



**THE USE OF POETRY IN TEACHING ENGLISH IN EFL CONTEXT: A
LITERATURE REVIEW**

THESIS

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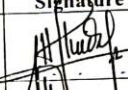


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ABSTRACT

ALVINO WINDI SAPUTRA, NIM. 1730 1040 03, Judul Skripsi “**The Use of Poetry in Teaching English In EFL Context: A Literature Review**”. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar.

Penelitian ini dilatarbelakangi oleh meningkatnya penggunaan puisi dalam mengajarkan bahasa Inggris dalam konteks EFL. Penelitian ini bertujuan untuk menemukan penggunaan *poetry* dalam mengajarkan bahasa Inggris dalam konteks EFL. Penelitian ini menggunakan metode penelitian kepustakaan (*Literature Riview*). Sumber penelitian ini adalah 16 (enam belas) buah jurnal nasional dan Internasional yang terindeks *Google Scholar*. Rentang tahun dari jurnal-jurnal tersebut berkisar dari tahun 2010 sampai 2022. Dalam menganalisis jurnal tersebut, peneliti fokus pada hasil dari analisis penggunaan puisi dalam mengajarkan bahasa Inggris didalam konteks EFL. Dalam penelitian ini menggunakan *content analysis* dan terdapat enam langkah yang dilakukan untuk menganalisis data berdasarkan teori analisis dari Chelimsky (1989); *deciding to use content analysis, determining what material should be included in content analysis, selecting units of analysis, developing coding categories, coding the materials, and analyzing and interpreting the results.*

Hasil penelitian menunjukkan bahwa berdasarkan analisis data, peneliti menemukan 1) Kegunaan puisi; Puisi sebagai alat untuk meningkatkan kemampuan komponen bahasa siswa dalam konteks bahasa Inggris sebagai bahasa asing, seperti pengetahuan kosa kata, *grammar*, dan pelafalan. Puisi sebagai alat untuk meningkatkan kemampuan Kecakapan siswa seperti; motivasi, dan kreativitas. Puisi sebagai strategi untuk meningkatkan kemampuan mengajar siswa dalam konteks bahasa Inggris sebagai bahasa asing. Puisi sebagai strategi untuk meningkatkan kemampuan bahasa siswa sebagai bahasa asing, seperti: *Listening, speaking, reading and writing*. 2) Dari enam belas jurnal, 8 journal ditemukan dengan persentase 50% sebagai persentase tertinggi, Jurnal-jurnal ini menunjukkan bahwa penggunaan puisi sebagai strategi untuk meningkat kemampuan menulis siswa. 1 Jurnal ditemukan dengan persentase 6% sebagai persentase terendah menunjukkan bahwa puisi sebagai strategi untuk meningkatkan kemampuan mengajar siswa. Jadi, puisi dapat digunakan sebagai strategi dan alat dalam meningkatkan kemampuan bahasa Inggris pembelajar asing, yang dalam penelitian ini dominan digunakan dalam pengajaran keterampilan menulis dan minim di gunakan dalam mengembangkan keterampilan mengajar. 3) Untuk menerapkan puisi dalam pengajaran keterampilan menulis ada beberapa prosedur kegiatan yang harus diikuti oleh siswa. Prosedur ini dibagi menjadi tiga tingkatan, seperti: di sekolah dasar; Pra-menulis Menulis, Merevisi, Mengedit, dan Pasca-menulis. Pada sekolah menengah; identifikasi judul, brainstorming dan penulisan. Di tingkat universitas; 1. Pemilihan Topik, Diskusi Kelompok, dan Tugas Individu. 2. Berfokus pada Menulis dalam nilai intrinsik, berfokus pada nilai ekstrinsik, dan menulis esai berdasarkan kedua nilai tersebut.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as foreign language in Indonesia makes it become one of difficult language to be understood and learned. According to Nordquist (2020) English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries when English is not the dominant language. It can be seen that English becomes the foreign language that is taught in education starting from high school up to university level, and also the involvement of English as one of the essential subjects in its curriculum of education. It seems the development of English language teaching, especially in EFL, touches the recent English curriculum objectives. The objective of teaching and learning English is to bring along the student better understanding and ability of the language.

Dealing with issue, this condition requires the teacher to find the best alternative to teach English. There are many strategies that can be applied by the teacher to teach English. The strategies are such as teaching English by using text, examples, rules, chart, object, maps and drawings, dialogues, written texts, song, verse, debate, speech, story telling, games, problem-solving activities, poetry and others.

Poetry belongs to one genre of literature that can be used to teach English. Poetry is piece of writing in which the words are enjoyable with rhyming, rythm, structure, and sound. It was supported by Collins Cobuild Dictionary in Dzukhelov (2013), a poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, offten in short lines which rhyme.

Parkinson & Thomas (2000) proposed several benefits of literature in language learning. Literature provides a good writing model that offers the learner a large chunk of classical writing. Literature is also memorable

where words stick to the mind without conscious effort like songs and poetry. and it can also help in learning English where most students think English is difficult to learn and understand. but with the use of poetry can help students to be able to understand and follow English learning well and easily. and literature increases personal engagement. Students can choose their own literary texts related to their needs, expectations and interests in which they can develop their language.

In preliminary research, the researcher found several research about using poetry to improve students' English in EFL context taken from some online journals; firstly, a research conducted by Ugur and Birsen (2012) entitled *Making use of poems to teach English*, which taken from English Language Teaching Journal, published by Association of Gazi Foreign Language Teaching, reveal statistically significant differences were found between the groups showing that the experimental group favored poetry more strongly as a multi-purpose and multi-functional tool to teach a foreign language.

In addition, Deepa and Ilankumaran (2018) entitled *Teaching poetry enhances speaking skills- an analysis based on select poems* taken from International journal of Engineering and Technology reveals that Poetry is one of the interesting areas in Literature which always awakens the senses and promotes literary things. It serves not only a model of literature but also a model for teaching skills of language such as reading and writing. Poetry is an effective way of language teaching. It helps the people to understand culture and to know the language. It also gives pleasure to the readers and gives them new models in their life to follow. Learning literature provides a platform to improve the communication skills of students. When the students read poetry, it improves their vocabulary, sentence formation, syntax, fluency and the creative skills. The genre poetry not only improves the communication skills but also improves the four skills such as LSRW; Listening, Speaking, Reading and writing.

Moreover, a research conducted by Hameed (2019) entitled *The positive relationship between teaching or using English poetry as an instructional source and the teaching- Learning of different language skills and sub skills* which taken from Saudi journal of humanities and social sciences published by Scholars Middle East Publishers, Dubai, United Arab Emirates, reveals that based on previous literature and findings of this study, indicate that a positive relationship between teaching or using English poetry as an instructional source and the teaching-learning of different language skills such as reading, listening, speaking, and writing as well as other language sub skills such as pronunciation, grammar, structure, and vocabulary, is existent and clearly asserted and vouched for. The researcher recommends carrying out further studies to investigate about the reasons of why the teaching or using English poetry as an instructional source for the teaching and learning language skills and sub skills is neglected or avoided in both foreign and native settings, and to separately investigate about the effect of using English poetry as a source on the teaching and learning of each of the language skills and sub skills.

