



An Analysis of Sixth Semester Students' Ability in Comprehending Figurative Language in Poetry in English

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Abstract

The purpose of this study is to ascertain the proficiency of sixth-semester students in analyzing figurative language in English poetry. Thirty sixth-semester English Education Study Program students from Padang State University's Faculty of Language and Arts who had microteaching as a required topic served as the study's participants. This study uses a quantitative method while being a descriptive study. This study uses a test as its instrumentation. The test findings in this study show that students' understanding of how to analyze figurative language in English poetry is below average. According to the test's collected data, metaphor is the hardest element to use while simile is the simplest. And it can be said that the students' capacity to evaluate the components of English poetry is low

Keywords: *Ability, analyze, figurative language*

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INTRODUCTION

Students in their sixth semester are required to participate in teaching practice at school the following semester. Students must get ready and complete a study on microteaching before participating in teaching practice. Literature is one of the required courses in high school English specialist class, as is well known. Students in this subject study literary texts, including English poetry. Before engaging in actual teaching activities in the classroom, sixth-semester students must master the subjects they are being taught. There are numerous subjects that will be covered in class. A poem is among them.

Instead of considering English poetry to be a particular genre associated with adolescence, one must study it in order to interpret it contextually in terms of social function and text structure (kemendikbud, 2016). The literary masterpieces with the most beautiful qualities. This is evident in sections of poetry that make use of metaphorical language, word choice, and the author's message. Two supporting factors, such as tone and metaphor, are necessary for a poetry to be analyzed. According to Davies (2002), a poem's tone and metaphor are two important and essential components.

Understanding poetic elements can help students better grasp poetry. Because each poetic element contributes to the poem's inferred and stated meanings, students must comprehend them in order to interpret a poem's meaning in English. Indirect meaning is what is implied. According to Griffiths (2006), an utterance's implicit meaning is determined by the context in which it is used. Conversely, direct meaning

is what is meant explicitly. Because there are two different sorts of meaning, according to Griffiths (2006), students must learn the poetic elements in order to comprehend the poem's meaning. Explicit is a basic interpretation of an utterance. Understand the poem's meaning. Figurative language is frequently taught to students inschool as part of poetry lessons. Similes, metaphors, personifications, apostrophes, hyperboles, understatements, metonymy, synecdoches, and paradoxes are part of it.

Since the sentences in poetry are made up of words with implied meanings and metaphors, students will utilize both their logic and imagination when creating and understanding poetry. Poetry is linked to creativity and imagination, so as they study about it, they will also use these skills. According to Khansir, (2012) teaching poetry in classrooms can increase students' creativity and create a positive learning environment. Poetry books can assist pupils master language so they can speak more efficiently as well as be creatively inspiring.

Poems are a good way for students to express themselves creatively. Reading original poetry in class can enhance the classroom community's sense of trust and empathy while also highlighting speaking and listening abilities that are sometimes neglected in high school literature programs (Andrew S., 2014). Poetry education is essential because it develops pupils' analytical skills (Jocson, 2005). English poetry also helps kids' literacy (lida, 2010). Students' vocabulary is increased by English poetry (Kellem, 2009). English poetry can help students with their grammar (Krkğöz, 2008).

As we can see above, the fact that poetry exists in English is extremely important. Consequently, several researchers have examined English poetry There have been numerous studies on poetry. Poem instruction can foster literacy connections between kids and future instructors, according to research (Susanne L, 2016). research on the methods that teachers use to teach English poetry (Inyang, 2009). Third, a study on how students and teachers see instructing poetry in English (Dedei, 2013; Chemwei, & Somba, 2014). Performing research for a succinct English poetry introduction (Saeed Farzane Fard, 2017)

Indonesian academics haven't done enough research on English poetry yet. English poetry translation challenges faced by students (Hastuti,2013). Secondly, studies on the challenges faced by teachers when introducing poetry as a subject (Delvi and Witri, 2018). Third, studies on poetry's difficulties and potential solutions for literature instruction (Sugandi and Husnaini, 2015). This study demonstrated that poetry, one of the major literary forms used in ELT, will present both challenges and opportunities for both teachers and students in various contexts. Studies on the challenges faced by students when reading poetry (Rizki, 2015). An examination of the metaphorical language used by William Blake in his poetry (Minhatul Maula,2013). The study that follows examines how students perceive poetry's role in teaching English (Syamsul bahri, 2020).

