



SENIOR HIGH SCHOOL STUDENTS' ABILITY IN ANALYZING THE POETIC ELEMENTS OF POEM IN ENGLISH

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Abstract

This study aimed to investigate senior high school students' ability in analyzing the poetic elements of poem in English and the difficulties faced by the students in analyzing the poetic elements of poem in English. The participants of this research were 19 eleventh grade students in SMA Pembangunan Laboratorium UNP Padang who take the English subject as their elective subject. This study is descriptive research with quantitative approach. The instrumentation of this research is test. The result showed that the level mastery of the students in analyzing the poetic element of poem in English is poor. Based on the data taken, the hardest poetic element for students is onomatopoeia and the easiest is simile. And it can be concluded that students' ability in analyzing the poetic elements of poem in English is and students have difficulty in analyzing poetic elements.

Keywords:

ability,
difficulties,
poetic elements

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INTRODUCTION

In Curriculum 2013, non-language major students may choose English as one of their elective subjects. In this course, they study literary texts which include poems in English. According to Curriculum 2013, the learning objective of the poem in English is to interpret the meaning of poem contextually which is contained in a social function, text structure, and not specific text in the form of the poem related to adolescent life (Kemendikbud, 2016). So, the objective learning of poems in English is students have to interpret the meaning of the poem in English.

Things that can facilitate students in interpreting the meaning of poem in English are students have to understand the elements of poem or poetic elements. The poetic elements is elements contained in poem in English such as metaphor, theme, etc. that contributes to the meaning of the poem (Cook, 2003). So, it is necessary for students to be able to identify the element of the poem in English.

The reason students have to understand the poetic elements to help them in interpreting the meaning of poem in English is because the poetic element causing

poem has an implicit and explicit meaning. Implicit meaning is indirect meaning. Griffiths (2006) said that implicit is what is hinted at by an utterance in its particular context. Meanwhile, explicit meaning is direct meaning. Griffiths (2006) said that explicit is a basic interpretation of an utterance, using contextual information. Because of those two types of meaning, students have to understand the poetic elements to make students easier in interpreting the meaning of the poem.

Poem needed to teach because first, poem in English enhances the students' critical thinking (Jocson, 2005; Cubukcu, 2010; Aisyah, Widodo, Mubarak & Harumi, 2019). Second, poem in English improves students' literacy (Jocson, 2005; Iida, 2010; Suharyadi, 2014). Third, poem in English enriched students' vocabulary (Kırkgöz, 2008; Kellem, 2009; Aydinoglu, 2013). Fourth, poem in English can improve students' grammar (Kırkgöz, 2008). Fifth, poem in English can stimulate students' creativity (Cubukcu, 2010). Sixth, poem in English entertains the students (Roebuck, 2015). Those are the six advantages of learning poem in English.

Therefore, this research will be studied about school students' ability in analyzing the poetic elements of poem in English and the difficulties faced by the students in analyzing the poetic elements of poem in English.

METHOD

The research was done on July 23th 2020 SMA Pembangunan Laboratorium UNP Padang. This study is descriptive research with a quantitative approach. Descriptive research is research that determines and describe the way things are; involve collecting numerical data to test hypotheses or answer question about the current subject of study (Gay, Mills, & Airasian, 2009). Additionally, Nassaji (2015) stated that the goal of descriptive research is to describe a phenomenon and its characteristics. In this research, the researcher will investigate senior high school students' ability in analyzing the poetic elements of poem in English and the finding will be seen by using the description.

The population of this research is 69 students in eleventh grade in SMA Pembangunan Laboratorium UNP Padang who take the English subject as their elective subject. Classes who take the English subject as their elective subject are the science stream and the language and culture stream. In this research, the language and culture classes will be the sample of the research and they will be asked to do a test.

In this research, the researcher uses cluster sampling. Cluster sampling means intact groups, not individuals that are randomly selected (Gay, Mills, & Airasian, 2009). Cluster sampling is most likely to be used in school researcher. The sample of this research only takes 25% of the population (Gay, Mills, & Airasian, 2009). The researcher do not need to take all a lot of sample but just a few of them because they have the same characteristic namely taken English as an elective subject and used curriculum 2013. So, the result can be drawn from the samples that participated in the study to represent all the population.

The research instrument is test. Test is a formal, systematic, usually paper and pencil procedure for gathering information about people's cognitive and affective characteristics (Gay, Mills, & Airasian, 2009). In this research, the researchers will give 20 pieces of poem in English. After that, the researcher asks the students to

analyze the poetic elements (sounds and figurative language) of it.

Poetic elements are limited to sound and figurative language because students in the class are taught about sound including alliteration, onomatopoeia and rhyme and for figurative language including simile, metaphor, personification and hyperbole. The duration of the test is 40 minutes.

