

**AN EVALUATION OF POEMS IN ENGLISH TAUGHT TO INDONESIAN
SENIOR HIGH SCHOOL STUDENTS**

THESIS

*Submitted as a Partial Fulfilment of the Requirements to Obtain the Bachelor
of Education (B.Ed) in English Language Education Program*



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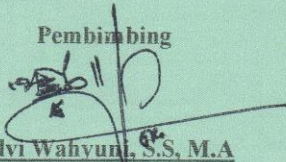
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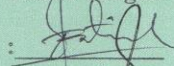
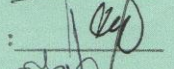
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ABSTRACT

Zakiyah, Halma. 2020. *An Evaluation of Poems In English Taught To Senior High School Students*.

This study aimed to analyse the alignment of the English poems' themes taught to senior high school students with Curriculum 2013. Object of this research was poems taken from official and supplementary textbooks. This study used content analysis research in analyzing the topics and themes found in the English poems. The instrumentation of this research was the researcher myself. There were 15 poems found in both official and supplementary textbooks. There were five topics found in those poems. These were natural phenomenon, life lesson, friendship, war/conflict, and song. The most commonly used topic was natural phenomenon and the least one was song. In addition, there were also five themes of the poems. These were about how to deal with adversity of life, a war/conflict could make a bad memories and affected human's life, a bestfriend was means everything for someone, the interaction between human and nature, and the last one was about loving someone was valuable because we could accept all the parts of them. In fact, there were two major themes of the English poems which align with Curriculum 2013. Moreover, the rest of the poem's themes were not align with the theme suggested by Curriculum 2013. Furthermore , the most commonly used themes found was about life lesson of how to deal with life. There were seven poems belong to it. The least theme of the poems talked about loving someone meant that you would accept him/her the way they are.

Keywords: Curriculum 2013, Poems, Topics, Themes.

ABSTRAK

Penelitian ini bertujuan untuk menganalisa kesesuaian tema puisi berbahasa Inggris, yang diajarkan kepada siswa Sekolah Menengah Atas (SMA) dengan Kurikulum 2013. Objek yang digunakan dalam penelitian ini adalah puisi-puisi berbahasa Inggris yang diambil dari buku teks utama dan buku penunjang lainnya yang digunakan oleh guru. Penelitian ini merupakan penelitian analisis konten yang digunakan dalam menganalisis topik-topik dan tema-tema yang ditemukan dalam puisi di buku teks tersebut. Peneliti menjadi satu-satunya alat yang digunakan dalam penelitian ini. Hasil penelitian menemukan bahwa ada 15 puisi yang ditemukan didalam buku teks sebagai sumber utama dan buku-buku penunjang lainnya. Ada lima topik utama dari puisi yang ditemukan dari 15 puisi tersebut, diantaranya adalah gejala alam, pelajaran hidup, persahabatan, konflik dan lagu. Topik yang paling banyak digunakan adalah gejala alam, sedangkan yang paing sedikit adalah tentang lagu. Lebih lanjut, peneliti juga menemukan ada lima tema dari puisi-puisi tersebut, yakni tentang bagaimana menjalani hidup dengan baik dan tidak pernah menyerah, seorang sahabat yang menjadi bagian terpenting dalam hidup, bagaimana peperangan dan konflik dapat memeberikan dampak yang sangat buruk dan akan selalu diingat seumur hidup, bagaimana alam dan manusia saling terhubung, dan tema tentang mencintai seseorang yang berarti kita merasa cukup dengan apa adanya dia. Faktanya, ada dua tema puisi yang sesuai dengan tuntutan Kurikulum 2013, sedangkan selebihnya tidak. Tema yang paling banyak digunakan adalah tema tentang bagaimana menjalani hidup sebaik mungkin dan menghadapi segala rintangan yang ada dengan baik. Kemudian, untuk tema yang paling sedikit yaitu tentang bagaimana cinta bisa membuat seseorang merasa cukup dan bermakna ketika mereka menemukan bahwa mereka mampu untuk menerima segala kelebihan dan kekurangan masing-masing.

Kata Kunci: Kuirkulum 2013, Puisi, Topik, Tema

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Since 2014 Indonesia has started to use Curriculum 2013 as the base and the reference in education field (Munif, 2015) after using KTSP (Kurikulum Tingkat Satuan Pendidikan) since 2006. This change has made a concrete difference in teaching and learning process (Hakim, 2017), especially in teaching English. Curriculum 2013 obliges English teachers to teach literary texts to Senior High School students as in KD 3.4 (Kurikulum 2013: Peminatan). The literary texts that should be taught are poem and song. In this case, poem is taught to second-year students of Senior High School who choose English as their elective subject in specialization class; while song is taught as a compulsory material in English subject. These two texts are being taught for four lesson hours in a week.

