

The Use of Poetry in English Learning for Islamic Junior High School Students

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Abstract

Poetry — as one of literatures, evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound, and rhythm. This qualitative research was conducted through interviews. In addition, there are several interview questions that concern problems in the learning process, namely how to apply poetry during the English learning process, the methods used in the learning process, supporting and inhibiting factors during learning, and a place to increase students' interest in the field of literature in the use poetry as learning material. The aim is to find out how the teacher uses poetry as learning material in English class. The results of this research, the means and facilities of English teachers to improve the application of literature in Islamic Middle Schools is to hold training that brings in. This method is a new method for memorizing English vocabulary quickly. This strategy is appropriate and in line with research conducted by Yang and Dai (2011) that most students learn English by memorizing as many vocabulary words as possible. Implementation of literature in the classroom focuses more on poetry. Poetry can improve English language skills which include four core things, namely reading, writing, listening, and speaking. Poetry also provides a lot of new knowledge, increases students emotional feelings, and the use of poetry can also arouse students' enthusiasm.

Keywords

learning, literature, poetry, teacher

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INTRODUCTION

Literature is an imaginative work. Imagination is a constructive power to the creativity of an individual. Every aspect of life must involve imagination. People imagine when they talk to and interact with other people, make choices and decisions, analyze news reports, or evaluate advertising and entertainment (Kelly, 1996; Roslina, Mutawakkil, Nashruddin, & Amin, 2020).

Thus, this thinking is closely related to higher order thinking skills. Therefore, literature is very influential in educating an individual's imagination in increasing creativity and providing informative ideas and perspectives (Hess, 2003; Lazar, 1996). With this, literature can broaden horizons and increase the ability to express and grow individual reasoning for imagination.

Teaching English certainly involves pedagogical and cultural practices in it. There are many subjects in teaching and learning English, some of which are Basic English skills, such as reading, writing, speaking and listening. By implementing literature in learning English, students can improve their abilities in reading, writing, speaking, and listening.

In an English classroom, teachers can use multilingual nature of the class as a resource in a variety of ways (Kacani & Cyfeku, 2015; Krieger, 2012). The fact that students come from different countries becomes a natural information gap, which can be filled by a variety of question-and-answer and discussion activities about the students' countries. It has been observed that students gain a sense of confidence when they talk about something about which they are authorities, such as their own country.

In the English classroom context, the target language culture is significant for students because of its presence in their daily lives (Hollie, 2017; Kırkgöz, 2008). With an increased awareness of the target language culture, students are better prepared to manage their engagement with native speakers. Content classes that teach students about the culture in which they are living serve students well and are generally advocated by English teachers (Özen & Mohammadzadeh, 2012). Assuming that the majority of English students have a high integrative motivation, teaching them about the target language culture would meet their needs.

LITERATURE REVIEW

The main function of literature is to entertain the reader. According to Esten (1978) literature is the expression of artistic and imaginative facts as a manifestation of human life and society in general, through language as a medium and has a positive effect on human life. In line with that, Sumardjo and Saini (1997) stated that literature is an expression of the human person in the form of experiences, thoughts, feelings, ideas, enthusiasm, beliefs in a concrete picture that evokes a fascination with language tools. From these various definitions of literature, it can be said that literature is art.

Amir (2013) revealed that several functions of literature. Those are for entertainment, education, beauty, morals, and religion. This work not only gives

pleasure to its readers, but also provides education through the extrinsic values contained in it.

Nowadays, literature can also be a medium that can be used in learning activities. Literature is the use of language effectively in suitable conditions (Ching & Tchong, 2015; McDonald, 2007). Based on a research conducted by Tehan, Yuxsel, and Inan (2015), it was found that literary works generally are significant for students as learning material in EFL classroom and also as tools in enhancing students' social awareness to build harmony and tolerance in multi-ethnic society. In addition, after conducting a research, Antika (2017) considered that literary texts can be used in language teaching, because the language used in literary text is suitable for the contexts of the events.

Based on the research conducted by Kavanagh and Rainey (2017), literary works are the media used by authors to convey their ideas and experiences. The role of literature is as a medium for connecting the thoughts of the author to be conveyed to the readers. In addition, literary works also function to describe an author's view of various problems that exist in his environment. Literary texts present social realities and phenomena that occur in society. Literary works can entertain and add knowledge to readers.

