

**TEACHING ENGLISH WRITING THROUGH POETRY
AS AUTHENTIC MATERIAL**
(Pengajaran Menulis Bahasa Inggris Melalui Puisi Sebagai Materi Autentik)

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Abstrak

Penelitian ini dilakukan untuk mengetahui keefektifan menggunakan puisi sebagai materi otentik untuk meningkatkan kemampuan menulis siswa dalam mengajar bahasa Inggris. Penelitian ini menggunakan metode penelitian quasi-experimental yang terdiri dari kelompok eksperimen dan kontrol. Populasinya adalah 180 siswa kelas XI SMAN 1 Majauleng, Wajo Regency. 70 siswa diambil sebagai sampel melalui teknik sampel kelas acak. setiap kelompok terdiri dari 35 siswa. Dalam mengumpulkan data, penulis menggunakan tes menulis paragraf. Mereka diberi tes dua kali, yakni tes awal dan tes akhir. data yang diperoleh melalui tes dianalisis dengan menggunakan statistik inferensial melalui program SPSS 15.0. Dari hasil data analisis diperoleh bahwa menggunakan puisi sebagai materi otentik adalah efektif dalam meningkatkan kemampuan menulis siswa pada pembelajaran bahasa Inggris. Hal ini dibuktikan dengan nilai rata-rata tes akhir kelompok eksperimen meningkat 1.56, sementara kelompok kontrol hanya meningkat 0.60. Dengan demikian, puisi sebagai materi otentik memberikan kontribusi yang sangat tinggi terhadap kemampuan menulis siswa.

Kata kunci: menulis, puisi, bahan autentik

Abstract

This research was conducted to find out the effectiveness of the use of poetry as authentic material in improving the students' writing ability in teaching English. It employed quasi-experimental design which involved experimental and control groups. The population of this research was 180 students of XI class of SMAN 1 Majauleng, Wajo Regency. 70 students were taken as samples through cluster random sampling technique. Each group consisted of 35 students. In collecting data, the writer used a test of writing paragraph. They were given test twice as pretest and posttest. The data obtained through test were analyzed by using inferential statistic through SPSS 15.0 program. The result of the data analysis was found that the use of poetry as authentic material was effective in improving the students' writing ability in teaching English. It was proved by the mean score of posttest of experimental group increased at 1.56, while control group increased only 0.60. Therefore, poetry as authentic material gave greater contribution to the students' writing ability.

Key words: writing, poetry, authentic material.

1. Background

Writing had an important role either a writer wanted to deliver a message to a reader for a purpose or contrarily a reader wanted to deliver a feedback from the written text. Through writing, the writer could explain any things. As a result, the reader could get information by reading the written message. Writing involved the writer's ability to express ideas, feelings, and opinions, thus the message could be accepted well by the reader.

Pincas (1986) stated that "writing is one of four language skills in English. It is an activity in what the students do most in their study. Through writing assignments, the students can express their ideas, respond to the other ideas, tell stories, convey information, and so on, and then they are expected to be able to compose well-organized pieces of good writing." As an important skill in English, writing was more difficult than the three other. It was simply caused by less knowledge of the students for all elements of writing. In term of content, students did not know exactly what they wanted to write eventhough they have been given an easy topic by their teacher. If they had little ideas, they did not know how to organize their ideas in improving the topic given into good writing. On account of lack of vocabulary, they were difficult to use appropriate words and to make sentences longer related to the topic. In another word, they felt difficult to construct sentences into the right structure because lack of structure. Moreover, they were also difficult to apply the mechanics of writing appropriately like capitalization, punctuation and spelling. In addition, writing skill needed knowledge of arranging words to be sentences, and sentences to be paragraph.

The difficulties mentioned above which were faced by the students in their writing have been appeared for long time. Many students sometimes got stuck and could not do their writing task because of some reasons. One of them was they do not interest to the topic. It means that students needed an interesting material to improve their ideas easily in constructing a good writing.

For overcoming those problems, English

teacher had to be more creative in choosing the material, which could make the writing class more interesting, exciting and enjoyable. It could be done by choosing appropriate material that students like based on their level of knowledge. On the other hand, in order to achieve effective goals in teaching, materials should be prepared into manageable plans. Materials in teaching-learning process needed full attention to gain objectives effectively. Good materials would make students feel interested and enjoy the class. Therefore, teachers were responsible for giving interesting materials, which did not make students bored and lazy to learn. The materials could attract students' interest and attention if teachers were able to offer a wide variety of interesting activities in the classroom.

