STRATEGIES FOR TEACHING AND LEARNING ENGLISH POEM

THESIS

Submitted to the English Teacher Department of Tarbiyah and Teacher Training Faculty of IAIN Batusangkar as A requirement for Obtain Bachelor Degree in English Teaching

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THESIS ADVISOR'S APPROVAL

The advisor of MUTIARA IKHSANI, Reg No. 16 3010 4038 entitled "STRATEGIES FOR TEACHING AND LEARNING ENGLISH POEM", approved that the above-mentioned thesis has fulfilled the requirement to proceed to thesis examination.

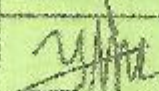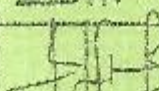This approval is granted and used appropriately.

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Thesis written by MUTIARA IKHSANI, Reg. No. 1630104038, entitled "STRATEGIES FOR TEACHING AND LEARNING ENGLISH POEM" has been examined by board of examiners of English Teaching Department, Faculty of Tarbiyah and Teacher Training of State Institutefor Islamic Studies of (IAIN) Batusangkar on Sunday, August 18th2021 and approved to be accepted as the requirement for obtaining SarjanaDegree (S1) in English Teaching Department.

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ABSTRAK

MUTIARA IKHSANI, NIM 1630104038, Judul Skripsi : **"STRATEGIES IN TEACHING AND LEARNING ENGLISH POEM"** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar.

Penelitian ini dilatar belakangi oleh pelajar dan pengajar yang masih bingung cara memahami puisi, dan membutuhkan berbagai strategi untuk mengatasinya. dimana strategi tersebut ditemukan di berbagai artikel. Adapun tujuan dari penelitian ini adalah untuk menganalisis strategi apa saja yang digunakan oleh pelajar dan yang mengajar baik guru maupun dosen dalam memahami puisi berbahasa inggris.

Jenis penelitian ini adalah literature review dengan metode kepustakaan, sumber data dalam penelitian ini adalah 15 artikel baik journal internasional dan nasional yang membahas tentang strategi dalam memahami puisi bahasa inggris. Teknik pengambilan data pada penelitian ini menggunakan teknik analisis dokumen. Untuk instrumen yang digunakan dalam penelitian ini yaitu tabel tabel kerja. Selanjutnya, dalam menganalisis data, peneliti menggunakan teori Fraenkel and wallen (2007).

Dari hasil analisis data dapat ditarik kesimpulan bahwa ada 15 strategi yang dapat digunakan, strategi ini di pisahkan menjadi 2, yaitu strategi pengajar (1) the traditional approach, (2) integrated approach, (3) the small group discussion, (4) the new approach, (5) positive classroom environment, (6) anticipating the theme, (7) building it from scraps, (8) recontruction the text, (9) multimodal approach, dan strategi pelajar yaitu: (1) a visual approach, (2) learner team achievement and division (STAD), (3) cooperative integrated reading and composition (CIRC), (4) analyzing a poem in classroom, (5) two stay- two stray strategy, (6) music application.

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CHAPTER I

INTRODUCTION

A.   Background of the Problem

Literature is a collection works of art composed of words. Literature means imaginative or creative writing seen is looked at for its artistic value. Most of literary works are written, but some of them were transmitted orally or by word of mouth. According to Rezki, Imelwaty, and Yendra (2013:1) literature is a creation created by author to deliver messages with communicating the author's intentions. It means literature is a work of art made by an author to communicate signals about the author's aim.

Learning literature means we learn knowledge in the form of thought that has been reflected by authors, we can gain insight into ideas about the world and reality that is describe through the author. Even criticsm sosial, politics, law contained in literature can help us make decisions in the transition of social life, political, and ilegal.

Furthermore, the objective of literature is to convey ideas, experiences and sentiments. By using literature, help lecturers to bring out the ideas about knowledge and help them to be used in classroom as media in teaching english. Therefore by studying literature allows learner to comprehend, produce and improve literary work by allowing them to express their feelings, imaginations, and knowledge using literary language. Learners awareness of their feelings, imagination, experience, and knowledge was sharpened as literary language was carefully picked and grouped into a series of words constructed by paying attention to ideas, topics, contents of diction, majas and spelling.