In general, literature is very beneficial in human life. They have been used to express feelings and critics (Onwuka, 2010) and they have also been used to tell about history (El-Hindi, 2008). As a genre of literature, in English Foreign Language (EFL) context, poetry is very helpful in the teaching and learning process (Novianti, 2016). For instance, Finch (2003) said that by using picture poems, pattern poems, and haiku could help the student in showing their personal feelings and helping them to be more creative and innovative.

According to VK and Savaedi (2014), the aim of teaching poetry in English Language Teaching (ELT) classes is to provoke their inquisitiveness, attention, contribution, pleasure, and participation. In other words, poetry opens ways to make teaching and learning English becomes more stimulating and motivating. Hence, teaching literary texts are very beneficial to help the students to develop their skill in English lesson, especially teaching poem.

Based on Curriculum 2013, the learning outcome of teaching poem to grade XI is the students' ability to get contextual meaning based on its social function, generic structures, and language features of the poem whose topic is relevant with teenage life (Kurikulum 2013: Peminatan). In light of this, Kumar (2017) states that it is necessary for the teachers to provide suitable teaching material which aligns with the students' background and reflects reality, and suits with the students' ability is important to generate engagement and participation in the class.

As stated before, the criteria of a poem that has been intended by Curriculum 2013 is the poems related to the students' life as a teenager (Kurikulum 2013: Peminatan). In other words, the poems that is taught by the English teachers have moral value where the students can learn something from them. Furthermore, based on this criterion, the poems taught should also consider the students' ability and competence, in this case is their language level. It means that in order to help the students understand the lesson, the poems taught must use an accessible language; the language used is simple and appropriate with what they have learned before.

If these considerations are addressed by the English teachers when selecting poems to be taught for the senior high school students, it will be helpful and useful in engaging the students' attention and interest about poetry lesson, because the materials are related to their condition, needs, and interest as a teenager. In addition, for the English teachers, it will be easier for them to teach it when their students are interested to learn it.

These criteria are also related to the opinion of experts about the criteria of a good teaching material to the students. When selecting a text, the English teachers should consider the students' level of English, their background of knowledge, the length of the text, their interest and relevancy of the text to them (Bibby, 2014). In parallel with that, the students' need and want about something fresh and fun to support them in the teaching and learning process are also needed (Bušljeta, 2013). Thus, in this case, the English teacher should provide suitable poems related to the students' condition as a teenager, their need, and their ability as what Curriculum 2013 has intended.

Based on Curriculum 2013's demand above, it means that the poems taught must be the poems which are intended for the students as adolescents/teenagers. Then, according to Harper (2004), the themes of the poem for teenager can be such as family, love story, and friendship. In parallel with that, Dewi (2018) found that the students prefer to read poems about college/school life, love story, and friendship. Similarly, Hipson (2019) found that the topic about love story, depression, anxiety and friendship are interesting for the students. It means that the students are interested to read

and learn poems which are related to their daily life and condition as a teenager. In other words, the theme in the poems must align with it in order to engage their interest and help them in understanding the lesson (Creely, 2018). In conclusion, these are the reason why the theme matters in teaching poem to the second-year students of senior high school as what Curriculum 2013 has intended.

In relation with the importance of the theme above, finding a poem which theme is suitable with the students is not easy (Frolish, 2012). Based on the research that has done by Wahyuni and Oktavia (2018), they found that the teachers might face some challenges in finding a poem which suits and align with Curriculum 2013's criteria. In parallel with that, Dewi (2018), she found that it was hard to teach poem to the college students when they did not like the theme of the poem used.

In fact, because the change of the curriculum, the author and the publisher are also obliged to follow this change. They should create and provide a suitable teaching material as what Curriculum 2013 has intended about the poems for teenager. Additionally, the English teachers choose to use poems taken from English textbooks as Kayaoglu stated in Fuyudloturromaniyyah (2015). However, the study about the alignment of the themes in English poems taught to senior high schools students is still far between. Therefore, the study about this case is very important and interesting to be explored.

In English Language Teaching (ELT) context, a number of recent studies have focused on poetry lesson. Firstly, some studies are conducted to see how helpful poetry to EFL learners is (Finch, 2003; Baki Özen and Behbood Mohammadzadeh, 2012; Mokhtaria, 2012; and Kalan, 2014). Secondly, some studies show that using poetry can help the students in improving their reading skill (Newsome, 2008; Norris, 2010); and Nobles and Azano, 2016). Thirdly, other researchers conducted research about approaches that can be used by the teachers in teaching poetry (Kellem, 2009; Khatib, 2011; Panavelil, 2011). Fourthly, the teachers can also use media to help the students in poetry lesson (Hughes, 2008; Mc Vee, Bailey, and Shanahan, 2008; and Hijazi and Al-Natour, 2012). They found that using media can give positive impact in teaching English poetry to the students. Fifthly, other researchers explore about historical substances in teaching poetry to the students (Voogt, 2003; Anyokwu, 2009; and Dressman and Faust, 2014). Lastly, a number of studies have seen the teachers' perspectives and the students' perspectives toward poetry lesson (Chemwei and Somba, 2014; Dymoke & Hughes in Nobles and Azano, 2016; VK and Savaedi, 2014; and Nobles and Amy Price Azano, 2016.)