Further, a research conducted by Saputri (2015) entitled *Reading poems as a strategy to improve English pronuntiation ability on segmental features and word stress (a classroom action research at the grade IX of SMA Walisongo Semarang)* which taken from a thesis at Walisongo State Islamic University, reveals that Result of the study showed that by reading English poem at the of eleventh-IPA grade students of SMA Walisongo Semarang in academic year of 2014/2015 can improve students' pronunciation. This successfulness can be seen from the result of students' average score and good responses by students. The result after getting all of the treatment using English poems, the students' average score increased in line with the increase of the students' achievement in each cycle. Students' average score from the pre-cycle was 50,24, first cycle was 59,48, second cycle was 65,56, and the post-test was 73,48. Finally the result of this research showed that students' understanding improved in

each cycle after they were taught using poems. It was signed by their improvements of each result test.

Based on preliminary research above, it can be conclude that poetry can be used as strategy, technique and tool of teaching to improve English in EFL context. Because of that, there is a need to conduct a research entitled **“The Use of Poetry in Teaching English in EFL Context: A Literature Review”**

B. Focus and Question of the Research

Based on background of the problem above, the researcher will focus on an analysis of using poetry to in teaching English in EFL context. The problems is formulated as folow:

- 1) What is the use of poetry in teaching English in EFL?
- 2) What is the skill often taught using poetry in teaching process?
- 3) What is the procedure in teaching that skill?

C. Purposes of the Research

Based on the formulation of the problem above, the purpose of the research are:

1. To find out the use of poetry in teaching English in EFL context.
2. To find out the skill that often uses poetry in teaching process.
3. To find out the process or the activities to apply poetry in that skill.

D. Definition of the Key Terms

To avoid misunderstanding in this research, the key terms are defined as follows:

1. Poetry

Poetry is piece of writing in which the words are enjoyable with rhyming, rhythm, structure, and sound that has purpose to learn new vocabulary, revise grammar, improve pronunciation and promote

creativity. In this study, it refers to methods/techniques/strategies used in improving English

2. English as Foreign Language

EFL is the use of English by speakers with different native languages.

E. Significance of the Research

Theoretically, this research is expected to give information about poetry as one of an effective strategy in teaching English.

Practically, by conducting this research the researcher expects that the result of this research will give contribution to:

1. English Teachers

It is expected to give contribution to English teachers. The teacher will get some valuable information about the Use of Poetry in Teaching English in EFL Context.

2. The researcher

This research are expected to accomplish the researcher graduation requirement. In addition, it is also to be a basic consideration for researcher to use poetry to teach English in the English classroom learning process as a candidate of English teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Classification of Language Skill in EFL

Language educators have long used the concepts of four basic language skills: Listening, Speaking, Reading, Writing. The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message.

According to Aydođan and Akbarov (2014) there are four basic language skill. First, Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Second, Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. along with them, especially in societies with a highly developed literary tradition. Third ,Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Fourth ,Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

In addition, Sadiku (2015) stated that For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed

in a way that helps students meet the standards you set for them and develop their communicative competence gradually. This encompasses : Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively

Teachers provide learners with opportunities to develop each skill: students listen (to the teacher use the target language, to a song, to one another in a pair activity), speak (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), read (instructions, written grammar drills, cards for playing games, flashcards) and write (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).

According to Yulnetri (2018) Literature also deals with the development of language skills, such as reading, writing, speaking and listening (Stern, 2001, and Vandrick, 1996). For writing purposes, literature shows to set a good ground for writing practice. Having the learners complete a poem or short story in cloze form is very encouraging. Also we can have the students write the end of a story in their own words or narrate a story from the point of view of another character in a short story, novella, or novel. Other similar creative activities can be developed for writing practice.

For speaking purposes, the events in a poem, novel, or short story can be associated with the learners' own experience in real life. Such a

practice paves the way for hot topics for discussion in language classes. Having the students freely reflect on the events and having them critically comment is also facilitative for advancing speaking proficiency. For listening purposes, the learners can be exposed to the audio versions of the poems, short stories, or novels. Also the musical elements in poetry stimulate the learners' desire for approximating their speaking patterns to the native speaker norms by adhering to the principles of rhythm, rhyme, and intonation. For reading purposes, as abovementioned, novel and poetry can provide good opportunities for extensive and intensive reading. Also it is good for practicing reading subskills including skimming, scanning, and finding the main ideas. Reading in literature is a combination of reading for enjoyment and reading for information. Therefore, it bridges the lacks in non-literary texts.

In concluded that, in language skill there are four basic that should be master by the English learner that classified into two types communication and productive skill such as; listening, speaking, reading and writing.

2. Classification of Language Component

According to Wilkins in Thornbury in Kurniasih (2008) there are three part of language component they are; grammar, vocabulary and pronunciation. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. We may share the same belief as Wilkins does. Indeed, vocabulary is one important component of English that children should learn in order that they can use English words properly to get a message across or at least to understand English contexts. However, the other English components i.e. pronunciation and grammar are just as important as vocabulary. To have good command of English, a learner has to have good grammar and pronunciation, and sufficient vocabulary. The problem is how the teacher should teach and help the students master those language components.

3. Classification of Life Skill in EFL

Life skill are designed to teach a broad set of social and behavioral skills, also referred to as soft or non-cognitive skill that enable individual to deal effectively with the demands of everyday life.

According to Francis in Sajidin (2013), developing life skills is believed to produce the following effects: lessened violent behavior; increased pro-social behavior and decreased negative, self-destructive behavior; increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behavior; gains in self control and sociability; better handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity.

Indonesian Ministry of National Education (in Power, 2009) formulates life skills into following scope and categories: (1) Personal Skills, that cover devotion to the one and only God, having noble morals, understanding oneself, believing in oneself, self-study skills, rational thinking, respecting oneself, becoming a human who reflects the morals of God, and reaching individual optimal potential; (2) Social Skills, that comprise of working in a group, demonstrating social responsibility, being responsible, managing emotions, interacting with the community, participating in local and global culture, developing physical potential, sportsmanship, discipline, co-operation, and healthy living; (3) Academic skills that cover having knowledge, using scientific skills, scientific attitude, scientific thinking, thinking strategically, life-long learning skills, communication skills, scientific and technological skills, critical, creative and independent thinking, decision making, problem solving, skills of research and exploration, and ability to use technology; (4) Vocational Skills that consist of skills connected to a profession which link with one specific area such as sewing, farming, raising animals, automotive,

business skills, ICT skills, industry, and good attitude for the work environment.