Poetry, prose and drama are only a few examples of literary topics that must be studied. First and foremost, poem is a literary genre that uses

verse to express deep emotions, sensations, thoughts, experiences, and ideas. Rhyme, rythm, and meter are all used in the poetic language in different ways. This is a means to share personal experiences, tell a tale , and convey sentiments or thoughts. Second, prose is a type of literature that is written in the form of a narative, either spoken or written. There are no rhyme or rhythm patterns in prose writings. Paragraphs are used to split prose compositions. Third, a literary work that communicates a story through conversation and action is referred to as drama. It is also sometimes performed in front of an audience on stage. A play is another name for a drama.

Moreover, as the matter of facts, According to Yulnetri (2015:1) teaching literature to learners is a rich and challenging undertaking. The challenges might be found in the learning process. It means, teaching literature to learner is difficult task even teacher and lecturer because they found the challenges can be such as lack of interest, entusiasm, and hard to understand. But teachers must cope the challenges, if they find the proper strategies.

Poem is one of three types of literature that has a distinct identify among the three. Poem is a literary work that has the ability to express and convey sentiments in the development of an idea or knowledge in a unique way. Poetry and poem envolve into other forms of literature, such as plays and short stories. Many writers of theatre and short stories utilize lyrical phrases to describe their work. They can employ obtuse language to convey their desires.

Poem as an approach to foster understudies proficiency capability has a few advantages in EFL homerooms. Panavelil (2011) states that the advantages of verse in EFL study hall are: (1) It tends to be utilized as a significant asset to present and practice language by presenting understudies to credible models genuine language in setting which can foster their language abilities, (2) it furnishes understudies with a chance to improve their jargon in another manner by offering significant setting

which can be utilized and recollected viably, (3) It empowers understudies in fostering their imagination where they can find fascinating thoughts for experimental writing at the same time, (4) It is spurring as it produces compelling enthusiastic responses, (5) it furnishes understudies with knowledge into creating diverse mindfulness which help them in securing familiarity with the objective language, (6) it manages general topics and human concerns which offers freedoms to project understudies sentiments and feelings, hence encouraging individual contribution in learners. In conclude that the advantages of learn about poem for EFL classroom are its improve even moral value and communicative competence.

According to the curriculum, learners in the English teaching department at IAIN Batusangkar learn poem in the fifth semester. They believe that learning poem in the classroom increases their vocabulary and that using poem allows learners to develop their abilities in literary language in communication competence. Learners are exposed to context through literary work, which might require or help them to utilize language to describe diverse things and situations, so improving their communication skills. That's why learners in the English teaching department at IAIN Batusangkar as the future teacher have to learn literature especially poem so it can be applied in classroom.

Learners often believe that studying literature was enable them to express their emotions through literary works, there by increasing their creativity.They use books to convey their sentiments and emotions. This could happen while you're reading or writing a piece of literature. When learners read a poem, they was perceive the writer's emotion and feelings, and vice versa, when the writer creates a literary work, they was stir their sentiments and emotions into the literary work.

As Llach (2007) states that poem become most loved devices for language educators because of their short length, entirely reasonable for a solitary homeroom exercise, their curious construction, and their phonetic trademark.For second/foreign language learners, the poem's

evocative character, imagery, and appeal to personal sentiments and experiences make it particularly intriguing and entertaining. It signifies that poetry deviates from standard language in terms of word order, inventive meanings for words, and sound combinations in music.

Perrine in Hastuti (2013:1) poem is a sort of language that multidimensional, it implies that to get poem, somebody needs something other than scholarly side yet additionally feeling, feeling and creative mind. This is due to the fact that the language in the poetry is not immediately understandable in the same way that ordinary language is. Poems use a variety of languages that allow readers to interpret them in their own way. The terminology employed in the poetry, such as figurative language, is utilized to say anything that is not literal, written, or spoken. This feature makes it difficult for learners to comprehend the poem's meaning. It means that in order to comprehend a poem, one must consider not only the academic but also the emotional and expressive aspects of the poem, as the poetry employs uncommon language and has literary significance.