In Indonesian context, there are also research about poem and teaching poem. A number of studies revealed the findings about the use of some learning models in teaching poetry (Sukini, Andayani, Rohmadi, and Setiawan, 2016; Cahyani, Sastromiharjo, and D, 2017; Rachmawati

Supriyanto, and Doyin, 2019). Others explored about the impact of teaching poetry to EFL students in learning English (Utami, 2012 ; Dewi , 2018).

However, to the best of the researcher's knowledge, studies about the alignment of the English poems' themes taught to Indonesian senior high school students with Curriculum 2013's criteria is still far between. Therefore, conducting a research about this topic is justified.

B. Identification of The Problem

Based on the background of the study above, there are several researchable issues which can be explored. For instance, the use of poetry in helping the teachers or the students in teaching and learning English. Also, how poetry could help the students to improve their skill in English, such as knowing more vocabulary and be better in reading comprehension. Then, the topic about approach that can be used in teaching poetry is always be the most famous in this notion. Similar to approach's topics, the perception of the English teacher and the students are also can be studied. In addition, the topic about the alignment of the themes in the poems taught to Indonesian senior high school students with Curriculum 2013's criteria is also can be explored.

C. Limitation of The Problem

Based on the identification of the problem above, this research will be limited to the alignment of the themes in the poems taught to Indonesian senior high school students with Curriculum 2013's criteria.

D. Formulation of The Problem

The formulation of the problem is “The alignment of the theme of poems in English textbooks taught to Indonesian senior high school students.

E. Research Problem

The research’s problem can be formulated as follow:

1. What is the common topic and theme found in the poems taught in teaching poem to Indonesian senior high school students?
2. To what extent do the themes of the poems taught to Indonesian senior high school students align with Curriculum 2013?

F. Purpose of The Research

The purpose of this research are:

1. To find out the common topic and theme found in the poems taught in teaching poem to Indonesian senior high school students.
2. To find out the extent to which the themes of the poems taught to Indonesian senior high school students align with Curriculum 2013.

G. Significance of The Research

Theoretically, this study can be beneficial for the English teachers in considering an appropriate and a suitable material that is poems in form of text to help them and to engage their attention in learning and understanding a poem. If teaching material has applied in the right way, it will make learning

achievement of the students become better than before. Besides, practically, this study is also expected to give the contribution to the success and progress of English teaching, especially in teaching poetry to the grade XI's students.

In addition, not only for the teachers who teach poem now, but also to the pre-service teachers that will go to implement their knowledge and their ability in teaching English. The researcher hopes that pre-service teachers will teach based on what the students' age, especially in teaching poem. Also, for the the result of the study will give some useful knowledge, experiences for them in learning and improving English and it is expected to be useful for the next researchers as guidance and reference to conduct the research dealing with the topic. Moreover, this study is very beneficial for me as the researcher and one day will be a teacher.

H. Definition of Key Terms.

Poem/poetry	: A kind of literature that uses rhyme and metaphor.
Teaching poem	: The essence of teaching poem.
Curriculum 2013	: A set of regulation in education field which based on development of the students' character.
Criteria of a good teaching material	: Requirements that should be followed by the teachers in choosing teaching material.

CHAPTER V

CONCLUSION AND SUGGESTION

CONCLUSION

As only two themes that can fulfil the requirement of Curriculum 2013, the rest of the poems do not. In other words, the availability of the English poems which are suitable for EFL/Indonesian context is still limited. Then, most of the poems are widely anthologized and widely used as teaching material in all over the world, the book writer or publisher choose to use and include these poems as teaching material in teaching poem to Indonesian students. Moreover, the writing of poems which might be used to teach Indonesian students is also still limited. Furthermore, it probably happens because the author and publisher of the books do not understand what the Curriculum has intended before or it can be caused by the institution in charge in making curriculum does not describe in detail what kind of teenage life is really desired.

SUGGESTION

Based on the findings and discussion, there are some suggestions for the pre-service teacher and the teacher. First, the English teacher should consider the condition of the students as teenager when teaching poem to them, and make sure that the themes used in the poems are related to them. Then, they also need to understand what the meaning and moral value beyond the poems they teach. If the teacher does not know what the poem talks about, the students will not be interested in learning it. Furthermore, for those who are interested, they will face the difficulties in catching the meaning without a guide from the teacher. In addition,

the teachers can also use other poems taken from internet and from what they have discussed in English Teachers Organization (MGMP). Finally, for the publisher or institution who are in charge in providing the teaching material, it is better to understand and comprehend about what a curriculum want.

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