4. Poetry

Poetry is one of the genres of literature that can be used in teaching grammar. This genre has both advantages and disadvantages in teaching learning process of grammar.

a. Definition of Poetry

Cubucku in Hismanoglu (2005:61) mentions, poetry is a rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey “love and appreciation for the sound and power of language”. At this juncture, it can be stated that students become familiar with the supra segmental aspects of the target language, such as stress, pitch, juncture, intonation by studying poetry. It can be said that poetry as an experience that has rhyming and rhythm, rhyming and rhythm show about power of the language in the poetry.

In addition, according to Collins Cobuild Dictionary in Dzukhelov (2013:8) a poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme. It can be said that poetry is words that has beauty and sound, it is arranged structurally in short lines that has rhyme. It can be said that poetry has words that have beauty, sound, lines, and rhyme. Tizhoosh (2008:26) describes that Poetry constitutes a strong unity between content and form and is a particular form of literature characterized by specific use of sound and meanings of language to create ideas and feelings. It can be concluded that poetry is a part of literature that has specific thing on it. Poetry has specific thing that are sound and meaning, sound and meaning is needed to create ideas and feeling to the poetry.

Therefore, poetry can be understood as a piece of writing in which the words are enjoyable with rhyming, rhythm, structure, and sound that has purpose to learn new vocabulary, revise grammar, improve pronunciation and promote creativity.

b. Kinds of Poetry

1) Haiku

According to Hamdi Hameed Yousif (2009), haiku is a "Japanese poem form with three lines of five, seven, and five syllables each, totaling seventeen syllables." A haiku is both a singular and plural noun, so students learning to write them will have the ability to condense their writing while also broadening their vocabulary to include more precise and concise words.

2) Limerick

According to Hornby in Nadya Khairy Muhamed Said (2014), a limerick is essentially a five-line poem that tells a story. In rows one, two, and five, there are typically nine beats, while rows three and four have six beats. The "anapestic rhythm or foot" is the ninth beat that is highlighted in rows 1, 2, and 5. (two syllables, short and long). Limericks can be used to help students remember information about all different academic areas, from engineering to anatomy. Incorporating rhymes as a means of retaining knowledge can be a motivating tool and very helpful for student learning because it is entertaining and contains brief rhyme

3) Cinquain

According to Janeczko and Paul in Muhammad Fadhli (2021), Cinquain is said to have been created by American poet

Adelaide Crapsey roughly a century ago and is comparable to the Japanese literary styles of Haiku and Tanka. A form of poetry known as cinquain consists of five brief, non-rhyming lines. Another technique for composing a cinquain is to write a fairly short story with just three parts: a beginning, a middle, and an end. One kind of poem that can be utilized in writing classes is the cinquain. Additionally, Putria and Aryusmar (2012) identified the following benefits of using French as a teaching tool: In addition to improving their vocabulary, increasing their awareness of how punctuation and word spelling are used in their writing, connecting their thoughts while writing poems, and enjoying writing Cinquain poetry of their own choosing, students who follow the phases of the writing process will eventually discover an easier way to write.

c. Advantages of Poetry

According to Maley in Hismanoglu (2005:55-56), there are some unique advantages that make poetry suitable for improving language learning they are:

1) Universality

The themes that poetry deals with are very common in all cultures; love, death, nature, children, etc. even though they are deal with differently. On the other hand, the use of poetic devices in all languages is also similar: rhythm, rhyme, mere, alliteration, assonance, figurative usage, etc. so, all students may have read some Poetry and are familiar with this literary form and its features.

Poetry is universality, it can be understood that poetry can connect to something that universal. A poet can use all of topic of the poetry in the world. There is no limit to explore idea in each

verse of the poetry. Poetry deals with all of culture and situation in world.

2) Non-triviality

Poetry normally deals with important experiences such as love and death. Moreover, poetries are written with the idea of heightening the readers' perception of not only what is trivial but of what is not as well. For the reason, poetry can be great to use in the classroom as students will respond to them in their own way.

Poetry is Non-triviality, it can be understood that poetry is related to nonfiction. Poetry is related to something real that happen around the students, such as love and death. It is one great strategy that can be used in teaching grammar; it will make them respond with their own way about the teaching learning process.

3) Motivation

The fact that students can work on poetry in a foreign language and even write their own is a motivation in itself because poetry is often seen as something very difficult to deal with. Hence, it increases one's self-confidence as well.

Students usually write poetry in Indonesian, but after learning English through poetry, they are inspired to write poetry in English. The students were motivated because it was something new for them.

4) Hands on

This advantage refers to the students being able to explore the language, to use vocabulary in a new way, to experiment with rhythm and sound and so on.

In conclusion, that the students are free to write anything that they interest.

5) Ambiguity and Interaction

Due to their nature, poetries raise different mental images in every person. Almost poetry has core meaning that most people would share but poetries also suggest individual interpretations. This is extremely good for starting a discussion as students will be able to share ideas which on the other hand, will be all valid (at a certain degree).

In conclusion, that poetry is ambiguity because each of the people will have their own interpretations about poetry.

6) Reaction and Personal relevance

Poetry triggers people's emotions in a more economical way. By developing people's reactions, poetry engages not only the intellect but also the feelings (Maley and Duff 1989). That is excellent because it gives teachers opportunities to teach emotional intelligence.

7) Memorability

We frequently memorize fragments of texts that we have read because we have enjoyed them or simply because we have liked the way they sound. The same happens with poetries and songs. It is a natural ability that lets students absorb the target language unconsciously. In that sense it is particularly useful for teaching vocabulary, collocations and short phrases.

8) Rhythm

One of the main features that make poetry so attractive is its rhythm and stress. Even if the rhythm reflected by poetry is not exactly the same as the one of everyday language, it can develop students' perception to it. Furthermore, it facilitates the reading of the poetries and it can improve pronunciation.

9) Performance

It refers to the benefits of reading poetry out loud. Due to its structure and rhythmical language it offers students the possibility of naturally pronouncing a word. In the EFL classroom many students feel uncomfortable when asked to read a text aloud. Besides the fact that they do not feel confident when they speak in English, sometimes it is difficult for them to identify and therefore be involved with the text. However, if they write poetry in English (they have chosen the topic and have had fun writing it), they may be a bit less hesitant to read it in front of their classmates.

10) Compactness

Compared with other forms of literature, Poetry is the only that can provide a full context in a compact form. Its vocabulary is very concentrated and associative. Students should be given the opportunity of working with poetries and write their own because that will let them explore the flexibility of the language and the quality of the words.

