

THE EFFECTIVENESS OF POETRY FOR ENHANCING STUDENTS' VOCABULARIES ON READING

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ABSTRACT

Reading comes to the priority to be learned, this is opposite with the fact that Indonesia was ranked 69th out of 127 countries in terms of reading competence. It shows that Indonesian literacy is still low compared to other neighboring countries that have a similar condition. The purpose of this study is to determine the effect of poetry reading material on enhancing students' vocabularies. The hypothesis was tested using pre-test and post-test and analyzed with Statistical Package for Social Science (SPSS) verse 20. The approach of this research is quantitative methods. The sample used a random sample of the 10th grade students of social science 4, SMAN 3 Kediri. The result of this study display has a significant effect on students' vocabulary proficiency at the 10th grade students of SMAN 3 Kediri. The students' highest score of pre-test was 78, meanwhile post-test showed the highest score about 84. Students' vocabulary proficiency is considered low before being taught using poetry material in reading therefore, this study suggests for the next researcher to conduct a research with different teaching strategy, various poetry materials and in a longer period of time.

KEYWORDS: *reading, poetry, vocabulary*

1.0 INTRODUCTION

Learning English is not the only thing that education entails; it may also entail mastering abstract principles, comprehending proofs, recalling correct information, acquiring methods, techniques, and approaches, as well as rationalizing ideas or designing behavior appropriate to a specific situation (Steve Ketteridge and Stephanie Marshall stated, 2009). Reading, writing, and speaking are the primary skills that students must master.

Reading is an active skill that requires frequent guessing, forecasting, checking, and questioning (Francoise Grellet, 1981). Furthermore, Schumm (2006, p.206) said that reading aloud grant student's to discover remarkably well written stories, precisely pronunciation with the right expression and in appropriate pace

What shows that Indonesia's literacy is still low compared to other neighboring countries that have similar conditions is the fact that Indonesia is ranked 69th out of 127 countries in terms of reading competence, according to UNESCO only one in a hundred people in Indonesia have an interest and love for reading, especially academic reading.



While literacy itself is a strength that relies on language competence at all levels, from the sound element to the most comprehensive text structure (Moats, 2020).

Students must know the meaning of each word they have read in order to express themselves, which means they must be familiar with a wide range of vocabulary related to each of the readings. It demonstrates that native speakers are considered to have a recognized vocabulary of around 17,000 words, with the English language comprising words that may have the same spelling but differ in sound or meaning. If we spend the majority of our time studying grammar, our English will not improve significantly. The most progress will be made if we learn more about language and expression. As a result, one approach to dealing with this challenge is to learn without learning, often known as pleasure, and poetry has been studied by numerous scholars to achieve this. Poetry, according to Ollilia, B, and Jantas (2006), is any sort of spoken or written language that is rhythmically arranged and is intended to convey a story or transmit any type of emotion, thought, or state of being in words. Poetry also gives children and instructors the sense of spark delight, which connects the reader and the other when they read it.

Nunan (2003) defines reading as "the fluid process of background knowledge to construct meaning," which suggests that reading is a process that expects readers to learn information and build on knowledge by reading the text. Therefore reading is always fun in any form of literature, especially poetry. It is reinforced by Beatty (1992), who explains that poetry is an exceptional type of Poetry in which words are set out and selected to create a certain effect. With Selected words that merge in different and unusual ways to deliver ideas, feelings, experiences, and even stories.

2.0 METHOD

The Research type of this study is qualified as quantitative research. Quantitative research requires the activity of collecting, analyzing, interpreting, and writing the result of a study (Creswell 2014). Testing theories by analyzing the relationship between variables so these numbered data as an instrument could be measured and examined using the statistical procedure.

1. Dependent variable: Student vocabulary ability
2. Independent variable: Teaching reading using poetry

In this research the research variable is focused on the vocabulary ability that is defines as the ability to identify synonym and reference. The writer then develops a hypothesis based on the two variables. Hypotheses are the writer's expectations regarding the outcomes of variable connections. According to Creswell (2012), hypothesis testing is a technique for making conclusions about outcomes by comparing an observed sample value to a population value to see whether there is no difference or association between the numbers.

1. Null Hypothesis (H₀): There is no effect of using poetry material to enhance students' vocabularies on reading at SMAN 3 Kediri.
2. The alternative hypothesis (H₁): There is any effect of using enhancing students' vocabularies on reading at SMAN 3 Kediri.

In this paper the hypothesis based on null hypothesis (H₀) "There is no effect of using poetry material in exchanging students' vocabularies on reading." Since the writer use

experimental method then the hypothesis changed to alternative hypothesis which read that poetry reading material are effective in enhancing students' vocabularies.

According to Sugiyono (2016), the validity test determines the instrument level used in data collection. This validity test determines if the items supplied in the questionnaire can accurately predict what will be examined. A valid instrument is one that can be used to measure what it is designed to measure and that was utilized to collect the data. There are three ways to measure the instrument's validity: construct validity, content validity, and external validity. In addition, the writer will employ content validity in this study. The capacity of an instrument to measure the content (concept) that must be measured is referred to as content validity. This indicates that a measuring instrument can expose the content of a concept or variable. This study's test design is pre-test and post-test, according to that.

3.0 FINDINGS AND DISCUSSIONS

3.1 Teaching Reading Using Poetry Material.

Poetry material is taught using PowerPoint and WhatsApp group as the media during the teaching and learning. The teacher also came up with poetry that had been chosen before. The poetry is selected from two famous American poets with similar topics about life: Remember by Joy Harjo and Nothing Gold Can Stay by Robert Frost.