A research conducted by Rahman and Weda (2018) analyzed that the inclusion of literature in the English classroom based on the curriculum of education institutions had objectives to improve students' English communicative competence. The result of that study revealed that English Department students strongly agree that English literary works in various genres present social values and could become a cornerstone of harmony and tolerance development. That research revealed that literature had a close relationship with students' academic achievement especially in English, and also potentially in a wider context.

Other research results also indicate that literature is very useful in the world of learning. Learning literature is of course very interesting if applied in schools, because it will increase students' abilities and knowledge in this regard (Muthmainnah, Atmowardoyo, Salija, & Asrifan, 2020). This is of course in line with the function of literature as a medium in education. The literary learning model on students surely has many positive effects. By applying such a method, of course, the students will be more communicative, open their horizons more, and grow logically in imagining.

To keep in mind that to be able to apply it requires knowledge and memorization of the construction of the science. So that literary knowledge is not limited to normative nature but must be implemented in everyday life. There are various types of literature, including poetry, drama, and prose. Literature is certainly very interesting to be studied by students.

There are many types of literary works. The division of types of literature according to Sumardjo and Saini (1997) literature is divided into two broad categories, namely imaginative and non-imaginative. Imaginative Literature is divided into poetry and prose. While non-imaginative there are criticisms, biographies, history, diaries, and others.

In the world of education, the most widely used application of literature as learning material is poetry. Poetry is very popular in the world of education. Valéry (1989) argues that it can be freely said that poetry is short, solid, concentrated composition. In line with that, the study conducted by Antika (2017) found that poetry is an art form that has meaning and expresses an individual state of mind.

Poetry — as one of the literary works, evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound, and rhythm. By using poetry as an effective literary learning medium for students, researchers want to find out the way teachers implement poetry learning English in Islamic Junior High Schools At-taufiqiyah. The researchers choose that school to develop the poetry of English literature in which it can increase point of view in poetry.

By applying the methods provided, the students should understand and practice it inside or even outside the school. In addition, they should be guided by the teachers during process of developing poetry to end that they should learn, rise and find the beauty of poetry. Most of the students are the members of theater who pay attention to literature exactly in English literature. The development of literature in the world of education is currently growing rapidly, especially in the use of poetry in English learning media. Therefore, the purpose of writing this article is to find out how to apply the use of poetry as a learning medium.

RESEARCH METHOD

The method used in this research is qualitative research method. This type of research is descriptive qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. A qualitative research seeks to find and describe in a narrative manner the activities carried out and the impact of the actions taken towards their life (Lexy, 2000).

This qualitative research is based on the analysis of the data collection. This qualitative research was conducted through interviews. Interviews were conducted with English teachers at Islamic Junior High School. Meanwhile, the researcher used an instrument in the form of questions that had been arranged systematically based on the title about how to use poetry in English learning activities at Islamic Junior High School. In addition, there are several interview questions that concern problems in the learning process, namely how to apply poetry during the English learning process, the methods used in the learning process, supporting and inhibiting factors during learning, and a place to increase students' interest in the field of literature in the use poetry as learning material. The aim is to find out how the teacher uses poetry as learning material in English class.

FINDINGS AND DISCUSSION

The development of literature at this time increased significantly. The literary era is growing. Literature has the main function to entertain readers. But literature can also be used in the world of learning. Literature is very useful in the world of learning. Learning literature is of course very interesting if applied in schools, because it will increase students' abilities and knowledge in this regard. This is of course in line with the function of literature as a medium in education. Amir (2013) reveals that some of the functions of literature are entertainment, education, beauty, morals, and religion. This work not only gives pleasure to the reader, but also provides education through the extrinsic values contained in it.

From the results of the present research, the means and facilities of English teachers to improve the application of literature in Islamic Middle Schools is to hold training that brings in tutors from outside, namely from the LA RAIBA HANIFIDA Islamic boarding school, Jombang. This is done by applying Hanifida's brain-based learning method. This method is a new method for memorizing English vocabulary quickly. This strategy is appropriate and in line with studies conducted by Yang and Dai (2011) and Kavanagh and Rainey (2017) that most students learn English by memorizing as many vocabulary words as possible. Therefore, educators provide facilities for them to memorize quickly. The English educators at the Islamic Middle School have tried to provide a place for their students to work and improve their skills. With this method, students can open and grow insight and reason in imagination. Educators also always try to guide, direct, and monitor every process and progress of students in learning English.