In conclusion, there are ten advantages of using poetry in teaching. First is universality, it means that poetry deals with all of culture. Second is non – triviality, it means that poetry related to something that real in life or something that related to experience. Third is motivation, poetry can make students motivations appear in learning. Fourth is hands on, based on poetry students are able to explore a language. Fifth is Ambiguity and Interaction, poetry has different meaning based on individual interpretations. Sixth is Reaction and Personal relevance, poetry can improve both students intellect and feeling. Seventh is memorability, poetry can make students are able to memorize a lesson. Eighth is rhythm, poetry can make students are attractive. Ninth is performance, poetry can make students want to perform. The last one is compactness; poetry can

explore students' quality of the words along with transcription and pronunciation.

B. Review of Relevant Studies

Related to this research, the researcher also finds other researchers which are relevant to this research. All of the previous researches talk about poetry in EFL context. There are two research that relevant with this research. First is Suswati Hendriani's research, the title is increasing students' motivation to learn English grammar through poetry on year 2015. The purpose of this article is to show the readers how the uses of poetry can increase students; motivation in learning English grammar. There are some other positive effects of the use of poetry poetry-based techniques on interest, their ways in learning English grammar, their vocabulary mastery, listening ability, speaking ability, reading ability, writing ability, translating ability, and on the other sides of the students. The similarity is the researchers discuss about one topic that is poetry. The differences are Suswati's research is about students motivation to learn grammar by using poetry, while this study focuses on analyzing A Review of the Use of Poetry in Teaching English in EFL Context.

Second is Depaa's research, the title is Teaching Poetry Enhances Speaking Skills –an Analysis Based on Select Poems on year 2018. Poetry is one of the interesting areas in Literature which always awakens the senses and promotes literary things. It serves not only a model of literature but also a model for teaching skills of language such as reading and writing. Poetry is an effective way of language teaching. It helps the people to understand culture and to know the language. It also gives pleasure to the readers and gives them new models in their life to follow. Learning literature provides a platform to improve the communication skills of students. When the students read poetry, it improves their vocabulary, sentence formation, syntax, fluency and the creative skills. The genre poetry not only improves the communication skills but also improves the four skills such as LSRW ie, Listening, Speaking, Reading and writing. The similarity is the researchers discuss about one topic

that is poetry in EFL context. The differences are Depaa's research focus on teaching poetry Enhances speaking skills – an analysis based on select poems, meanwhile this research is about analyzing of the poetry in improving students English in EFL context. The similarity is that researchers discuss one topic, namely poetry in the context of EFL. The difference is that Depaa's research focuses on Targeting Communicative Competence Through Poetry as a Tool, while this study focuses on analyzing A Review of the Use of Poetry in Teaching English in EFL Context.

Third is Depaa's research, the title is Targeting Communicative Competence Through Poetry as a Tool. Poetry serves not only a model of literature but also a model for teaching skills of language such as reading and writing. Poetry is an effective way of language teaching. The student can easily relate structures and themes with the help of poetry. Moreover, it promotes the students to learn new words and different literary terms. This paper focuses on how communication skills can be improved through listening to poetry. Learning literature provides a platform to improve student's communication skills. When the students read poetry, it improves their vocabulary, sentence, syntax, fluency and the creative skills. Teaching poetry is also interesting as far as teacher's point of view is concerned. Learning poetry helps the students to enhance their fluency. Targeting Communicative Competence Through Poetry as a Tool.. The similarity is that researchers discuss one topic, namely poetry in the context of EFL. The difference is that Depaa's research focuses on Targeting Communicative Competence Through Poetry as a Tool, while this study focuses on analyzing A Review of the Use of Poetry in Teaching English in EFL Context.

Next, The study Conduct by Dzukhelov with the title *Teaching English through Poetry*. Master's Degree in Secondary Education, Vocational Training and Language Teaching 2013/2014 reveal that poems are authentic materials that, due to their appealing structure, rhythm, and sound, suggest a quick and enjoyable way of learning new vocabulary, revising grammar, improving

pronunciation, and promoting creativity. It can be concluded that poetry is material that can be used in teaching because it has appealing structure, rhyme, and sound. Because the poetry has appealing structure, rhythm, and sound, it makes the poetry become a quick and enjoyable strategy to be applied in the classroom. Poems can be used to make learning enjoyable in learning vocabulary, revising grammar, improving pronunciation, and promoting creativity. The similarity is that researchers discuss one topic, namely poetry in the context of EFL. The difference is that Dzukhelov research focuses on Targeting Communicative Competence Through Poetry as a Tool, while this study focuses on analyzing A Review of the Use of Poetry in Teaching English in EFL Context.

The study of Susikaran 2013 explains how the use of poetry in the grammar class can provide an effective and collaborative means of language learning and of personal expression. From the explanation above, the researcher concludes that poetry can be used in teaching grammar class. The use of poetry in grammar class will provide students with language learning effectively. Poetry not only allows students to learn languages more effectively, but it also allows students to express themselves creatively. learn language learning effectively when the students can learn the language learning from the poetry well. They can learn language learning directly from the poem. The similarity is that researchers discuss one topic, namely poetry in the context of EFL. The difference is that Susikaran research focuses on Targeting Communicative Competence Through Poetry as a Tool, while this study focuses on analyzing A Review of the Use of Poetry in Teaching English in EFL Context.

In addition, the study conduct by Sarac in Hismanoglu (2005:61) with the title *songs, verse and games for teaching grammar* explains that poetry provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax, and vocabulary. It can be concluded that poetry can make the students can see the language use from

different point of view. The lecturer inserts the known usages and rules of grammar, syntax, and vocabulary to the poetry, therefore based on the poetry the student can learn in through the poetry that has made by the lecturer. It can be said that the students can see the learning material from different point of view that is poetry. The similarities of this research with Sarac's research is discuss the same topic namely poetry in EFL. The differences is sarac's research not only focus focuses on poetry but the other kind of literature. While this research only focus one the use of poetry in teaching English in EFL context.

Metin (2000) explains that Poetries, like songs, contextualize a grammar lesson effectively, since poetry is often spoken, repeated, deal with, and considered, it acts as an effective tool for practicing a specific grammatical structure. Through repeating and considering the poetry, the grammatical structures become more deeply internalized. Thus, poetry not only provides a rewarding resource for structured practice of grammar, but also a proper basis for review. From that explanation, the researcher can be concluded that poetry is effective tool to teach grammar lesson. Considering poetry that will be used in the classroom will make the students more deeply understand.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research was a literature review or library research . According to Sarwono (2006) mentions that library research is a study that studies various reference books as well as the results of previous similar studies that are useful for obtaining a theoretical basis for the problem to be studied. Additionally, Khatibah (2011) mentions that library research is as an activity carried out systematically to collect, process, and conclude data using certain methods / techniques to find answers to problems encountered through library research.

In this research, the researcher collected process and concluded International Journals in Google Scholar which is expected to get an overview of the Use of Poetry in Teaching English in EFL Context.