Our understanding of analyzing English poetry was to be expanded as a result of this study. It may be helpful in the future when analyzing the figurative language used in English poetry. Additionally, this research will aid the sixth semester students in their preparation to teach English poetry. This study aims to give a strategy for instructing students on how to use figurative language in poetry.

This study aimed to improve our understanding of English poetry analysis. In the future, it might be helpful for deciphering the figurative language of English poetry. The sixth semester students will benefit from this study's preparation for teaching English poetry. This study aims to provide students with a technique for teaching figurative language in poetry.

METHOD

This study combined a quantitative technique with a descriptive methodology. According to Fraenkel and Wallen (1993), descriptive methods are used to describe, explain, analyze, and categorize objects using a variety of methodologies, surveys, interviews, questionnaires, and tests. Given that the purpose of this study is to describe and explore the ability of sixth semester students to interpret poetry precisely, the descriptive approach is an exact text method for doing research.

The scope of this study is restricted to describing past and present events. According to Leavy (2017), quantitative research tries to confirm, refute, or support accepted beliefs. In order to find patterns, correlations, or causal linkages, this research measures variables and tests how they relate to one another.

Population is the entire research topic, according to Rahmadi (2011). The population of this study consists of 120 English education students at Universitas Negeri Padang enrolled in the Microteaching course during their sixth semester. This means that the student already has knowledge of literature from lessons in semesters one through six. Students in their sixth semester have taken microteaching, and in their next semester, they will take part in a practicum. At Universitas Negeri Padang's English education program, there are five microteaching classes in the sixth semester. In every lesson, there are between 22 and 25 people.

Cluster sampling is used in this study by the researcher. Cluster sampling entails using whole groups rather than randomly chosen individuals (Gay, Mills, & Airasian, 2009). Only 25% of the population is included in the research's sample (Gay, Mills, & Airasian, 2009). Since they have the same traits and have taken a Microteaching class, it is not essential to collect numerous samples of students. Out of a total of 120 pupils, the researcher selected 30 as a sample.

The instrument that the researcher used in this research is a test the reasons why the researcher use this tests are suitable for this research to gain the data about the ability of sixth semester student in analyzing figurative language of poetry in english. Instrument is a key component in a research. Arikunto (2006) suggests that "research instruments are tools that used by researchers in collecting data so that their work is more easier and the results are better, in the sense of being more efficient, complete and systematic so easy to process. To obtain data in this study, researchers compose and prepare instrument to answer questions research, instruments used to collect research data this is a test.

The techniques of data analysis in this research are:

1. The data analysis started after the test was collected.
2. The test is analyzed to see the students' ability by analyzing the correct answer of the test
3. The researcher scored the students' score as follows:

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

Jumlah siswa

1. The researcher categorized the score to the criteria to see the students' abilities

Table 1.1: Students' Level Mastery

SCALE CATEGORY	
80-100	Excellent
60-79	Good
50-59	Fair
0-49	Poor

(Rushansah, 2013)

2. And then, the researcher correlated the result
3. After the researcher got the result of the test, the researcher analyzed the result
4. The researcher described the result in research finding.

RESULT AND DISCUSSION

The purpose of this study was to determine the ability of prospective teachers/final students in analyzing the figurative language of poetry in English to be taught to high school students. The population of this study were students of English education at Universitas Negeri Padang that taking microteaching. The number of samples in this study were 30 students.