One of the solutions for this case was that the teachers should present interesting authentic materials in teaching English. Authentic material means the material, which involves language naturally occurring as communication in native-speaker contexts of use, or rather those selected contexts where Standard English is the norm such as real newspaper reports, magazine articles, advertisements, cooking recipes, songs, video, literary works and so on. Kilickaya (2004) realized that most of the teachers throughout the world agree that the authentic texts or materials are beneficial to apply in the language learning process.

One medium to facilitate the classroom activities that might involve students more actively in writing was by using poetry. Poetry is one genre of literary works and is categorized as an authentic material. Poetry is a medium that may be able to improve the students' ability in learning English writing. Poetry is very beneficial to be applied in the English classroom. Collie and Slater (1987: 226) say that "poems offer a rich, varied repertoire and are a source of much enjoyment for teacher and learners alike; poems explore themes of universal concern and embody life experiences, observations and feelings; poems are sensitively tuned to the vital areas of stress, rhythm and sound; and using poems in the classroom can lead naturally on to freer and creative written expression." Therefore, students could inspire to get ideas and improves their

ability to think critically in producing a good writing through poetry. As a result, the writer was eager to discuss about teaching English writing through poetry as an authentic material.

Based on the explanation of the background above, thus the writer formulated the research statement, as “Is poetry effective in improving the students’ writing ability in teaching English writing?”

In relation to the problem statement above, the objectives of this research was to find out whether the use of poetry is effective in improving the students’ writing ability in teaching English writing.

2. Theoretical Framework

2.1 Writing

Lindblom (1983: 27) defined writing as a way of learning to focus our mind on important matters and learning about them. By writing activity, a person can find the solution of difficult problem, master the fact and even by writing, a person can also communicate through the way that is impossible. Meanwhile, Byrne (1990: 1) described that when we write, we use graphics symbols, that is, letters or combination of letters which relate to the sounds we make when we speak. In writing, symbols were making marks on a flat surface of some kind. Writing was clearly much more than the production symbols because the symbols had to be arranged to form words and words have to be arranged to form sentences. In writing, we also produced a sequences of sentences arranged in a particular order and linked together in certain ways. The sequence might be very short, but because of the sentences had been put in order and linked together, thus they formed a coherent whole.

Oshima and Hougue (1997: 2) described that writing is a progressive activity. This means that when the writers first write something down, they have already been thinking about what they are going to say and how they are going to say it. After finishing the writing, they read over what they have written and make changes and correction. Therefore, writing is never a one-step action. It is a process that has several steps.

In relation to the definition of some

experts above, the writer might conclude that writing itself as one of the four skills of English is considered as the important skill that human can acquire. This was a productive skill which differed in many aspects from the other three skills. This skill involved not only the mastery of grammar and vocabulary, but all of the elements of writing. By writing, the students would get new experience with new language and it became an effort to the students to express their thoughts and ideas. Writing is a complex process which involves the writer’s ability to express, to discover, and to invent his or her ideas through a piece of paper. Therefore, the writer should be able to understand how to choose appropriate words to construct a good sentence, how to join the sentences into a paragraph, and how the paragraphs are joined together, cohesively and coherently.

2.2 Paragraph

When we speak of writing the body of a composition, we mean composing paragraphs. A paragraph consists of material set off by spacing and indentation on a printed, typed, and manuscript page (Neman, 1989: 111). Meanwhile, Eunson (1994: 155) says that a paragraph is normally a group of sentences that expresses different aspects of the one idea.

Related to Oxford (1980: 609), paragraph is a division of piece of writing; paragraph is a group of sentence dealing with one main idea of a piece of writing; paragraph is a set of related sentences that work together to express or develop an idea.

A paragraph is a unit of text that develops one idea or topic in specific detail. A paragraph has a beginning, a middle and an end. The beginning or topic sentence forecasts what the paragraph is going to be about. The middle or supporting sentences develop the idea in detail by giving specific support for it. Lastly, the end or conclusion emphasizes the insight you have arrived at. Accordingly, Oshima and Hougue (1997: 19) said that a paragraph is a group of related sentence that develops one main idea, those are:

1. Topic sentence. It is the most general statement of the paragraph. It is the key

sentences because it names the subject and controls idea. The topic sentence can be more at the beginning or at the end of paragraph.

2. Supporting sentence. It develops the topic sentence by giving specific details about the topic.
3. Concluding sentence. It tells readers about the conclusion of the previous issue.