B. Data and Source of the Data

The data of this research were writings about Use of Poetry in Teaching English in EFL Context. The data in this research was secondary data. Secondary data were obtain not from direct observation. However, these data were obtained from the results of research conducted by previous researchers. The secondary data source was in the form of research results that have been carried out and published in national and international online journals. When conducting this research, the researcher has conduct a research journal published on the internet using search research Gate and Google scholar with the keywords; Poetry in EFL context, the effectiveness of using poetry, and teaching English by using poetry.

The data collection process was carried out by filtering based on criteria determined by the authors of each journal taken. According to Arksey & O'Malley (2007) indicated that in scoping study develop inclusion and exclusion criteria. The inclusion criteria used in our scoping study related to the: type of study; type of intervention; care recipient group; and carer group. In this research to collect of journal the researcher used inclusion criteria, as follow as;

- 1) The year of the literature source taken from national and International journal, the suitability of the writing keywords, the relevance of the results of the writing and the discussion.
- 2) Strategies in collecting various literature journals using accredited journal sites such as Research Gate and Scholar.
- 3) An effective way of writing for journal settings is by entering keywords according to the title of the article and conducting a search based on advance search by adding and/or notation or adding a + symbol. For example, researchers do a search on the Google Scholar search engine by typing the words "(The use of poetry) and (in EFL context) ". Or by typing |The use of poetry + |in teaching English|.
- 4) Do a search based on full text
- 5) Assessing journals from abstracts based on research objectives and conducting critical appraisals with existing tools.

3.1 Table The inclusion criteria

Criteria	Inclusion
Time period	Publication date of the last 10 years starting from 2010 to 2022
Language	English
Subject	English Foreign Language Student's in any level
Article type	Original article or article in full text
Article content theme	The use of poetry in EFL context

C. Research Instruments

The key instrument of this research will be the researcher himself. As supporting instrument, beforehand, there are two instruments in collecting the data; first, data collection in the form of symbolic verbal, which is collecting texts that will be analyzed. In collecting this data researcher can use recording tools, such as photocopies and so forth; second, data card that functions to record the results of data that will be obtained to make it easier for researchers to clarify data that has been obtained in the field (Mirshad: 2014) in Asmendri & Sari: 2020).

In this research, the researcher took the data by using data card or note taking card as the supporting instrument for collecting the data.

D. Technique of Data Collection

In collecting the data, the researcher uses documentation techniques. It means that data is collected from related documents, whether in the in the form of books, journals, magazine, articles, or other scientific works related to the title raised by researcher. The related documents are taken from data sources that have been discussed in the previous section.

E. Technique of Data Analysis

Research journals that match the inclusion criteria are then collected and a journal summary were developed of each article related to Author(s), year of publication, study location, Intervention type, and comparator (if any); duration of the intervention, study populations (carer group; care recipient group), aims of the study, methodology, outcome measures, important results Arksey & O'Malley (2007). While, according to Humairah (2021) journal summary is made including the name of the researcher, the year of publication of the journal, study design, research objectives, samples, instruments (measurements) and a summary of the results or findings.

The summary of the research journals is entered into a table sorted according to alphabetical order and the year the journal was published and in accordance with the format mentioned above. To further clarify the analysis of the abstract and full text of the journal, read and observe. The journal summary then analyzed the contents contained in the research objectives and research results/findings. The analytical method used is journal content analysis.

Fraenkel & Wallen (2007) states content analysis is a research tool that is focused on the actual content and internal features of the media. In this analysis, the process of selecting, comparing, combining and sorting out various insights until relevant ones are found (Prayitno & Anti: 2009). Chelimsky (1989); deciding to use content analysis, determining what material should be included in content analysis, selecting units of analysis, developing coding categories, coding the materials, and analyzing and interpreting the results.

Table 3.2 Table of Journal Data analyses:

Journal	Description	Conclusion
Author		
Year		
Tittle		
Name Of Journal		
Volume		
Issue		
Pages		
Doi		
Website		

Abstract		
Purpose/Research Question (s)		
Literature Review		
Methods (describe how the study conducted by the researcher)		
a. Research Design/Type		
b. Population /Sample		
c. Instruments		
d. Research Procedure		
Result/Finding		

BAB IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses the finding of the research to answer the research question about an analysis of using poetry in Teaching English in EFL context and the procedures in application poetry in teaching writing skill. The document of this research is International Journals in Google Scholar. The researcher found 16 journals about using poetry in teaching English in EFL. The researcher used data card in collecting the data. Then, the researcher analyzed those journals by using content analysis.

1. The Use of Poetry in Teaching English in EFL Context

a. Poetry As a Tool to Improve Students' Language Component in EFL

a) Vocabulary

When analyzing the documents, the researcher found 5 documents related to this finding; J1, J6, J7, J10, J13. Those documents could be seen as follows:

J1: Baki Özen (2012) entitled *Teaching Vocabulary Through Poetry in An EFL Classroom* reveal that teaching vocabulary through poetry in an EFL classroom is useful for the students in terms of developing their vocabulary knowledge because using poetry-based vocabulary teaching activities help the learners enhance more extensive vocabulary knowledge.

Based on the journal above, it could be seen that using poetry in teaching vocabulary can make the students more extensive vocabulary knowledge.

Related to this item, the researcher found in **J7:** Saima Khan (2019) with the title why and how to use a poem in ELT classroom indicated that using poems can work as a means to enrich

vocabulary. They are a great source for familiarizing students with an extensive vocabulary and its usage. Asking students to make out meaning of the words from the context or by using supplementary materials can help them to expand their knowledge of vocabulary.

From the journal above, poetry used as a tool to improve students' knowledge of vocabulary. It could be seen through conducting an activity like asking students to make out meaning of the words from the context. So, it became poetry as a tool in improving students vocabulary.

The last document related to this item is **J10**: Ali Imron and Winda Candra Hantari (2021) entitled *Metathesis: Journal Of English Language Literature And Teaching* reveal that Poetry as a genre in Literature is applicable improves students' vocabulary mastery seen from the improvement of the diction in their writings.

From the journal above, through the poetry the students' have a good improvement in making diction in their writing. It proved that the poetry is interesting tool to improve students vocabulary.

b) Grammar

There were some documents proposed that the use of poetry as a tool to improve students' grammar knowledge in EFL context. When analyzing the documents, the researcher found four documents related to this finding; J2, J10, J12, J13. Those documents could be seen as follows:

Found in **J2**: I.G.A. Lokita Purnamika Utami (2012) with the title *Learning English Through Poetry for EFL Students*. The teacher can involve students in interactive and rewarding grammar drill by creating pattern

poems that focus on a specific component of grammar or syntax. Pattern poetry, for example, can be used to teach adjectives, linking verbs, and nouns. Pattern poems can be utilized with learners of all levels and ages, and they are especially successful in the EFL classroom since they can be adapted to teaching purposes such as grammar and sentence structure.