Table 2.1 the result of test

Criteria	Range of Score	Frequency of Student
		Test
Excellent	80-100	2 Students
Good	60-79	5 Students
Fair	50-59	6 Students
Poor	0-49	17 Students

Based on table 2.1 in general, it can be seen that most of the student scores are poor category in analyzing figurative language of poetry in English. And it can also be seen that there is only two student who got excellent score in this test. As the findings show that five students who got good score. Then, there are six students whose got fair score. The last one, there are seventeen students who got poor score. On average, students' ability in analyzing figurative language of poetry in English is 48 as poor in appendix 3.

The researcher also thinks it is necessary to describe data about students' score on each element of figurative language of the poem tested. The data is presented in Table 2.2 below.

Table 2.2 score in every figurative elements of the test

No	Figurative Language	Test	
		Score	Criteria
1.	Metaphor	30	Poor
2.	Synecdoche	41	Poor
3.	Metonymy	43	Poor
4.	Understatement	46	Poor
5.	Paradox	43	Poor
6.	Apostrophe	46	Poor
7.	Personification	50	Fair
8.	Hyperbole	41	Poor
9.	Simile	83	Excellent

The score on each figurative language on the test was inadequate, the researcher discovered after analyzing the test as stated in table 2.2. Following that, five figurative language elements received a good score, followed by six elements with a fair score. Just two figurative language components, in the last category, received an exceptional rating. Additionally, the exam revealed to the researcher that metaphor is figurative language in poetry that children find challenging. This result demonstrates that the metaphor has a 30 score. An example of poetry that is simpler for students to understand is a simile. The results demonstrate that the simile's score is 83. Thus, those are the difficult and simple figurative parts of poetry for students.

According to the data's description, the test's results show that the criterion with the best outcomes is weak overall. This was evident on the test, where seventeen out of thirty pupils scored poorly. These findings indicate that students' ability to analyze figurative language in English poetry is weak. It is the test's outcome. The findings also demonstrate that metaphor is one of the figurative aspects in poetry that students find challenging. According to the findings of this study test, the metaphor component proved to be the most challenging for pupils, scoring a 30.

The test findings show that students generally have a poor level of proficiency in analyzing the figurative language of poetry, which is reflected in the learning outcomes for students' capacity to do so in English poetry. The key issue

raised by the study's findings will be this. These findings are also covered in the discussion section.

Research Finding

Based on the description of the data, the test have results in which the criterion that has the most results is poor. This could be seen on the test, there are seventeen from thirty students who get the criteria poor. From these results it can be concluded that the students' ability in analyze figurative language in poetry in english is low. It is the result of the test.

The results also show that the figurative elements in poetry that difficult for studets is metaphor. Where the researchers found in the test, the most difficult element for students is metaphor with a score 30 based on the results of this research test.

Thus the learning outcomes in seeing students' abiity to analyze the figurative language in poetry in english wherefrom the results obtained on the test, the overall ability of students in analyzing figurative language of poetry is low. This will be the main concern in the results of this study. And these results are discussed in discussion section.

Discussion

The answers to the research questions are provided in this section. The ability of sixth-semester students to analyze the figurative language of English poetry was the subject of the research questions. According to the aforementioned data, the majority of the students in this study do not demonstrate enough level mastery on the test. It follows that from this that pupils find it challenging to analyze figurative language in poetry.

The findings of this study have application to earlier research. Hastuti (2013) conducted a study in the second year of the MAN Cirebon to determine how well students could translate poems into English and how difficult it was for them to do so. According to her research, most students have trouble translating poems and have only mediocre skills in doing so. Arina Ruainida's research Fera Emham (2010) Arina conducted a literature study on the topic of "Loneliness in Emily Dickinson's Poems." She investigates metaphorical language (Simile, metaphor, personification, apostrophe, imagery, symbol, irony, and paradox). But in addition to that, she also examines loneliness theory. She discovered through her research that pupils struggle to comprehend the poetry for the following reasons; they did dont understanding using literary phrases; they difficulties in selecting suitable words; they did not know figurative element.