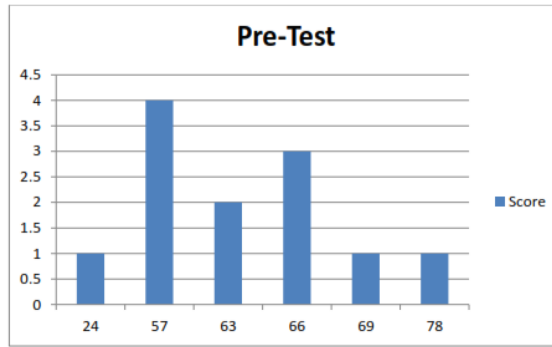
3.2 The Description of The Student Vocabulary Ability Before Being Taught Using Poetry for Enhancing Student Vocabulary On Reading

The sample is taken from class X IPS 4, with the total number of students who are participating is 12 students, as shown in the table below. The first step takes is to find the problems that possible happened during teaching and learning process. The main concern the writer's found about teaching reading at SMAN 3 Kediri is the lack of interaction between the students and the texts that they were read makes students difficult to understand the text. The pre-test conduct to gaining information about student vocabulary proficiency before being taught using poetry reading material, with the number of the sample were 12 students for both pre-test and post-test. The pre-test was conduct earlier before the treatment in October, 20th2021. The final score of this pre-test are used to rate criteria of the success, to determine the student vocabulary proficiency, the writer use KKM of English subject based on curriculum 2013 as the standard criteria score minimum.

Table 4.1
Descriptive Statistics

	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
<i>Pretest</i>	12	60.2500	13.01136	24.00	78.00
<i>Posttest</i>		63.5000	21.16816	27.00	84.00

Table 4.1 displays students' score before poetry treatment, including the maximum score of pre-test was 78. In the meantime, the lowest scores for pre-test were 24 with the mean or average score the pre-test got were 60.25. Pre-test score display the domination of the students who got score 57 about 4 people.



NO	NAME	Pre-Test	KKM
1	Student 1	57	75
2	Student 2	57	75
3	Student 3	57	75
4	Student 4	66	75
5	Student 5	69	75
6	Student 6	63	75
7	Student 7	24	75
8	Student 8	57	75
9	Student 9	63	75
10	Student 10	78	75
11	Student 11	66	75
12	Student 12	66	75

3.3 Is there any significant influence of poetry to enhance students' vocabulary at SMAN 3 Kediri in reading?

Diagram 4.4

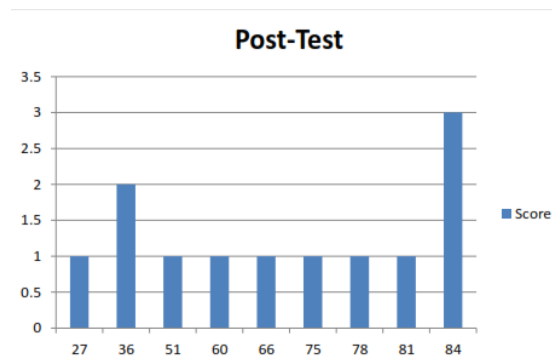


Table 4.5 Post-test

NO	NAME	Post-Test	KKM
1	Student 1	36	75
2	Student 2	66	75
3	Student 3	51	75
4	Student 4	75	75
5	Student 5	78	75
6	Student 6	60	75
7	Student 7	27	75
8	Student 8	36	75
9	Student 9	81	75
10	Student 10	84	75
11	Student 11	84	75
12	Student 12	84	75

Meanwhile post-test show the highest score about 84. The lowest scores itself about 27, with the average score display on the mean columns that post-test got 63.50. Table 4.3. and were dominate with students' who got 84 score.

There is not much difference between pre-test and post-test as the highest score of pre-test are 78 while post-test are 84 but is shown that the score result after the treatment are still higher than students get the treatment. It has similar result with the previous study by Jennifer M. Norris. (2010) their study showed that two of the students are increase their grade-level score in reading. One of studentd is said that she like to learn new vocabulary in poetry this has same result from the previous study by Ugur Recep et. 2012. That their experimental group students gained additional positive view point against poetry. While one other student give response that they were having fun during learning process but they were confusing with the material this case also happened on Arvieta(2019) study before that their students showed discomfort on the first meeting due to adaptation and enjoy the learning process afterwards. During reading aloud poetry at class students read the poetry together with confident it's also showed in students VN recording even though they mistake pronouncing some words.

4.0 CONCLUSION

After examining the pre-test and post-test data, the writer gains some findings that have explained in the previous chapter. First, students vocabulary proficiency are considering low before being taught using poetry material in reading. Its display at the pre-test score with the average score was 78.00 and after gets the treatment the average scores display 84.00. The test also shows some questions students failed to answer right. There are 7 questions asking about the synonym of words. Second, question answer regarding students answer toward vocabulary ability show on post- test two frequently missed questions. the conclusion



it implies that when taking post-test, students' can respond to the similar question that they previously got wrong along with the addition of the growing number of the questions they can answer, it's also shown in the student pre-test and post-test vocabulary ability score that got increase number with the highest score of the pre-test about 78 to 84 in post-test.

Therefore the writers conclude that there is any significant influence effect of using poetry material in enhancing students' vocabulary ability to define synonym and reference of the words. The use of poetry as reading material could improve student vocabulary proficiency and also increasing student reading interest toward literature. It is hoped that teachers could motivated to take the benefit of the poetry as teaching material on writing skill, in order improve students vocabulary and reading skills. Students are exited during teaching and learning process, therefore it implies that poetry can catch student interest toward reading especially when they were given some specific theme that related to them such as love, and life theme.

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