THE USE OF POEM IN TEACHING SPEAKING

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ABSTRACT

Teaching speaking through poem is one of the unique methods to increase student's creativity. This research uses a qualitative approach. The subject of this research is an English teacher in class XI MIPA 1 at SMAN 4 Kediri which is consisting of 34 students. In this research, there are several interrelated parts including teacher's role, material, and classroom management which was done online during the pandemic. This data was collected through observation, interview, and documentation to get more valid data. The observation was carried out online 6 times during the teaching and learning activities to find out the teacher's role, the material used, and the classroom management. The interview was conducted the English teacher grade 11 MIPA 1 to find out her difficulties in teaching speaking through poem through Google Meet. The documentation was included are syllabus, lesson plan, and students' work results. From the results obtained, the teacher performed the teacher's role, namely controlling, prompting, resourcing, assessing, organizing, and tutoring in teaching and learning activities. The teacher used teaching materials: syllabus and lesson plans that include poem material, namely definition, social function, generic structure, and language features of poem. Google Meet and WhatsApp application are used in teaching. The finding of the research are 1)There are 6 teacher's role used by the teacher 2)The material used are the definition, the social function, the structure, and the language features of poem 3)The classroom management using Google Meet and WhatsApp Application.

KEYWODRS: poem, method, teaching speaking

1.0 INTRODUCTION

A competency-based curriculum, the 2013 curriculum incorporates elements of attitudes, knowledge, and skills. The Graduate Competency Standards (SKL), or competencies after finishing one level of education—elementary, middle, and high school—are the foundation of this program. SKL into Core Competencies (KI), which are competencies attained after finishing a single level of training. Core competencies, according to the Ministry of Education and Culture (2013), are the attributes that students who have finished education in specific educational units or at specific educational levels must possess. They operationalize graduation competency standards.

The 2013 curriculum implements the three-dimensional integration of attitudes, knowledge, and skills that students must learn for school, grade, and subject levels, which is the declared competency definition in the Law on the National Education System. The four interconnected groups that make up the Core Competencies are those that deal with spiritual attitudes, social attitudes, knowledge, and skill application. Students must master basic competencies, which are content, or competences made up of attitudes, knowledge, and abilities that are drawn from core competencies.

To break the chain of the coronavirus's propagation, the educational community has

been obliged to shift the teaching and learning process from the classroom to the home. Teachers, who are the driving force behind education, make a variety of efforts, including introducing online learning using Google Classroom, Moodle, WhatsApp Group media, and other online learning apps. A negative feature of education around the world is the Covid-19 pandemic. The Covid-19 outbreak forced schools to close, having a major influence on learning difficulties for pupils that had never occurred before in history.

Learning is done through internet synchronized for the benefit of the pandemic. Teachers then utilize Google Meet, a synchronized tool, to have meetings. Google Meet is simple to use and efficient with internet data usage, so it doesn't put too much of a load on students to participate in online teaching and learning activities. The teacher assigns students the responsibility of interpreting a poem using films compiled from YouTube media as part of the implementation. In this manner, speaking by students is still possible during teaching and learning activities without taking a lot of time.

According to Gultom's (2020) research, teachers can use techniques for teaching speaking online, such as creating digital materials like handouts, PowerPoint presentations, videos, or audio, selecting online learning tools like Zoom or Google Classroom, and more. Take feedback from the class as you are teaching by seeing how engaged the students are, and then at the end of the lesson, summarize what they have learned. In contrast to the research mentioned above, this study's method of speaking instruction involves the use of a poem. Here, students analyze a poem that connects to the fundamental requirements for English specialty in the eleventh grade.

According to Jalaluddin (2016), there are tens of thousands of English-language short movies on YouTube that can be used for English language instruction and learning. It has several applications for efficient teaching and learning. However, there are variations in how this study used YouTube media to teach speaking. As indicated in the research above, YouTube is not utilized to learn anything in this study; it is just used to collect media for assignments.

