

The Use Of English Poems In Teaching Speaking For Undergraduate Students At STKIP PGRI Sidoarjo

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Abstract

Melki, M. 1888203026. The Use Of English Poems In Teaching Speaking For Undergraduate Students At STKIP PGRI Sidoarjo. Thesis, English Education, STKIP PGRI Sidoarjo. Advisor: 1) Dr. Lailatul Musyarofah, M.Pd. Advisor 2) Henry Rio Putranto, M.Pd.

Key Words : Teaching speaking, English poems.

This study aims at finding of the use of English poems in teaching speaking for undergraduate students at STKIP PGRI Sidoarjo. Teaching speaking is an important aspect of the language learning process and teaching in second language which is English as Foreign Language (EFL). In this thesis there are two purpose of study, that is 1) How does English lecturer implements English poems in teaching speaking for undergraduate students at STKIP PGRI Sidoarjo and 2) what are the students responses in learning speaking using English poems at STKIP PGRI Sidoarjo which the researcher have chosen for observation. This research used Descriptive Qualitative Method. The researcher used two instruments to get the data. First, the researcher used observation checklist to check what the lecture doing while teaching appropriate with the lesson plan and the second instruments is questionnaire draft to observe the students responses teaching speaking using Englishn poems. The finding of this research showed that the implementation of English poems in teaching speaking for undergraduate students at STKIP PGRI Sidoarjo is included in good category. From the research found the average from students response questionnaire that answered disagree 45% and answered agree 55%. The research got the result there were more students like using English poems, confidence and understood the material. Thus, the use of English poems in teaching speaking for undergrduate students at STKIP PGRI Sidoarjo is appropriate for students.

INTRODUCTION

Literature has been booming as part of learning literacy in every level of education, including an undergraduate students. According to Moleong as quoted by Spadlex (2000:13) explained that literature is the knowledge which is learned by human beings arise conduct and it is used to reflect and express experience. Problems in teaching speaking is a skill that needs a complex preparation because it is not only about saying something in another language but also it is a delivering message between speaker and listener. In the fact, the students think speaking is the most difficult skill to be mastered in the class. In line with Zhang (2009) stated that speaking remains the most difficult skill for almost of English students, and they cannot speak English well in English.

Teaching poetry is a form of literature that uses beauty, strong patterns of sound, words and qualities of language. It is intimately related to life of all different genres of literature. Poetry gives delight to the students in a classroom with its rhythm, rhyme scheme and musicality. A teacher can motivate the students by teaching poems and instill in them the confidence to speak English better.

This research intended to describe how to teachers teach speaking skill using English poetry, acknowledged from the problems that the students face during speaking, the researcher try to analyze the use of English poems in teaching speaking for undergraduate students. Based on the background elaborated above, this research will focus on the use of English poems in teaching speaking for undergraduate students at STKIP PGRI Sidoarjo.

RESEARCH METHOD

Based on Sugiyono (2016:9) qualitative research method is a research method based on positivisme philosophy, that is used to examine the condition of the nataral object, where the rsearcher is the key instrument, sampling done by purposive data, collection technique by triangulation, data analysis is inductive or qualitative the result emphasizing on significance and purpose rather than generalisation.

The researcher applied a descriptive qualitative method in conducting the research. Descriptive qualitative was used to gather information about the real condition and situationfor the time being. This study was a kind of descriptive qualitative study. By using descriptive method, the researcher wanted to analyze the implementation of English poems to teaching speaking for undergraduate students at STKIP PGRI Sidoarjo, and also the student responses in learning speaking using English poems at STKIP PGRI Sidoarjo.

The researcher created the observation checklist which adapted from the previous studies to achieve the objective research in the part of observation checklist the researcher also added field note because it alternative ways from the researcher got the data more detail. An observation checklist was a set of questions that evaluate the perfomance and behavior of teacher and students in a classroom setting. The researcher would observe teaching speaking using English poems. To make a process of observation easier, the researcher would use the observation checklist and gave questionnaire to the studentsto collected the data.

FINDING AND DISCUSSION

Result of Questionnaire

The first inquiry was about whether the students like speaking activities. Out of 20 respondents, 4 or 20% of them answered Normal (N), 10 or 50% answered Agree (A) and while the remaining 6 or 30% answered strongly agree (SA). It shows that the provides of students like speaking activities. The second inquiry was about whether students have no difficulty in speaking. Out of 20 respondents, 2 or 10% of them answered strongly disagree (SD), 6 or 30% answered disagree (D), 2 or 10% answered normal (N), 6 or 30% answered agree (A) and while the remaining 4 or 20% answered strongly agree (SA). It means that the students have no difficulty in speaking.

After that the third inquiry was about the students need to improve their speaking skill. Out of 20 respondents, 2 or 10% them answered agree (A) while the remaining 18 or 90% answered strongly agree (SA). It signifies the prior knowledge the students possessed in regard to the given material and how they can improve speaking skill. The fourth inquiry was about whether the students can understand the concept and learning objectives of speaking. Out of 20 respondents, 1 or 5% them answered disagree (D), 4 or 20% answered normal (N), 11 or 55% answered agree (A) and while the remaining 4 or 20% answered strongly agree (SA). It shows that the students can understand the concept and learning of speaking material.