Based on informal interview that is conducted by (Rezki, Imelwaty, & Yendra, 2013) to some learners of English Department at STKIP PGRI West Sumatera on January 7th 2013, it is found that there are some difficulties for third year English Department learners to understand English poem in literature subject. Also English learners in fifth semester at IAIN Batusangkar experience difficulties in understanding English poems. They have problems in identifying the elements of poems consisting of; words, form, as well as connotative meaning. The learners also feel that the verse of the poem is hard to comprehend, due to there are learners get confusing to analyzing and interpreting of verse or what the poem talks about. The last, learners do not know about figurative language that used in a poem, especially figurative language in poem gives different expression toward the poem, because figurative language is a way in saying something other than the literal meaning.

Due to this difficulties, lecturers and learners must find the some strategies to achieve the understanding of englis poem. According to Irikawati (2017) Strategy is a general methodology identifying with the execution of the thought, arranging, and execution of an action inside a specific timeframe. Methodology is a general methodology identifying with the execution of the thought, arranging, and execution of a movement inside a specific timeframe. In the realm of instruction, procedure can be characterized as an arrangement, technique, or series of exercises intended to accomplish specific schooling objective. So the learning technique is an arrangement that contains about a progression of exercises intended to accomplish certain instructive objectives.

The previous research is research by Sarif Syamsu Rizal with title "Alternative Development and Implementation of Teaching English Poetry to young learners. This research revealing the way to teach English poetry to young learners. To implement this way of teaching, young learners will learn to recognize and practice (1) how to analyse poetry to develop intellectual skill and (2) how to re-produce poetry to motivate creativity skill. The mindsets that can be shared-knowledge at least is young learners are happy and fun to express their thoughts, ideas, questions while attempting to interpret and create a poem. The benefit of the paper is that the way in teaching English poetry can be a helpful model to English teachers, learners, and translators of any languages.

Due to the benefits of using poems in teaching english in one side, and the difficulties in understanding english poem, and learners need the strategies to achive this goal on another side, makes the researcher is interested in conducting the research, entitled "STRATEGIES FOR TEACHING AND LEARNING ENGLISH POEM"

In this case, the researcher collects fifteen relevant studies on articles in order to highlight some important points related to the strategies in understanding english poem. By doing this way, it is hoped that this research is useful for the learners and lecturer who study literature.

B.   Focus and Question of the Research

Based on the background of the problem above, the researcher focuses on strategies in understanding English poem. Based on the focus of research, the question of this research is: "What are the strategies that lectures or teachers and learners used in teaching and learning English poem?"

C.   Definition of Key Term

To avoid misunderstanding and ambiguity about this research, the key terms are defined as follows:

1. Strategies

    Strategies is a general plan to achieve one or more long term or achieve goals. In this case it is the general plan to achieve understanding of english poem.

2. Understanding

    Showing comprehension of a subject. Understanding also defined as the process of comprehending or the knowledge of a specific thing or practice, in this case or research refersh to understanding is english poem.

3. English poem

    A poem is a collection of spoken or written words that expresses ideas or emotions in a powerfully vivid and imaginative style in english.

D.   Purpose of the Research

Based on the focus and question of the research, the researcher wants to know the Strategies that lecturers or teachers and learners used in understanding english poem.

E.   **Significance of the Research**

        The results of this research are expected to be able to give good contribution and information for all readers, whether they are learners or lecturers, even the researcher. This study is hoped able to describe a number of strategies done by teachers or lecturer and learners to understanding poem.

The research was be beneficial for:

  a. Learners

        By doing this research, it hopes to give information to learners about Strategies that can be found in understanding english poem. So, they can implement the strategies to understand english poem by the difficulties.

  b. English Lecturers and teachers

        The result of this research is expected to give significant information related to Strategies in understanding english poem. Lecturers can used the way to understand about english poem. So lecturers can implement the strategies and teach english poem properly.

  c. The researcher herself

        This research may enrich researcher knowledge about the Startegies in understanding english poem. In addition, this research is one of requirements to get undergraduate degree at IAIN Batusangkar.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Definition of Literature

There are many explanation about literature by some experts.Etymologically, the Latin word literature is derived from littera (letter), which is the smallest element of alphabetical writing. It can be identify a group of text or work of art.