Based on the document above, poetry can be used as a strategy to improve students' grammatical. It could be seen through poetry the students can creating pattern which focus on several component of grammar. Automatically by writing the pattern students will also practice the use of grammar. Next, the fifteen documents:

J13: Abd-Al-Hameed Mustafa Jabsheh (2019) entitled *The Positive Relationship between Teaching or Using English Poetry as an Instructional Source and the Teaching Learning of Different Language Skills and Sub Skills*. This journal reveals that a positive relationship between teaching or using English poetry as an instructional source and the teaching learning of different language skills such as reading, listening, speaking, and writing, as well as other language sub skills such as pronunciation, grammar, structure, and vocabulary, is existent and clearly asserted and vouched for.

From the journal above it can be conclude that, poetry used as source in teaching language skill and sub skill, one of sub skill can improve by using poetry is grammar. Thus, it became the use of poetry as a tool in improving students' sub skill.

c) **Pronunciation**

Related to this finding, there were several documents proposed the use of poetry in teaching English, they are: J2, J7, J9, and J13. For instance, J9 and J11 representing other informant indicated that:

The first document **J7:** Saima Khan (2019) with the title *why and how to use a poem in ELT classroom* indicated that using poem

to teach various aspects of language development ranging from pronunciation. Making the students narrate a poem can act as an excellent platform to work on their articulation of different phonemes. It acts as a means to promote understanding of the phonics of English.

Based on the journal above, through the poetry the students can practice poem present on their articulation. It acts will improve students pronunciation.

Next, **J9:** Pedro Antonio Férez Mora, Yvette Coyle and Antonio Maurandi (2020) with the article's title *The use of poetry for EFL: Exploring the beliefs of primary school trainees* reveal that poetry-based English lessons to be more useful for developing language skills, pronunciation. By doing reading aloud given the rhythmic nature of poetry was useful for assimilating the sounds and intonation of the language.

From the journal above, it could be seen that poetry used as tool to conducting activity in teaching English, one of the activity is reading aloud. By practicing reading a loud it could be given good impact to students' pronunciation. Thus, it became the poetry used as a tool to improve students' pronunciation skill.

b. Poetry As a Tool to Improve Students' Life Skill in EFL

a) Motivation

The next finding is improving students' motivation; this information stated that in documents: J3, J4, J9, J10, and J11. For instance, J3 and J4 representing other informant indicated that;

J3: Farzaneh Aladini, Farzin Farahbod And Masoumeh Arjomandi (2015) entitled *Using Poetry, Rhyme And Rhythm As An Effective Motivational Strategy In The Efl Classroom*. This journal reveal that the use of poems in EFL classrooms enhances the students' motivation in learning English. The finding indicated that

students' attitudes toward poetry changed from negative to positive, and poems brought up powerful emotional responses to the classroom.

From the journal above, it can be reviewed that poetry brought up positive impact on students' emotional in following learning English. Thus, it conclude that the poetry use as a tool improve students' motivation.

Related to this item, the researcher also found in **J4:** Safiye İpek Kuru Gönen (2018) entitled *Implementing Poetry In The Language Class: A Poetry-Teaching Framework For Prospective English Language Teachers*. This journal reveals that reveal that implementing poetry in the language class helped to promote motivation, creativity and self-expression along with multi-skill development and interaction among learners. PSTs stated that experiencing poetry through POT helped them to change their negative beliefs into positive, and to gain awareness about integrating poetry in language teaching.

From the journal before, it can be seen that poetry have a positive impact for the English learner, it could be seen that poetry helped them to change their negative beliefs into positive. Thus, through this statement it became the use of poetry to improve students' motivation.

b) Creativity

When analyzing the documents, the researcher found three documents related to this finding; J4, J5, J10. Those documents could be seen as follows:

J4: Safiye İpek Kuru Gönen (2018) entitled *Implementing Poetry In The Language Class: A Poetry-Teaching Framework For Prospective English Language Teachers* reveal that implementing poetry in the language class helped to promote motivation, creativity and self-expression along with multi-skill development

and interaction among learners. A poem that was written a long time ago by somebody else in a different part of the world could reflect similar feelings based on similar human experiences. Hence, from a reader response perspective, the participants were able to make connections between themselves and the poems by sharing their real-life experiences and responding to the poems in a creative way.

Based on the journal above, poetry used as a tool to improve students' creativity and self-expression because by written the poem students' can develop creativity such based on real life.

c. Poetry as a Strategy to develop Students' Teaching Skill in EFL

There were a documents proposed that poetry as a strategy to develop students' teaching skill in EFL. Those documents could be seen as follow:

J5: Maria Vincentia Eka Mulatsih (2018) with the journal's title *Learning Poetry as a Strategy To Develop Students' Teaching Skills* reveal that poetry can be used not only for improving students' oral skill but also for improving students' teaching skill especially for sharing the material. this journal stated that are two main importance realize to be had. The first was their independency as autonomous learners when they had to master the materials well before sharing. The second was their own creativity to deliver the materials so other friends would understand the material because their interesting way to share the knowledge mattered. Other teaching expertise that could be gained dealt with students' awareness of collaboration in their team to achieve the goal together. It symbolized the relation that needed to be built among teachers in a school.

Based on the journal above, it could be seen that through poetry the students' sharing the material skill will improve.

Likewise, sharing the material is one of skill in teaching. So, it became that poetry as a strategy to develop students' teaching skill in EFL.

d. Poetry As a Strategy to Improve Students' Language Skill in EFL

There were some journal indicated that poetry can used as a strategy to improve students' language skill, they are; speaking, writing, listening and reading. That information can follow as:

a) Speaking

When analyzing the documents, the researcher found four documents related to this finding; J6, J8, J9, J13. For instead J8 presenting the other information.

J6: Faisal Rahman (2018) *Teaching English Through Poem* reveal that he use of poem in English language teaching can help the teacher improve the students' English language skills and knowledge about the culture of the nation of English.

Based on the journal above, it showed that poetry is one strategy in teaching language skill such speaking. By conducting some step in teaching English through poetry. This activity improved students' language skill including speaking. Thus, it became poetry as strategy to improve students' language skill in EFL.

b) Writing

J2: I.G.A. Lokita Purnamika Utami (2012) with the title *Learning English through Poetry for EFL Students*. This journal reveals that enhances students' productive skills such as speaking, communicative pronunciation and writing skill. Students can add more lines or stanzas individually or in pairs or groups. They can write a letter to a character in the poem, write about what

From the journal above, writing is one of skill in English that also categorized as productive skill. By conducting some activity in writing poetry, It could be improved students productive skill including writing

To support statement above, the researcher found in **J13:** Abd-Al-Hameed Mustafa Jabsheh (2019) entitled *The Positive Relationship between Teaching or Using English Poetry as an Instructional Source and the Teaching Learning of Different Language Skills and Sub Skills* reveal that a positive relationship between teaching or using English poetry as an instructional source and the teaching-learning of different language skills such as reading, listening, speaking, and writing as well as other language sub skills such as pronunciation, grammar, structure, and vocabulary, is existent and clearly asserted and vouched for.