Based on these definitions mentioned above, hence the writer could formulate that paragraph is a simple writing, but complete. It means that paragraph might be short or simple with a main idea, but the content had to complete from the beginning until the end. Content of the idea in a paragraph had to be arranged structurally to help readers to understand the writing easily, so the paragraph could help the readers to comprehend the purpose of that writing.

2.3 Poetry

Poetry comes from a Greek word “to make” that is specially made objects in words. It is not like ordinary speech or writing. It says something about ideas, feelings, places, people, and events. It can argue, explore feelings, create pictures, and tell stories (Gill, 1995: 1-3).

According to Little (1970: 162), poetry is the most intensely emotive of literary forms. It employs the techniques of verse, making sound and formal structure part of its means of expression. It displays almost indefinable quality of emotional and imaginative impact that earns it the name of poetry.

Perrine (1969: 3) said that poetry is as universal as language and almost as ancient. In all ages and in all countries, poetry has been written-eagerly read or listened-to by all kinds and conditions of people because it has given pleasure. People have read or listened or recited to it because they liked it or gave them enjoyment, so that poetry has been regarded as important, not simply as one of several alternative forms of amusement.

Perrine furthermore argued that poetry might be defined as a kind of language that says *more* and says it *more intensely* than ordinary language. It means that language has different uses in poetry when it is employed on different

occasions to say quite different kinds of things. For instance, the word ‘rose’ actually means a kind of flowers, but by saying *more* or *more intensely*, it suggest that apple is also a rose, rose is a lover, rose for God, and so on (1969: 3-4).

Many theories about the nature and the aim of poetry have been formulated, but no single satisfactory definitions seemed to exist. Poetry is closely related to the meaning and the essence of poetry is meaning. Poetry is identical with entire meaning and without meaning, poetry is nothing. As a result, we might get a perception of poetry through its meaning. One way to do that is to express the idea through the language that says *more* or *more intensely*. Accordingly, the writer could also formulate that poetry is a group of beautiful words in a specific design to present the author’s expression. In expressing his or her idea, the author uses his or her diction as beautiful words to present his or her work. In poetry, the authors just use few words, but sometimes have more than one meaning. It means that poetry just involves few words choosen to interpret the meaning of the poem. As a result, the listeners or the readers might have different interpretations from one poem, but it was valid as far as it concerned to the poem.

2.4 Authentic Material

The definitions of authentic materials are slightly different in literature. Rogers & Medley (1988) defined it as appropriate and quality in terms of goals, objectives, learner needs and interest and ‘natural’ in terms of real life and meaningful communication. Moreover, Guariento & Morley (2001: 347) stated that the authentic materials as significant since it increases students’ motivation for learning, it also makes the learner be exposed to the ‘real’ language.

Authentic materials were indeed a valuable part of the teacher’s stock in trade, and could do something that other materials were not capable. However, inevitably they had to be used in small part, which must be carefully selected and controlled. It was also a need well thought out teaching exercises to be fully exploited.

Cook in Kamariah (2010) proposed some criterion in selecting authentic materials in

the classroom. Firstly, authentic materials were motivating or that the exercises that can be done with them are motivating. For instance, road signs, such as “End of urban clearway” might say nothing to non-drivers and even to drivers might yield little that could be done in the classroom. Authentic material might also be used for various types of simulation activities and information processing activities in the classroom, such as newspaper headlines, the articles and others, which might give more interest that is general. Secondly, authentic materials were not too ephemeral. If they were already of historical interest, there seemed little point in using them. Either the teacher had to use things which were as up-to-date as possible or which had a timeless quality about them. Thirdly, authentic materials had to be organized in some way. There was nothing worse than entirely disconnected bits of authentic language that were not linked to other aspects of the teaching. The obvious way to make this link was through themes. The authentic materials were not the point of the course, but a way of achieving that point. Fourthly, they had to be selected in terms of their language and content.

3. Method of The Research

This was an experimental study, which focused on quasi-experimental design. Gay, et. al. (2006: 257) stated that quasi-experimental design provides adequate control of sources of invalidity. By the pretest-posttest design, it required at least two groups, namely experimental and control groups. Each group was formed by random assignment. Both groups were administered a pretest. Each group received different treatment. Then both groups were given posttest.

Pretest was administered to know the prior knowledge of the students to assess their competence of writing English, while posttest was administered to measure the treatment effects. The aim of the test was to find out whether the use of poetry is effective in improving the students' writing ability in teaching English writing.