To find out the data the researcher will be scoring the students' score as follows:

$$\text{Score} = \frac{\sum \text{right answer} \times 100}{\sum \text{items}}$$

The researcher will calculate the means of the students to know the average score by using the formula from Gay, Mills, & Airasian (2009)

$$P = \frac{f}{N} \times 100$$

In which:

P : Percentage of item

f : Total Score

N : Maximum Score

And then, the researcher will categorize the score to the criteria to see the students' abilities.

Table 1: Students' Level Mastery

Scale category	
80-100	Excellent
60-79	Good
50-59	Fair
0-49	Poor

(Rushansah, 2013)

And the last, the researchers will analyze student difficulties by looking at the results of the test

RESULT AND DISCUSSION

Research Finding

The data about students' ability in analyzing the poetic elements of poem in English will be described in this section.

Table 1. students' ability in analyzing the poetic elements of poem in English.

Criteria	Percentage score	Frequency of students
Excellent	80-100	0 Students
Good	60-79	2 Students
Fair	50-59	5 Students

Poor	0-49	12 Students
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Based on table 4.1, it can be concluded that there was not a student who got excellent ability. The finding showed that two students are good at analyzing the poetic elements of poem in English. And then, five students are fair in analyzing the poetic elements of poem in English. And last, twelve students are poor in analyzing the poetic elements of poem in English. On average, the students' ability in analyzing the poetic elements of poem in English is 44.4 as poor. So, senior high school students' ability in analyzing the poetic elements of poem in English is poor.

Table 2. The average students answered correctly in every poetic elements of the test

	The poetic element	The number of question	The average students answered correctly
1.	Onomatopoeia	3	6
2.	Alliteration	3	6.3
3.	Rhyme	2	6.5
4.	Metaphor	3	8.6
5.	Personification	3	9
6.	Hyperbole	3	10
7.	Simile	3	10.3

As we can see in the table 4.2, the poetic element that is difficult for the students is onomatopoeia with the average students answered correctly is 6. And then, the poetic element that is easier for the students is simile with the average students answered correctly is 10.3.

Discussion

The level of mastery of the students is poor because it is caused by several factors. First, students did not understand the poetic element. Second, students confused about the poetic element that is contained in the poem. Third, the language that is used in poem is difficult for the students. Those are the factor that is caused students difficult in analyzing the poetic elements of poem in English.

This study also was relevant with the previous study of Sigalingging (2018) that found that the poetic elements of poem in English are difficult of the students. And also was relevant with the previous study in college students that the students have the difficulties in element of poem in English (Rezki, 2015). For this finding of the study, we conclude that the poetic element of poem is difficult for the students.

The poetic elements of poems in English are difficult for the students and also, data had showed that onomatopoeia was the element of poem that is more difficult for the students. Onomatopoeic words try to capture a sound and, therefore, can bring language alive in the reader or listener's imagination. The reason onomatopoeia is difficult is onomatopoeia words are considered difficult to deal with. Translators will not always find the equivalence of certain onomatopoeic. This study is similar with

the previous research of Carera, Anjas, & Nurcholis (2019).

Furthermore, the reason onomatopoeia is difficult for the students because students did not understand with the onomatopoeia. This lack of understanding makes students not know which sentences contain onomatopoeia when they analyze the poetic elements of poem in English they read. This study is similar with the previous research of Sharifi & Ghazizade (2016).

Next, the poetic element that is easy for the students is simile. Simile is a comparison of two things, indicated by some connective usually *like*, *as*, or *than*, or verb such as *resemble*. The reason simile easier than another poetic element because students can easily identify simile in the poem by looking at words like, as etc. And then, Simile seems like a simple figure, a minor variation on some other familiar figure (Israel, Harding, & Tobin: 2004). So that is why simile is easier for the student.

As we can see students have poor abilities in analyzing the poetic element of poem in English. This will have an impact on the difficulty of students achieving the learning objectives contained in the Curriculum 2013 where they must be able to analyze the meaning of poem in English. With these findings, it can be concluded that students have not been able to analyze the poetic elements and cannot continue to the next stage, namely analyzing the meaning of the poem in English.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the data analysis and discussion explained, the ability of senior high school students in analyzing the poetic elements of poem in English is poor. It can be concluded that students have difficulty in analyzing the poetic element of poem in English. Then, it is difficult for students to achieve the learning objective of The Curriculum 2013 where they must be able to analyze the meaning of poem in English.

Suggestions

Based on the conclusion above, it is suggested for senior high school students to learn more about the poetic elements of poem in English; therefore, the ability of students can be improved. The way to improve students' ability in analyzing the poetic element is by giving more students intention and exercise about poetic elements in the classroom. In order students can improve their ability and also can achieve the objective of poem in English in The Curriculum 2013.

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