Based on the journal above, it can be seen that used poetry as source in teaching have positive relationship with language skill, one of them is writing also include in productive skill. It can be useful for enhance student's productive skill

J14: P Andi Sudarmin Azis, Riki Bugis, Harziko (2022) entitled *The Ability In Writing Narrative Text By Using English Poetry At The Students Of Al Asyariah Mandar*. This journal reveal that English poetry as a teaching medium can be an alternative and effective way of teaching writing class where students can relate the topics and keywords of English poetries to the students' own real life experiences in which the topics and keywords of English poetry can be an inspiration for the students in writing narrative text or it can be a foundation to develop their writing narrative text. The use of English poetry can help students write better narrative texts.

From the journal above, poetry used as alternative medium in teaching writing. It could be seen through poetry can be inspiration for the students to develop writing skill especially in

narrative text context. Thus, it became the use of poetry as a tool to improve students' writing skill.

c) **Listening and Reading**

When analyzing the documents, the researcher found several documents related to this finding; J6, J9, J13. For instead J8 representing the other information.

J6: Faisal Rahman (2018) *Teaching English Through Poem* reveal that he use of poem in English language teaching can help the teacher improve the students' English language skills and knowledge about the culture of the nation of English. By read aloud or dramatized, could help them imitate or get phonemes right. One also poems are perfect examples of texts that can be read aloud or recorded so that learners can listen for the main ideas, and not just for the phonemes.

Based on this journal, it could be seen that students' language skill like, reading and listening will improve by doing some activity through poetry. Thus, it became the use poetry as a strategy to improve students' listening and reading skill.

2. The procedures of The Use poetry in teaching writing skill

From the analysis of journal above, the researcher found that the were eight documents with percentage 44% it could be conclude that from eighteen of journal analyzed the most of use of poetry is to teach writing skill. In this finding the researcher also found the procedures of application poetry in teaching writing skill. When analysis journal about poetry writing which is in J2, J14, J15, and J16, the researcher found the procedure of poetry writing in three levels, they are: elementary school, senior high school and university level.

a) Elementary School Level

When analyzing the documents, the researcher found this finding in J15.

J15: Aryusmar and Winda Putria (2014) untitled *The Effectiveness Of Teaching Creative Writing Using Cinquain Poetry* reveal that the teaching creative writing using Cinquain poetry was proved to be an effective medium at Elementary School. In implementation of The Cinquain poetry there are several should follow such: pre-writing, writing, revising, editing, and post-writing.

Based on this journal, it could be seen that there are some activities should follow by students at elementary school in teaching writing skill trough poetry such as: pre-writing, writing, revising, editing, and post-writing.

b) Senior High School Level

The next finding is the procedures teaching writing skill at senior high school level, the researcher found this finding in J2.

J2: I.G.A. Lokita Purnamika Utami (2012) with the title *Learning English through Poetry for EFL Students*. This journal reveals that there are some activities in teaching poetry writing such as First, it can be started from the title. Ask the students what it means, but don't put too much detail here, because it will ruin the later enjoyment. Ask the students what kind of important decision in life they could think of, and ask them whether they can always decide something important easily. Read the first stanza and ask the students to think about what the words "undergrowth" and "diverged" . Ask them to read the whole poem. Ask the class about the meaning of the phrases in the poem. Encourage the students to write about an important decision in their lives. What

decision did they take? Why? Do they feel it was the right decision? Do they have regret? Why?

c) University Level

Related to this finding, at university level there three kind of several procedures of using poetry in writing at university level found in J14, and J16.

J14: P Andi Sudarmin Azis, Riki Bugis, Harziko (2022) entitled *The Ability In Writing Narrative Text By Using English Poetry At The Students Of Al Asyariah Mandar* reveal that there are some setting activities should follow by the students in writing poetry class, they are: Selection of Topics, Group Discussion, and Individual Task

J16: Maria Safriyanti (2016) with the title *Improving Students' Analytical Essay Writing Based On Poetry Through Literary Response Approach* reveal that poetry can improve students' analytical essay writing with follow some activities like: They had the ability to state their ideas on introduction based on its chosen title, they were also able to develop their thesis statement on main body and finally, they concluded their ideas by giving the summary of the main point for the conclusion.

From the journal above it could be conclude that from 18 journals poetry used as strategy in teaching writing sill. There are 5 kind of setting procedure of application poetry in teaching writing skill, these procedures divided for three level, elementary school, senior high school and university level.

B. Discussion

Based on the sixteen findings of the journal above, to answer the first research question the researcher found there were three the uses of poetry in teaching English in EFL; Poetry as a Tool to Improve Students' Language Component Skill in EFL, such as: vocabulary, grammatical knowledge and . Poetry as a tool to improve life skill such as; pronunciation, motivation and creativity. Poetry as a Strategy to Develop Students' Teaching Skill in EFL, Poetry as a Strategy to Improve Students' Language Skill in EFL, such as: speaking, writing, listening and reading. The answer of second research question is poetry often used in teaching writing skills and poetry is still rarely used in developing teaching skills. And the third research question for apply poetry in teaching writing skill there are some procedures activities should follow by the students. These procedures divided into three levels, such as: elementary school, senior high school and university level. For detail finding discuss as follow:

1. The Use Of Poetry in Teaching English in EFL Context

The first finding is the use of Poetry as a Tool to Improve Students' language component skill in EFL. This finding grouped into three types, namely; vocabulary, grammatical knowledge and pronunciation. The most documents or a journal has emphasized that poetry useful as a strategy to improve students' language component skill. In this study it was found that there were four journals that indicated poetry as a tool to improve students' grammatical knowledge with percentage 25%. For vocabulary and pronunciation it also was found in were five journals with percentage 31%.

The second use of poetry, as a tool to improve life style skill this finding grouped into three types; motivation and creativity. It support by Dzukhelov (2013) poems are authentic materials that, due to their appealing structure, rhythm, and sound, suggest a quick and enjoyable

way of learning new vocabulary, revising grammar, improving pronunciation, and promoting creativity

So the conclusion from the findings of this study found that there were some uses of poetry in teaching English, for example researcher s by Jabshah (2019) entitled *The Positive Relationship between Teaching or Using English Poetry as an Instructional Source and the Teaching Learning of Different Language Skills and Sub Skills*. In his finding, there were two the use of poetry in teaching English in EFL context such, the use as strategy to improve students' language skill and sub skill. In Addition suswati (2015) indicated that the uses of poetry can increase students; motivation in learning English grammar. There are some other positive effects of the use of poetry poetry-based techniques on interest, their ways in learning English grammar, their vocabulary mastery, listening ability, speaking ability, reading ability, writing ability, translating ability, and on the other sides of the students

Poetry as a Strategy to Develop Students' Teaching Skill in EFL. In this study there were two main importance realize to be had. The first was their independency as autonomous learners when they had to master the materials well before sharing. The second was their own creativity to deliver the materials so other friends would understand the material because their interesting way to share the knowledge mattered. Other teaching expertise that could be gained dealt with students' awareness of collaboration in their team to achieve the goal together. It symbolized the relation that needed to be built among teachers in a school. In this study there were one journal showed that poetry used as strategy to develop students' teaching skill with percentage 6%. According Mulatsih (2018) with the journal's title *Learning Poetry as a Strategy to Develop Students' Teaching Skills* reveal that poetry can be used not only for improving students' oral skill but also for improving students' teaching skill especially for

sharing the material. In his finding, found only one the use of poetry as a strategy to develop students' teaching skill.