The subject of the study was the classes of the eleventh grade students of SMAN 1 Majauleng,

Wajo Regency. It consisted of five classes with the total number of population was 180 students. From these population, the writer selected sample through cluster random sampling technique that is taking two classes from the five. The writer has taken the XI IPA 1 class as control group and XI IPA 2 as experimental group randomly. The total number of sample was 70 students.

The instrument employed to collect data in this research was writing test. The writing test was used to find out the data of students' English writing ability. The test focused on students' writing ability in building up a good paragraph, which covered topic sentence, supporting sentences, and concluding sentence. The data were collected twice, before and after the treatment. The test before the treatment was called pretest and the test after the treatment was called posttest. Both data were compared to reveal the students' writing ability before and after the treatment. The test was in subjective test.

There are three common methods for judging student writing and assigning grades, namely holistic, analytic, and primary trait. These methods are different from each other in terms of writing aspects to assess. To measure the quality of the students' writing score in this research, the writer scored the students' writing holistically. According to Pekins in Omaggio (1986: 263), when one is attempting to assess the overall proficiency level of a given written sample, holistic scoring has the highest validity. In this type of scoring procedure, one or more readers assigned a single grade to a text based on an overall impression. Holistic evaluation could be done quickly and impressionistically.

The data of the study were composition scores. The data were analyzed by means of inferential statistics. This statistical analysis was used to answer the problem statement of this study dealing with poetry is effective in improving the students' writing ability in teaching English writing.

For analyzing the data relating research question, in this case, the writer used t-test (test of significance to know the significance difference between the results of studentd' mean score in pretest and posttest in experimental and control groups.

4. Findings and Discussion

a. The frequency and percentage of students' pretest

The students' scores in experimental and control group were analyzed and the result could be seen in the following table.

Table 1. The frequency and percentages of students' score in pretest of experimental and control groups

The table 1 above showed the scores for pretest in both experimental and control groups. In the experimental group, there was none (0%) student got very poor classification, 3 (8,6%) students got poor classification, 27 (77,1%) students got average classification 5 (14,3%) students got good classification and none (0%) student got very good classification. The mean score of the students' value was 6.08, which was

No.	Classification	Score	Experimental group			Control group		
			F	%	Mean Score	F	%	Mean Score
1.	Very good	9,0 – 10	0	0	6,08	0	0	6,05
2.	Good	7,0 – 8,9	5	14,3		5	14,3	
3.	Average	5,0 – 6,9	27	77,1		25	71,4	
4.	Poor	3,0 – 4,9	3	8,6		5	14,3	
5.	Very poor	1,0 – 2,9	0	0		0	0	
Total			35	100		35	100	

categorized into average classification.

In control group, there was none (0%) student got very poor classification, 5 (14,3%) students got poor classification, 25 (71,4%) students got average classification, 5 (14,3%) students got good classification and none (0%) student got very good classification. The mean score of the students' value was 6.05, which was categorized into average classification.

b. The frequency and percentage of students' posttest

The students' scores of posttest in both experimental and control groups were also analyzed and the result could be seen in the following table.

Table 2. The frequency and percentages of students' score in posttest of experimental and control groups

No.	Classification	Score	Control group			Experimental group		
			F	%	Mean Score	F	%	Mean Score
1.	Very good	9,0 – 10	0	0	7,64	0	0	6,65
2.	Good	7,0 – 8,9	28	80		14	40	
3.	Average	5,0 – 6,9	7	20		21	60	
4.	Poor	3,0 – 4,9	0	0		0	0	
5.	Very poor	1,0 – 2,9	0	0		0	0	
Total			35	100		35	100	

The result of posttest as shown in the Table 2 pictured out that in experimental group, there was none (0%) student got very poor and poor classification, 7 (20%) students got average classification, 28 (80%) students got good classification and none (0%) student got very good classification. The mean score of the students' value was 7.64, which was categorized into good classification.

In control group, there was none (0%) student got very poor and poor classification, 21 (60%) students got average classification, 14 (40%) students got good classification and none (0%) student got very good classification. The mean score of the students' value was 6.65, which was categorized into average classification.