One of the most popular types of literature applied in class is poetry. Poetry is a literary genre that can be implemented in class and the oldest genre in literature is poetry (Antika, 2017; Arjulayana & Srikandi, 2016). Poetry is a form of literary work that can express thoughts and feelings of poets imaginatively. The application and use of poetry in education have a tremendous impact, one of which is being able to improve language skills and deepen insight. Based on Khasir's statement, poetry is literature that can be used to develop vocabulary and can be used in studying grammar (Antika, 2017).

From this research, it was explained that the application of poetry must be in easy way so that students can understand it. First, the teacher will give an example of how to read poetry properly and correctly. Reading poetry that is good and right must be able to adjust expressions, pay attention to intonation, and clarity in the delivery of words when reading poetry. Meanwhile, reading poetry also needs to pay attention to pressure. Stress refers to the strong weak tone of a word. Each word must have a different stress depending on the meaning of the word. The teacher's role is very important in creating interactive learning. By using poetry learning, learning will be more enjoyable so as to create a comfortable atmosphere when learning English (Özen & Mohammadzadeh, 2012).

The purpose of using and applying poetry material in learning English is that students can improve their language skills. If students want to process learning, then

their ability will increase. Then when listening to and reading poetry, students will get a lot of new vocabulary. The goal is that students have a high absorption power to memorize the vocabulary. The more often it is applied, it will have a good impact on students. If students get a lot of new vocabulary, speaking and writing skills will be better. There are three factors that influence vocabulary capture; teacher skills, learner skills, and language features (Kacani & Cyfeku, 2015; Kavanagh & Rainey, 2017). Reading poetry must pay attention to pronunciation so that there are no mistakes when thinking. If there is an error during pronunciation, then maybe it will change the meaning of the word. So every student should learn how to read poetry well with an emphasis on the pronunciation. The goal is for students to have good pronunciation.

The method used in implementing poetry in the school is practice. The teacher asked each student to be able to read the poem given by the teacher. In terms of improving speaking and listening skills, the teacher asks students to read and listen faithfully to reading poetry so they can understand it. The practice of reading poetry is carried out in turns. They read poetry in front of an audience. When reading poetry, the teacher asks students to focus on intonation, expression, and accuracy of pronunciation. The benefit of this is to train students' self-confidence, train mentally, train independence, increase vocabulary, and improve language skills.

Meanwhile, there are also inhibiting factors during the application of the use of poetry in this case, including students feeling less confident and afraid so they don't want to appear in public even though they have the potential they have. But the English teacher has a way to overcome this. The trick is to encourage and always appreciate their efforts. This certainly has a positive impact on students. Students' self-confidence is increasingly awakened so that students are able to show their potential.

Since then, the implementation teacher has been stimulated to learn more about poetry. Meanwhile, students have demonstrated their poetry by reading it in public and gained knowledge about poetry by applying *LA RAIBA HANIFIDA* brain-based learning method. Poetry reading training is conducted three times a month so that students become poetry masters in these ways. In addition, these methods aim for students to have good pronunciation, composing and high absorption, as well as good thinking about how they create great poetry.

The application of poetry in English class also has many benefits for learning English. The benefits provided are: (1) being able to develop language skills; (2) increasing student creativity; (3) increasing students' vocabulary acquisition; (4) making students more emotional so students can be more enthusiastic when learning. Poetry can also increase the potential to increase the amount of vocabulary obtained. In addition, poetry can also practice pronunciation and increase insight into grammar. Finally, poetry is also a medium for expressing ideas.

CONCLUSION

From the result of the data analysis of this research, it can be concluded that the purpose of literature is not only to entertain readers, literature can also be applied in the

world of education as material for learning, especially learning English. Implementation of literature in the classroom focuses more on poetry. We can conclude that there are many positive impacts of implementing the use of poetry in learning. Poetry can improve English language skills which include four core things, namely reading, writing, listening, and speaking. Poetry also provides a lot of new knowledge, increases students' emotional feelings and the use of poetry can also arouse students' enthusiasm.

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