According to Antika (2016:21) literature is the thing that the author feel, think and reacts to works both in composed or verbal creation that have esteem as craftsmanship and not simply diversion. It means literature is an artistic work that can process the imagination of reader caused by the literary works provide a complete picture in the form of the text, so sharpen the reader imagination.

According to Klarer (2005) literature is alluded to as the aggregate of composed articulation, with the limitation that only one out of every odd composed record can be classified as writing in the more definite feeling of the word. It indicates that literature is written expression, and not every written document may be classified as literature; yet, all written documents should have artistic worth. The absolute characteristic that exist in the literature is beauty. Authenticity and artistic value in the content and expression are. A work cannot be said as a literary work if one of the elements is not fulfilled.

Next According to Rezki, Imelwaty and yendra (2013:1) Literature is a creation that be created by author to deliver messages with communicative about authors intent; it has aim to aesthetics or beauty of art. Furthermore, the objective of literature is to disseminate the author's ideas, experiences, and feelings. It refers to the goal of literature, which is

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to convey the author's feelings to the reader through beautiful words. This form of language can be represented by the use of meaningful language, sadness, disappointment, and other expreesions that have beauty value.

According to Ulfa (2016) literature is beautiful and interesting. Reading and discussing the literary work is enjoyable and give advantage. For example, we can improve our knowledge. Poem is one of the literary works. It has the potential to engage the reader. Furthermore, not only does the reader read it, but he or she also anylizes it. When the reader examines the course, they was gain additional knowledge. It indicates that reading a piece of literature can make the reader happy while also providing them with more information if they analyze it.

Literature as one of form of artistic creation using language as media presentation. However, different form of the language used in daily life, language in literature has its own uniqueness. Language in literature are the result of processing and the expression of individual authors.

2. Kind of Literature

There are three kind of literature namely Poetry, Prose, and Drama. These kinds also called genres and types of literature.

a. Poetry

Poetry can be defined as language utilized in a specific manners which include rhyme, musicality and meter. It is a method of sharing encounters, recounting a story, communicating sentiments or thoughts.According to Uwakwe & Anigbogu (2016) The features of poetry also contain concepts that stand as elements for appreciating poems. They include the following: a) Stanza This is a group of lines in a poem that has a definite pattern of lengths and which forms a unit. b) Mood/Tone The tone of a poem is gauged in the emotive use of language. It relates to a poet's attitude towards his subject or events. Thus the tone of a poem can be that of resignation, sorrow, happiness or anger. Through the tone, there is a transfer of such emotive mood to the

reading audience. Mood is, therefore, the emotional feeling that a poet creates in a literary work. c) Structure This refers to the form and arrangement of lines in a poem. Some poems are divided into stanzas while some do not have stanzas. d) Poetic License This refers to the freedom poets enjoy when writing poems. Thus they can create or coin their own words. f) Enjambment Enjambment refers to a situation in which the idea in one line extends to the next line.

b. Prose

According to Uwakwe & Anigbogu (2016) The term 'prose' refers to that kind of literature written in ordinary form of spoken or written narrative. Prose works do not have rhythm or rhyme patterns. Prose works are further subdivided into three branches on the basis of length, namely: novels, novella and short stories. a) Novel: The novel has the largest volume amongst the three prose works. It also involves more characters than that of novella and short story and the plot is often more complex. b) Novella: A novella is a fictional narrative which is longer than a short story but shorter than a novel. c) Short Story: A short story can be read within a brief time lapse because it is shorter than a novella. It has fewer characters and incidents.

