. An axial coding was “a category labels a scribed to a group of open codes whose referents (the phenomena being described) are similar in meaning” (Cohen & Morrison, 2011, p. 561). In the axial code, the researcher categorized labels into groups based on the phenomena being described. Then, the researcher would be to talk about relating with the first several categorize for constructed the theoretic formulation which more widely. The last step is selective coding; the researcher takes to identify the result obtained in axial coding then compile it into one sentence to make a theory. In this section, the researcher figured out the core of variable that includes all of the data. Then, the researcher reread the transcripts and selectively coded any data that relates to the core variable the researcher had been identified. These steps were done in order to answer the research question and develop a deeper analysis.

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 message 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.

Chapter Five

Conclusion and Recommendation

This chapter provides two parts namely; the conclusion and recommendation of this research. The first part is conclusion which is the summary from this research results. The second parts are the recommendation for the people who are related to this research. Then, the researcher proposes some suggestions for some parties related to this research after conducting this research. Poetry is one of teaching media that often used in class. By using poetry as teaching media in language learning the students can get many advantages to increase their ability, especially in learning English language. However, teaching poetry is not always used in English language learning in order to make students difficult when they learning poetry as teaching material in the classroom. The aimed of the research is to find out the students' perception about the use of poetry in English learning. This study was designed in descriptive qualitative. This study was conducted in a private university in Yogyakarta. There were four participants interviewed to gather the data. The participants were the students who already took literary appreciation class in the even semester.

Conclusion

Based on the results of the finding and discussion in this research the researcher can conclude that poetry in one of teaching media that is often used in literary class. By using poetry as teaching media in language learning, the students' can get many advantages to improve their ability. However, poetry is not always used

in English language teaching. The researcher investigated about the students' perception on the advantages of using poetry, and the challenges on using poetry in English learning. This study was conducted in a private university in Yogyakarta. This research was designed in descriptive qualitative. There were four participants interviewed to gather the data. There were three females and one male. The participants were the students who already took literary class.

After conducting the research, the researcher found four findings about the advantages of using poetry in English learning. In this research, the researcher found three findings about the advantages of using poetry in English learning. Then, the researcher also found two findings about students' difficulties on the use of learning English poetry in English learning. There were three findings about the benefits of using learning English poetry, they are enriching vocabulary, and providing pronunciation practice. Then, there were two findings of challenges of using poetry; they are difficulties selecting suitable words, and the last difficulties in understanding and using literary phrases. The rest of the findings have already been found by the previous researcher. On the other hand, they support the previous study.

Recommendation

Based on the findings of this research, the researcher proposed some recommendations for some parties related to this research. The recommendations are given to students, teachers, and other researchers.

For the students. Conducting this research, the students can apply training practicing in front of the people. Then, from the literary learning students can know

about using poetry in English learning can support their learning English. From the findings, it can be seen that there are some benefits that students can get for in this learning by learning poetry meanwhile, it can also be seen that there are only few challenges rather than the advantages of using poetry in learning language. Therefore, by knowing this research, the researcher recommends the students to used poetry as one of the material in English learning.

For the lecturer. From this research, students probably in choosing vocabulary and literary learning it is suggested the teacher to teach more on that and to give more information about literary learning. Also, the researcher recommends the teachers to be able to help the students in solving the problems about literary works, especially poetry as teaching material in English learning. Therefore, this research is suggested to the teacher to avoid poetry in English learning to increase the ability to support students in achieve their vocabulary mastery and also to increase pronunciation etc.

For the other researcher. The researcher result can be used by other researchers to gather the information about students' perception on the use of poetry in English learning. Also, this research can be used by other researchers probably can study about literary learning. The researcher can study about literary learning used in the classroom activities. Therefore, the researcher also recommends other researchers to start working on other topics dealing with the students' perception on the use of poetry in English learning to find out more information about this research.

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Appendix

Interview Guideline

Students' Perception on the Use of Poetry in English learning

1. What are the benefits on the use of poetry in English learning?
2. What are the challenges of the use of poetry in English learning?

No	Purpose	Theories	Interview question
1.	Poetry as media in learning material.	1. Teaching material that teacher used in classroom are divided into two parts: the first is authentic materials, and the second is creates material. (Richards, 2001). Take for example from authentic materials is poetry, short story, novel, drama (Ismawati, 2013)	1. Mata kuliah pilihan apa saja yang anda ambil pada semester kemarin? 2. Materi yang diberikan dalam mata kuliah literary appreciation itu apa saja ya? sebutkan? 3. Pada saat materi poetry bentuk kegiatannya itu seperti apa dan gimana rasanya?
2.	What are the benefits using poetry in English learning?	2. Poetry provides students opportunity especially in written text (Chemwei, Kibbos, & Cheruiyot, 2013).	Ketika belajar poetry: 2. Menurut anda keterampilan apa sajakah yang terdapat dalam belajar menggunakan

		<p>Teaching poetry in college have several role to increase the students ability: first is perspective of language acquisition. Second is in the intonation words, phonetic, lexical, syntactical, and discourse layers, poetry demonstrate the richest possibilities for a language (Hu, 2010).</p>	<p>puisi itu?</p> <p>Anda juga dapat belajar ilmu kebahasaanya ngga?</p> <p>- Belajar menggunakan puisi itu mudah atau sulit dalam pembelajaran bahasa inggris?</p> <p>2. Menurut pendapat anda apa saja manfaat ketika menggunakan puisi sebagai bahan pembelajaran bahasa Inggris di mata kuliah literary appreciation class?</p>
3.	<p>The challenges on the use of poetry in liiterary language learning.</p>	<p>3. One of the challenges learning poetry is determine the appropriate to the context and idioms with suitable themes in order easy to understand for audience (Dirgeyasa, 2017)</p>	<p>3. Apa saja tantangan yang dihadapi ketika menggunakan puisi sebagai bahan pembelajaran bahasa inggris di mata kuliah literary appreciation class?</p>