Ijoh Hodijah's (2004) examination of Khaled's Figurative Language in a Poem comes next in the research. Based on the findings of her research, she came to the conclusion that language is an author's way of expressing feeling, passion, and emotion. The three language genres identified by Ijoh in her research are poetry, drama, and prose. The significance of studying poetry for language learners in increasing literary literacy. She claimed in this study that students struggle with pronunciation, have a limited vocabulary, and do not comprehend poetic

components. This is consistent with the findings of this study, which showed that most pupils struggle to understand the figurative components of English poetry. The test findings indicate that students find metaphor to be the most challenging aspect of poetry, in addition to the figurative components that are challenging for them in English. A metaphor is a comparison that implies similarities between things that aren't actually there. First, and this is related to the prior explanation Littlemore, Chen, Koester, & Barnden give for why it is challenging to detect metaphor, metaphor is difficult to use (2011). The second argument is that poetry's metaphors are challenging to translate, and Kövecses' earlier study supports this claim (2014). Third, students struggle to understand metaphors in poetry, and the reasons are largely the same as those found in earlier studies by Brookes & Etkina (2007). The metaphor is challenging for kids for this reason.

Dagut (1987) outlined the reasons for the metaphor's difficulty, including the fact that the source language's metaphor is essentially a novel semantic feature and that the destination language lacks a comparable supply of the metaphor. Second, since metaphor is a component of language and language and culture are basically linked, most metaphors are replete with cultural values. As a result, metaphors can only be understood if the associated cultural values of metaphor have been understood. Third, a metaphor is a creative way to express meaning; consequently, a translator must be able to write creatively in order to interpret metaphors.

There are six reasons, according to Larson (1998), why it is difficult to comprehend and translate metaphors. The metaphor's picture may not be widely used in the target language, which is the first justification. Second, it's not always clear what the metaphor is meant to represent. Third, certain similarities are implicit, making it challenging to pinpoint them. Fourth, there may be differing interpretations of the point of resemblance depending on the cultures of the source language and the target language. Fifth, the target language might not use comparisons like the source language text's metaphor does. Sixth, there are variations in how each language is created and used. Simile is another literary device that makes the test easier for students. A simile is a comparison of two things, shown by some conjunction usually like, as, or then, or the verb like to resemble. The reason simile is easier than other elements because students can easily identify similes in poetry by looking at the words like, as, etc. And then, Simile looked like a simple figure, a slight variation on some other familiar figures (Israel, Harding, & Tobin: 2004). So that's why parables are easier for the students.

Students' ability to analyze the metaphorical language of English poetry is low, as can be seen from the learning outcomes. Students should endeavor to increase their ability to be better based on these results. This is due to the fact that students will find it challenging to understand the figurative poetry language being taught. Consequently, based on these results, it can be said that sixth-semester students should be better prepared before instructing in classrooms. Students cannot go to the following stage, examining the meaning of the poem in English, due to their inability to accurately evaluate the figurative language of poetry as a result of tests.

CONCLUSION

According to the analysis of the data and the debate that has been given, sixth-semester students have a limited understanding of how to analyze figurative language in English poetry. The sixth semester students' understanding of interpreting poetry, particularly the figurative aspects in the poem, is based on their comprehension of figurative language. to demonstrate the pupils' capacity for analyzing metaphorical language in poetry. According to test results, pupils' ability to analyze and interpret figurative language in English poetry is below average. Each student has a poor ability, as shown by this research and earlier research. The results of this research provide information on how students can raise their ability. Additionally, the researchers discovered a number of useful coping mechanisms for their anxiousness. Poetry is a writer's method of sharing his ideas, feelings, and imagination with others based on his personal experiences and the life he leads, claims Delaney (2003). Each poem contains a number of different components as well as some written text. It must also be meaningful in addition to that. Although it's possible that poets purposefully utilize ambiguous or imprecise language, this is possible given how skillfully the authors can use metaphorical language. The researcher came to the conclusion that English poetry is crucial for teaching and learning the language, and that students—especially those in their sixth semester—should be able to understand it well. This is especially true of the metaphorical language that is frequently used in poetry texts.

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