This study focuses on the roles teachers play in the classroom and how they teach speaking to students in the eleventh grade at SMAN 4 Kediri using online instruction. This study, which was carried out by teachers and students in class XI at SMAN 4 Kediri, focused on the use of poem in teaching speaking to students in the eleventh grade. The subject matter covered in class is a poem, which must be understood utilizing speaking abilities, one of the core competencies, from basic competency 3.1 Specialization in English in class XI semester 1.

This study focuses on the roles of the teachers, classroom management, and the resources utilized to teach speaking through poetry to SMAN 4 Kediri students in the eleventh grade. The analysis of the teacher's role, classroom management, and instructional materials was the researcher's main focus. As a result, the following issues with this research: 1) What are the teacher's roles in teaching speaking using poem? 2) How is the classroom management used by the teacher in teaching speaking using poem? 3) What are the materials used in teaching speaking using poem?

2.0 LITERATURE REVIEW

2.1 Poem

One of the literary genres covered in language instruction is poetry. Poems are a fantastic approach for non-native speakers to spark an interest in language. According to Widdowson (1989), poems have linguistic characteristics that make them particularly well-suited to help learners develop their capacity to utilize language and put linguistic forms in the service of meaning. A poem is a piece of literature that is created by expressing one's thoughts

and emotions in a language that is constrained by rhyme, rhythm, line, and stanzas. Rhythm can be defined as alternation of hard or soft, fast or slow, long or short, or high or low pronunciation of words in poem.

a. Rhyme is the repetition of sounds intermittently, both within a line of poem, and at the end of an adjacent line.

b. Line, each line can consist of only one word, several words that form a phrase, or it can be a sentence.

c. Stanza is defined as a single unit in a poem consisting of several lines, such as a rhyme consisting of four lines.

2.2 Speaking Skill

One of the useful abilities people employ to convey information with one another is speaking. One of the four language skills that students must learn is speaking, and being able to talk is something that both students and teachers strive for. According to Brown (1994), creating, receiving, and processing information are all part of the interactive process of constructing meaning that is speech. Because speaking is a necessary part of communication in a vast society, it is also one of the most crucial English abilities to learn and perfect. "To most people, mastering the art of speaking is the single most significant part of acquiring a second foreign language," said Nunan (1991: 39). The ability to carry on a conversation in a language is used to gauge achievement. From the statement explained above, it can be concluded that speaking is one of the English skills that must be learned and mastered in order to communicate directly with other people. Maher (1982:18) explains that we can maximize poem to teach the four language skills at once. According to Reiser and Dick (1996), teachers can use different strategies of teaching to achieve teaching learning objectives.

2.3 Teaching Speaking

Teaching speaking is the way and the teacher's actions to train students to be able to communicate in English fluently orally. Christine (2007) states that there is much that teachers can do to ensure that speaking lessons are not merely opportunities for using language orally but are a means for learners to develop speaking skills and acquire the language. There are several techniques to teach speaking effectively.

a. Discussion. Once students have completed the questions, discussion can begin. Discussion is one of the approaches employed in language teaching, according to Brown (2001). The opportunity to practice spoken communication is provided by this exercise for the students.

b. Role-play. The students will pretend to be a community that faces a social context. The teacher will provide information to students about the role played and students will be faced with a problem. So, students will make conversations in cases that will be experienced.

c. Storytelling. With the help of this activity, students will be asked to share a previously heard tale. Additionally, students can write their own tales to subsequently share with their peers.

d. Finishing the story. Each student must form a circle, and the teacher will then recite a fairy tale using abbreviated language.