- c. The mean score and standard deviation of students' pretest of experimental and control group

The students' writing ability was shown by the mean score of the test in pretest. The writer found that from the pretest in experimental and control groups, students got the results as follows:

Table 3. The mean score and standard deviation of students' pretest of experimental and control groups

Variable	Mean Score	Standard Deviation
Experimental group	6.08	0.81
Control group	6.05	0.84

Table 3 above showed that the mean score of the students' pretest of experimental group was 6.08 and standard deviation was 0.81. It was categorized as average classification. Meanwhile, the mean score of students' pretest of control group was 6.05 and standard deviation was 0.84. It was also categorized as average classification. It means that the students' mean score between experimental group and control group were relatively the same. In this case, both experimental and control groups had the same prior knowledge before the treatment.

- d. The mean score and standard deviation of students' posttest of experimental and control groups

The improvement of students' writing ability was shown by the mean score of the posttest. The writer found that from the test in experimental and control groups, students got the results as follows:

Table 4. The mean score and standard deviation of students' posttest of experimental and control groups

Variable	Mean Score	Standard Deviation
Experimental group	7.64	0.63
Control group	6.65	0.86

Table 4 showed that after the treatment, the mean score of the students' posttest of experimental group was 7.64 and standard deviation was 0.63. It was categorized as average classification. Meanwhile, the mean score of students' posttest of control group was 6.65 and standard deviation was 0.86. It was also categorized as good classification.

The two findings above showed the improvement of the students' mean score on pretest of experimental group was 6.08, while the mean score on posttest was 7.64. It means that the students' writing ability increased about 1.56. Furthermore, the improvement of students' mean score on pretest of control group was 6.05, while the mean score on posttest was 6.65. It means that the students' writing ability increased about 0.60. It could be stated that the score of students' writing ability in posttest of the two groups got progress, but the experimental group was higher than the control group.

Test of significance (t-test)

The hypotheses were tested by using inferential statistic. In this case, the writer used t-test (test of significance) for pair sample test, that is, a test to know significant difference between the result of students' mean scores in pretest and posttest in the experimental and control groups.

Assuming that the level of significance (α) = 0.05, the only thing which was needed; then the result of the t-test was presented in the table 5.

Table 5. The P-value of t-test of writing achievement in experimental and control groups

Variables	P-Value (α)		Remarks
1. Pretest of experimental and control groups	0.91	0.05	Not Significantly different
2. Posttest of experimental and control groups	0.00	0.05	Significantly different

The data analysis as summarized in Table 5 above showed that on pretest of experimental and control groups, the writer found that the P-value (0.91) is higher than α (0.05) at the level of significance ($\alpha = 0.05$). On the contrary, the data analysis of posttest of experimental and control groups showed the P-value (0.00) is lower than (0.05) at the level of significance ($\alpha = 0.05$). It indicated that poetry material significantly improved the students' writing ability in teaching English writing. This means that the data of posttest as the result gave significantly improvement. It could be concluded that the use of poetry gives geater contribution in improving the students' writing ability in teaching English writing.

Poetry was able to improve the students' ability in writing paragraph. Indeed, this fact is similar with what has been stated by Collie and Slater (1987: 2). They say that literature such as poetry provides material with some emotional color that can make fuller contact with the learner's own life. It also can counterbalance the more fragmented effect of many collections of texts used in the classroom. So, they devise ways of making literature as a more significant part of language teaching and using it in such a way as to develop the learner's mastery in the four basic areas of English including writing. Therefore, it could be inferred statistically based on t-test value that using poetry is effective to improve the students' writing ability in teaching English writing.

Ultimately, based on the results of this research, there were some reasons why poetry

could improve the students' ability to write a good paragraph. Firstly, the poems were in lyric, which talked about love. Related to the specific topic of writing, lyric poems leded students to think more ideas of love. This means that students might have more ideas, which could be explored in their writing task. Secondly, poetry material leded them to construct a paragraph well. It might provide them guidance from the poem in which arranged paragraph structurally based on the poem. This means that students might construct a paragraph from the content of the poem. As a result, the writer stated that teaching English writing by using poetry is more effective to develop the students' writing skill than teaching conventionally by following the instruction of handbook monotonously.

5. Conclusion

Considering the problems, the objectives and the findings of this study, thus the writer came to the conclusion. Based on the result of the data analysis in the previous chapter, there was a significant difference between the result of posttests of experimental and control group, where the mean score of posttest of experimental group was 7.64, which was higher than the mean score of posttest of control group was 6.65. The final score through test of significance (t-test) in writing ability was lower than probability value ($0.000 < 0.05$). There was a significant difference before treatment in pretest and after treatment in posttest. In other words, there was an improvement on the students' writing ability between pretest and posttest in experimental group after the treatment. Therefore, it could be concluded that poetry is effective in improving the students' writing ability in teaching English writing.

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