The next fourth use of poetry, Poetry as a Strategy to Improve Students' Language Skill in EFL. Language skill refers to the ability to use or produce English language properly such as; speaking, writing, listening and reading. The most documents or a journal has emphasized that poetry useful as a strategy to improve students' language skill. For speaking skill the researcher found in 4 of 16 journals with percentage 25%, writing skill was found in 8 of 16 journals with percentages 50%, listening skill was found in 3 of 16 journals, and reading skill was found in 4 of 16 journals with percentages 25%.

As the finding of Utami (2012) with the title *Learning English through Poetry for EFL Students*. This journal reveals that poetry enhances students' productive skills such as speaking, communicative pronunciation and writing skill. In his finding, indicated only one the use of poetry that the poetry use as a tool to improve students' productive skill.

2. Using Poetry In Teaching Writing Skill

Poetry is one of the literary works which has to be mastered by the students. It becomes necessary because it provides many benefits to the students one of them improving students' writing skill. Based on the finding, the poetry often used to teach students' writing

3. To find out the procedures or the activities of application poetry in teaching writing skill

a. Elementary School Level

According to Deswita (2014); Aryusmar & Putria (2014), had proven that the use of poetry auauthentic material was effective in minimizing students' difficulties in writing descriptive text and enriching their vocabularies. Aryusmar & Putria proven that the students follow the phase of creative writing process, they found the

easiness of writing so that they enjoy writing their own poetry. They successfully enriched their vocabularies. They become more aware of the use of punctuations and words spelling on their writing.

Adam and Babiker (2015) revealed that teaching English literature can intensify students' creative writing, assist them to develop creative imagination and language use when writing, and improve their literary techniques, figures of speech and literary elements in creative writing.

Here there some procedures use to teach writing skill. First, at elementary school. There three procedures that the students should follow. The first pre writing, in this procedure the students and the teacher interact each other such as: Reading the poem, Pre-teaching vocabulary, Leading questions the aim of giving this question is to brain storming in order to build students' ideas in their next writing phase and Re-reading the poem. After they had read the poem together, the writer asked them to do their writing. The writer distributed a piece of paper which was completed with the guidance for them how to write their own Cinquain poem since it was the first time for them to write their own Cinquain poems. As soon as the students finished their writing, the writer asked them to check again their writing. The writer gave the time for them to do a revision and editing.

b. Senior High School Level

According Utami (2012) indicated that a poem can spark off some wonderful creative writing. Students can add more lines or stanzas individually or in pairs or groups. They can write a letter to a character in the poem, write about what happened before the beginning or after the ending of the poem and so on. Students may do a summarizing work. Longer poems can be summarized in fifty words. And this stimulates the students to use their creative writing skill Students could also use the poem as a starting point and model for a writing topic.

c. University Level

The procedures indicated by Aziz, Andi Sudarmin, Riki Bugis, & Harziko (2022) there are several procedures applied in the application of English poetry in the writing class, namely: 1) Selection of Topics, Themes of interest to adult learners may include issues of personal identity and concepts such as friendship and love. 2) Group Discussion, after selecting several English poetry themes, the students were divided into four groups. Groups are formed with four to five student's in each group. These activities are carried out by students in group work, namely reading and understanding poetry, discussing in their groups the conclusions of the poem, main ideas and making conclusion from the poem. After that, each group representative told the class about the results of their discussion in their respective groups before moving on to individual assignments. 3) Individual Task, after discussing in groups, students were asked to write down their own experiences related to the meaning of the English poetry text that had been given to them. It is assumed that students get more ideas from their previous activities to write their own experiences. Kirkgoz (2018) states that the cultural background of poetry needs to be studied, and culturally relevant poems for students are chosen so that students can relate the poem to their life experiences.

The other procedure by Maria Safriyanti (2016) indicated that there were several procedures of application poetry in teaching English. On the first cycle the researcher focused on students' writing in „intrinsic value. The second cycle, students focused on the „extrinsic value“ for their writing. The third cycle, the students were given the chance to choose their essay writing based on the both values.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, the researcher found the use of poetry in teaching English in EFL context. From 16 (sixteen) journals taken from national and international journal sites on the internet by students in several countries from 2010 to 2022, this shows that: first, the uses of poetry in teaching English in EFL context; Poetry as a tool to improve students' language component skill in EFL, such as: vocabulary, grammatical knowledge, pronunciation. Poetry as a tool to improve students' life skill in EFL such as; motivation, creativity. Poetry As a Strategy to Improve Students' Teaching Skill in EFL. Poetry As a Strategy to Improve Students' Language Skill in EFL, such as: Speaking, writing, listening and reading. The second, Of the 16 journals 8 journals found with a percentage 50% as the highest percentage, those journals indicated that the use of poetry as a strategy to improve students writing skill. 1 journal found with 6% as the lowest percentage that indicated poetry as a strategy to improve students' teaching skill in EFL. So the conclusion is that poetry is proven to be relevant in improving the English skills of foreign learners, which in this study was dominantly used in teaching writing skills and rarely used in developing teaching skills.

For apply poetry in teaching writing skill there are some procedures activities should follow by the students. These procedures are divided into three levels, such as: at elementary school; Pre-writing Writing, Revising , Editing, and Post-writing. At senior high school, identifying the title, brainstorming and writing. At university level; 1. Selection of Topics, Group Discussion, and Individual Task. 2. Focused on Writing in intrinsic value, focused on the extrinsic value, and essay writing based on the both values.

B. Suggestion

Based on the result of this research, the researcher would like to give some suggestions as follow:

1. English Students

Based on the result of this research, It is necessary for the students to know the use of poetry is not only for enhancing writing skill , but also another skills of English. In addition, students should pay more attention to lecturer's explanation. So that, it can help students more understand the concept.

2. Lecturers

Based on the result of this research, the researcher gives suggestion to the lecturers to be more pay attention on using poetry because it can definitely increase all the skills of English, such; language skill, sub skill, productive skill, and teaching skill

3. The Next Researcher

Based on the result of this research the researcher gives some suggestion to the next researcher. It is suggested to the next researcher to find out how to teach poetry in improving other skill in EFL like speaking, reading and vocabulary.

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