c. Drama

According to Uwakwe & Anigbogu (2016) A drama is defined as a literary composition that tells a story in form of a dialogue and action. Sometimes it is also performed on stage before an audience. A drama is also called a play.There are five major kinds of play or drama namely: Comedy, Tragicomedy, Tragedy, Melodrama and Farce. a) Comedy: A comedy is a type of drama which aims at amusing or entertaining the readers and audience. It may start with some complications but at the end the conflicts are resolved and everything ends happily. b) Tragicomedy: Atragi-comedy has all the features of a tragedy but ends happily. It has both tragic and comic elements. c) Tragedy: A tragedy recounts series of events, which lead to the catastrophic end of the

protagonist. Thus, it a serious drama which has an unhappy ending. d) Melodrama: A melodrama is very sensational and unrealistic but appeals to one's emotions. The situation and actions found in a melodrama are not convincing. e) Farce: A farce makes use of simple characters and action to create laughter and amusement. The characters are normally projected as clowns.

It conclude that there are 3 kinds of literature, poetry and poem, prose, and drama. First, poetry and poem is as language utilized in a specific manners which include rhyme, musicality and meter, then prose is kind of literature written in ordinary form of spoken or written narrative. Last drama as a literary composition that tells a story in form of a dialogue and action.

3. Definition of Poem

According to Rahman (2016) poem included as one of the parts of writing. Poem is one of the three significant parts of writing: exposition, poem, and plays. So did literature included as a part of authentic materials. From three kinds of literature works, poem is one of kinds literature that is unique. This distinction can be found in the ability to say anything with only a few words. It indicates that a poem can provide the beauty of literature in a variety of ways; for example, a poem can deliver a massage with just a few words.

Wolosky in Hastuti (2013:2) poetry is language that always means more, in poetry have elements are figures and poetry itself is a language of figures. So can give more new meanings. Learning a poem is very significant since it was provide you with many opportunities, not only as entertainment but also as a fully developed existence.

Learning an English poem, according to many learners, is challenging. As a result, it is necessary to do study in order to learn about the difficulties that learners face when learning English poetry.

Wuryani in Rahman (2016) stated that poem is one of the three major components of literature: prose, poem and plays. Poem is enjoyable for learners of all ages. It entrances learners development of literacy. It means for some learners, poem is litearture that can make learner enjoyable to learn english.

According to Rezki, Imelwaty, &Yendra, (2013) Poem is a literary work that can express and deliver our feeling uniquely in developing our idea or knowledge. Poem have three types, they are narrative poem, lyric poem and descriptive (dramatic) poem. In analyzing poem, we need to focus on emotion, imagination, feeling and experience that make us understand about what the author delivers through poem. It means to analyzing we should understand and focus on emotion, imagination, feeling and experience from that literature.

It conclude that poem is kind of literature that express the author feeling and beautiful words that always means more.

4. Elements of Poem

There are 4 elements of poetry by Perrine Laurence (1977), there are Denotation and connotation, Imagery, figurative language, and Allusion.

a. Denotation and Connotation

The dictionary meaning or meanings of the word are referred to as denotation or denotations. A word might have meanings in addition to its denotations. The connotations are what it implies in addition to what it expresses: its meaning overtones. These meanings are derived from its priorhistory and associations, as well as manner and situations in which it has been employed. Through denotation, the word "home" simply means "a location where one lives, "but by connotation, it connotes "security," "love," "comfort," and family."

b. Imagery

Imagery can be secribe as the depiction of sensory experience through language. Poetry, of course, appeals to the senses immediately

through its melodies and rhytms, which are audible when read aloud. However, it indirectly appeals to the senses through imagery, the portrayal of sensory experience in the imagination. The term image generally conjures up mental images, something seen in the mind's eye, and visual imagery is the most common type of imagery in poetry. However, a picture can also represent a sound (auditory imagery), a smell (olfacotry imagery), a flavor (gustatory imagery), touch such hardness, softness, wetness, or heat and cold(tactile imagery); an internal sensations, such as hunger, thirst, fatigue, or nausea (organic imagery); or movement or tension in the muscles or joints (kinesthetic imagery). We could extend this list further if we wanted to be scientific, because psychologyists no longer limit themselves to five or even six senses, but for the purposes of anaalyzing poetry, preceding classification should usually suffice.

c. Figurlative Language

1) Figurative Language I (Simile, Metaphor, Personification, Apostrophe and Metonymy)

Metaphor and simile are both used to compare things that are fundamentally different. The sole difference is that in simile, the comparison is communicated by the use of a word or phrase such as like, as, than, similar to, resembles, or seems, whereas in metaphor, the comparison is inferred, meaning that the figurative term is replaced for or linked with the literal term.