Meanwhile the fifth inquiry was about whether the students can understand that speaking are systematic descriptions of the techniques and exercises used in speaking class. Out of 20 respondents, 1 or 5% them answered disagree (D), 4 or

20% answered normal (N), 13 or 65% answered agree (A) and while the remaining 2 or 10% answered strongly agree (SA). It means that the students can understand that speaking are systematic descriptions of the techniques and exercises used in speaking class. The sixth inquiry was about whether the students can understand the process of speaking. Out of 20 respondents, 1 or 5% them answered disagree (D), 3 or 15% answered normal (N), 14 or 70% answered agree (A) and while the remaining 2 or 10% answered strongly agree (SA). It signifies the students can understand the process of speaking ability.

The seventh inquiry was about whether the students can speak easily by following the speaking. Out of 20 respondents, 6 or 30% them answered disagree (D), 1 or 5% answered normal (N), 11 or 55% answered agree (A) and while the remaining 2 or 10% answered strongly agree (SA). It shows that the students can speak easily by following the speaking material. The eighth inquiry was about whether the students can focus on the speaking process with the speaking using English poems. Out of 20 respondents, 7 or 35% them answered disagree (D), 4 or 20% answered normal and while the remaining 9 or 45% answered agree (A). It means that the students not focuses on speaking process but also with the speaking using English poems.

And than the ninth inquiry was about whether the students feel that them speaking skills are improved after speaking using English poems. Out of 20 respondents, 6 or 30% them answered disagree (D), 3 or 15% answered normal (N), 9 or 45% answered agree (A) and while the remaining 2 or 10% answered strongly agree (SA). The students speaking skill are improved after speaking Using English

poems. The tenth inquiry was about the students can learn language with communicative and directed interaction while doing speaking using English poems. Out of 20 respondents, 4 or 20% them answered disagree (D), 2 or 10% answered normal (N), 11 or 55% answered agree (A) and while the remaining 3 or 15% answered strongly agree (SA). It shows about the students can learn language with communicative and directed interaction while doing speaking using English poems.

After that the eleventh inquiry was about the students feel English poems can improve the speaking skills of them. Out of 20 respondents, 1 or 5% them answered strongly disagree (SD), 3 or 15% answered disagree (D), 3 or 15% answered normal (N), 6 or 30% answered agree (A) and while the remaining 7 or 35% answered strongly agree (SA). It means the some students feel English poems can improve the speaking skills of them to the materials. The Twelfth inquiry was about the students feel that English poems can activate and develop language skills of them. Out of 20 respondents, 1 or 5% them answered strongly disagree (SD), 2 or 10% answered disagree (D), 1 or 5% answered normal (N), 9 or 45% answered agree (A), and while the remaining 7 or 35% answered strongly agree (SA). It signifies that the students feel that English poems can activate and develop language skills of them.

Meanwhile the thirteenth inquiry was about the students can find out speaking skills with English poems of them. Out of 20 respondents, 6 or 30% them answered disagree (D), 3 or 15% answered normal (N), 10 or 50% answered agree (A) and while the remaining 1 or 5% answered strongly disagree (SA).it means that the students can find out speaking skills with English poems of them. The fourteenth

inquiry was about the students more interested in learning to speak using English poems. Out of 20 respondents, 1 or 5% them answered strongly disagree (SD), 3 or 15% answered disagree (D), 5 or 25% answered normal (N), and while the remaining 11 or 55% answered agree (A). It means that the students more interested in learning to speak using English poems.

The last inquiry was about the students became more confident in my speaking after studying with English poems. Out of 20 respondents, 4 or 20% them answered disagree (D), 4 or 20% answered normal (N), 11 or 55% answered agree (A) and while the remaining 1 or 5% strongly agree (SA). It signifies the students became more confident in speaking after studying with English poems of them.

CONCLUSION

The researcher implemented of teaching speaking using English poems. Based on discussion and finding on previous chapter, it can be taken the conclusion that the first was that the researcher could used blended learning as a strategy to teach speaking using English poems. From the result and of the observation, the researcher said that the teaching speaking using English poems for presenting students experienced could made the the students more enjoyable and confident to question and answer when discussed the material.

The researcher could made the students happy, almost students were not felt shy and afraid to speak. The researcher really appreciated to students and felt so proud with the students to do English. Through teaching speaking using English poems made students understood the poems and more confident to speak English. Moreover, the students practiced their skill and knowledge through speaking.

The result of 20 students response on the questionnaire, the total number of students with the fewest and most answers is strongly disagree (SD) = 45 and agree (A) = 55%. Based on the students response on the questionnaire, the researcher can said that teaching speaking using English poems for the fourth grade students of STKIP PGRI Sidoarjo was conducted by the researcher can make the students excited, enthusiastic, fun and comfortable to learn speaking English. The students could decrease their fearful feeling and more motivated to speak English.

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