2.4 Teacher's Role

The teacher's role is all the behavior or action that a teacher has in providing knowledge to students. The role of the teacher in general as an important part of education is to educate, teach, and train. According to Cole (2008), teachers' role is to provide effective plans/strategies to accomplish students' educational needs that has purpose to communicate using the language being learnt.

a. The Teacher as the Controller The teacher controls what students say and how they say it. The teacher also introduces new material and manages the course of the class.
b. The Teacher as the Prompter The teacher gets the students to participate in an activity and gives suggestions to the students on how they can proceed with the activity.
c. The Teacher as the Source The teacher offers help when the students find it difficult to receive the material.
d. The Teacher as the Assessor The teacher sees how well the students perform, make the corrections to the students, and provide feedback to the students.
e. The Teacher as the Organizer The teacher provides information related to teaching and learning activities.
f. The Teacher as the Tutor The teacher gives advice and motivation to the students so that the students can be more active in teaching and learning activities.

2.5 Material Used
a. The Definition of Poem At the first meeting the teacher gave assignments to students to find the definition of poem via the internet. Then the students put their findings on a WhatsApp group in the form of a link. At the next meeting, the teacher discussed the students' findings and discusses what the definition of poem is. The teacher gave a definition of the poem which poem is a literary work in the form of an expression of the author's heart in which there are rhythms, lyrics, rhymes, and rhythms in each line. Poem is packed in imaginative language and arranged with dense and meaningful words.
b. The Social Function of Poem At the next meeting, the teacher explained that there were several social functions of poem that would be discussed, including: to share feelings, tell stories, give messages, jokes, and provide descriptions.
c. The Structure of Poem After the teacher explained some of the social functions of the poem, the teacher also gave an explanation of the structure of the poem which a poem consists of rhyme, tone, theme, stanza, and imagery.
d. Language Features of Poem In the last explanation, the teacher gave an explanation of the language features of poem. The teacher explained that in a poem there are rhythms, sounds, images, and forms.

2.6 Classroom Management
The teacher always manages the class when he is carrying out his duties. According to Ginsburg (2011), classroom management includes managing the materials needed for teaching. If a teacher is unprepared for class, this can lead to dead time in the class, which can result in opportunities for the student to misbehave. Time management of transitions and turning up on time for a class is also paramount for preventing misbehavior. Less thought about is the layout of the classroom. However, if the classroom has areas of high traffic and tables and chairs don't allow for easy passing, this has the potential to cause problems.

According to Brown (2000), there are some components of classroom management namely Sight, sight here means how the teacher can be clearly seen when giving the material, the teacher's condition must be clearly visible so that the students can understand the material well; Sound, the teacher's voice must also be heard clearly so that the students can understand the material presented by the teacher, Comfort Seating Arrangement, a rolling seating arrangement is necessary so that students don't feel bored sitting in the middle, side, or front; Chalkboard Use, the use of the chalkboard is needed by the teacher to deliver the material in addition to using Ms. PowerPoint or other teaching media; Equipment, the equipment used by the teacher in teaching and learning activities are usually textbooks, Ms. PowerPoint, and also

chalkboard, but when carrying out online learning, the teacher only use WhatsApp and Google Meet applications; and the last is Body language, teacher's body language is very necessary to the students to understand what is conveyed by the teacher, a good and the teacher's correct body language will definitely make the students understand what the teacher means.

3.0 METHOD

The certain event that was dig and investigated by the researchers was related to the use of poem in teaching speaking in eleventh-grade at SMAN 4 Kediri. The case study is the right method to use in this research to find data on how the teacher applies poem to teach English during pandemic at SMAN 4 Kediri.

This research was conducted in Kediri where the researcher observed the process of teaching speaking using poem implemented by the teacher who teaches English subject to the eleventh-grade students. The exact location was at SMAN 4 Kediri, which is located in Manisrenggo Village, Jl. Sersan Suharmaji Gg. IX/52. For more details, observations have been made during two class meetings on 29th July and 5th August 2021. The research subjects of this study were high school English teacher who had a bachelor's degree in English education. Thus, how she applied poem in teaching speaking to high school students in English class was observed. This research used data collecting techniques as follow:

3.1 Observation

Observation is a data collection technique that is carried out through an observation, accompanied by notes on the state or behavior of the target object. According to Riyanto (2010:96) "Observation is a method of collecting data using direct or indirect observations". Observations were carried out six times, on July 21st, July 29th, August 5th, August 12th, August 19th, and August 26th, 2021. The observation was done online, during poem teaching and learning activity of teaching speaking through poem of XI MIPA 1 at SMAN 4 Kediri. In this research, the researcher conducted experimental observation, which was the researcher is present in the teaching speaking through poem activity in XI MIPA 1 to observe but the researcher did not participate in the teaching and learning activity.

3.2 Interview

According to Riyanto (2010:82) interview is a data collection method that requires direct communication between the investigator and the subject or respondent. Interview as a research method used to find data from sources regarding the teacher's roles, classroom management, and materials used in teaching speaking using poem of eleventh-grade students at SMAN 4 Kediri. Therefore, the researcher used the interview technique to get more valid data from the teacher and teaching speaking activity through poem of XI MIPA 1 students at SMAN 4 Kediri. The interview after the researcher conducted the observation.

3.3 Documentation

The documentation method is a way of collecting data which is done by investigating written objects to add data from observations and interviews. Riyanto (2012:103) documentation method means how to collect data by recording existing data. The purpose of the researcher choosing the documentation technique is to add documents that can be used to support the results of observation and interview so that the researcher gets more valid data. There are several documents to support the results of the observation and the interview, they

are a lesson plan, a syllabus, a photo of the teaching and learning activity, the assignment, and the results of students' assignments. These documents were obtained by the researcher during observation and interview activity.

4.0 FINDINGS

Speaking ability is one of the most crucial English abilities at the secondary school level. In order to prepare for their future, pupils must correctly master the skill of speaking English.

1. Process of Teaching Speaking through Poem
   a. Preliminary Activity Preliminary activities are activities carried out by the teacher before explaining the material. There are several activities in it. The teacher conveys what activities will be carried out on that day. The materials taught are the definition, social function, language features, and the structure of the poem. The teacher conveys the goals and project that students must do at the end of the lesson. The project that students must do is make a video recording about reading poem and interpreting it, then the student must upload it on each student's YouTube channel, finally students must put their YouTube link into the class WhatsApp group. The teacher informs students about the assessment achievements that students must master during the learning process. The assessment achievements that students must master during the learning process are pronunciation, fluency, and how students interpret the poem they read.
   b. Core activities are teacher activities when delivering material, giving assignments, and conducting assessments. The material presented is the definition, social function, language features, and the structure of the poem.
   c. Closing Activities Closing activities are activities carried out by the teacher at the end of the lesson. The teacher reviews the material that has been delivered. Also, the teacher motivates students to always participate in teaching and learning activities actively and don't hesitate to speak to read poem.

2. Teacher's Role of Teaching Speaking through Poem
   a. Based on the researcher's observations, there are several teacher roles that are carried out in teaching speaking through poem activities. The teacher's role in teaching speaking through poem include a. The teacher as the controller, the teacher introduces poem material by giving assignments to students to find information about poem on the internet or in the book. Then in the next meeting, it will be discussed on Google Classroom.
   b. The teacher as a prompter, the teacher asked some questions during teaching and learning activities so that the students could be more active in the classroom. The teacher also gave feedback to the students who dare to answer the questions.
   c. The teacher as the source, the teacher offered help when the students found it difficult to receive the material. The teacher also helped the students when the students wanted to consult about the assignments that have been given, and about how students had difficulty when interpreting a poem.
   d. The teacher as the assessor, the teacher saw how well the students perform, made the corrections to the students, and provided feedback to the students. In this context, the teacher provided corrections and feedback through the WhatsApp group, which other students in the group could see and learnt from what the teacher's said.
   e. The teacher as the organizer, the teacher provided information related to teaching and

learning activities, how students must submit assignments on time, or how students had to do assignments given through WhatsApp group. The teacher also provided feedback to the students who submit assignments, but the score would be different from the students who submit the assignment on time or not.

f. The teacher as the tutor, the teacher gave advice and motivation to the students so that the students could be more active in teaching and learning activities. The teacher also trained the students when given the task of interpreting a poem.

3. The Material Used in Teaching Speaking through Poem

Based on the researcher's observations, there are several materials that are carried out in teaching speaking through poem activities. The materials taught in teaching speaking through poem are:

a. The Definition of Poem
   At the first meeting the teacher gave assignments to students to find the definition of poem via the internet. Then the students put their findings on a WhatsApp group in the form of a link. At the next meeting, the teacher discussed the students' findings and discusses what the definition of poem is.

b. The Social Function of Poem
   At the next meeting, the teacher explained that there were several social functions of poem that would be discussed, including: to share feelings, tell stories, give messages, jokes, and provide descriptions.

c. The Structure of the Poem
   After the teacher explained some of the social functions of the poem, the teacher also gave an explanation of the structure of the poem which a poem consists of rhyme, tone, theme, stanza, and imagery.

d. Language Features
   In the last explanation, the teacher gave an explanation of the language features of poem. The teacher explained that in a poem there are rhythms, sounds, images, and forms.

5.0. CONCLUSION

The following are the research's goals in order to fulfill its goal: the teacher's role in teaching speaking using poem to the eleventh-grade students at SMAN 4 Kediri; the classroom management strategies the teacher utilized; and the content used in teaching speaking through poetry to the eleventh-grade students at SMAN 4 Kediri. During the epidemic, this method of training public speaking through poetry was used online.

The teacher's role in teaching speaking through poem include: the first, the teacher as the controller, the teacher introduces poem material by giving assignments to students to find information about poem on the internet or in the book. Then in the next meeting, it will be discussed on Google Classroom. Second, the teacher as a prompter, the teacher asks some questions during teaching and learning activities so that the students can be more active in the classroom. The teacher also gives feedback to the students who dare to answer the questions.

Third, the teacher as the source, the teacher offers help when the students find it difficult to receive the material. The teacher also helps students when students want to consult about assignments that have been given, and about how students have difficulty when interpreting a poem. Fourth, The teacher as the assessor, the teacher sees how well the students'

perform, makes the corrections to the students, and provides feedback to the students. In this context, the teacher provides corrections and feedback through the WhatsApp group, which other students in the group can see and learn from what the teacher's said. Fifth, the teacher as the organizer, the teacher provides information related to teaching and learning activities, how students must submit assignments on time, or how students have to do assignments given through WhatsApp group. The teacher also provides feedback to the students who submit assignments, but the score will be different from the students who submit the assignment on time or not. and the last is the teacher as the tutor, the teacher gives advice and motivation to the students so that the students can be more active in teaching and learning activities. The teacher also trains students when given the task of interpreting a poem.

In addition to the use of the teacher's role, classroom management is also very important for the teacher during teaching and learning activities. Classroom management can be seen from the use of Google Meet as the classroom during the pandemic and the teacher's voice very clear when explaining the material. Using Ms. PowerPoint to explain poem material and Youtube application as a platform to collect the students' final assignments. And the last is the use of the WhatsApp application as a forum for the teacher to provide information related to teaching and learning activities, as well as the use of the voice note feature for students to conduct a question-and-answer section.

The materials used by the teacher use an online lesson plan 2013 Curriculum to fulfill the students' graduation standards according to the Ministry of Education and Culture (2013) The activities taught are preliminary activity, core activity, and closing activity, which deliver poem material, namely definition of poem, social function of poem, generic structure of poem, and language features of poem.

The goal of teaching speaking through poetry is to meet graduation requirements in line with the 2013 Curriculum. Students must adhere to each lesson that has been chosen by the school based on core skills and fundamental competencies in order to receive the grade on the report card. (1) Increasing knowledge of the nature and significance of English as a foreign language to serve as the primary learning instrument is one of the objectives of the English subject in the 2013 curriculum. (2) Increase cultural perspectives and gain knowledge of how language and culture interact. Students get insight into other cultures and engage with cultural diversity as a result. (3) Developing oral and written communication skills in the language. There are four skills in all, and speaking is one of them.

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