Personification is the process of imaprting human characteristics to an animal, an object, or an idea. It's a subtype of metaphor and an implied comparison in which the figurative term of comparison is always a person.

Apostrophe is closely related to personafication, and it consist of addresing someone who is absent, dead, or nonhuman as if they were present and alive and could response to what is being said.

Synecdoche (subsituting a significant feature or aspect of an experience for the experience itsel) and metonymy (substituting something closely related for the thing actually meant) are similar in that they both substitute a significant detail or aspect of an experience for the experience itself.

2) Figurative Language II (Symbol and Allegory)

A symbol can be defined as something that has a deeper meaning beyond its literal meaning. The literary figure of the symbol is both the richest and the most challenging. Its imprecision is responsible for both its richness and its difficulty. Although the poet may be able to pin down the meaning of a symbol to something pretty definite and precise, the symbol's meaning is often so broad that it might imply a wide range of specific meanings.

An allegory is a story or description that hides a deeper meaning under the surface. Although the surface story or description may be interesting in and of itself, the authors' focus is on the deeper significance.

3) FigurativeLanguageIII(Paradox, Overstatement, Understatement and Irony)

A paradox is a seemingly contradictory statement that is still true. It could be a statement or a circumstance. The shock value of paradox is its worth. Its seeming impossibility piques the reader's interest and, by virtue of its absurdity, emphasizes the reality of what is being conveyed.

Overstatement, often known as hyperbole, is merely exaggeration in the service of truth. Overstatement can be used to achieve a number of different effects. It might be lighthearted or serious, whimsical or restrained, persuasive or unpersuasive.

It is paradoxical that one can emphasize a truth either by overstating it or by understating it. Understatement, or saying less than one means, may exist in what one says and in how one says it.

Like paradox, irony , has further implications than its utilization as a saying. Since mockery and parody are as often as possible mistook for verbal incongruity (saying something contrary to what one method), it's a smart thought to survey the meanings of every one of the three terms. Both mockery and parody show joke, the previous on a casual level and the last on an artistic level. Mockery is basically harsh or cutting discourse, proposed to wound the sentiments (it comes from a Greek word importance to tear tissue). Parody is a more proper term, typically applied to composed writing instead of to discourse and commonly inferring a higher rationale: it is scorn (either harsh or delicate) of human imprudence or bad habit, fully intent on achieving change or if nothing else of holding others back from falling into comparable indiscretion or bad habit. Incongruity, then again, is an artistic gadget or figure that might be utilized in the help of mockery or disparage or may not. It is prevalently mistaken for mockery and parody since it is so normal utilized as their instrument; yet incongruity might be utilized without either wry or sarcastic plan, and mockery and parody might exist (however they don't as a rule) without incongruity.

d. Allusion

A reference to something from history or prior literature functions similarly to a richly connotative term or symbol, implying significantly more than it expresses.

Allusions are a way of strengthening one's own work's emotion or ideas with the emotion or ideas of another work or occasion. They are particularly beneficial to poets because they can compress so much meaning into such a short space.

It conclude that poem have 4 elements there are denotation and connotation, imagery, figurative language, and allusion that help the us to focus on enrich our understanding a particular poem or group of poems.

5. **Features of Poem**

According to Uwakwe & Anigbogu (2016:318) the features of poetry also contain concepts that stand as elements for appreciating poems. They include the following:

a. Stanza

This is a group of lines in a poem that has a definite pattern of lengths and which forms a unit.

b. Mood/Tone

The tone of a poem is gauged in the emotive use of language. It relates to a poet's attitude towards his subject or events. Thus the tone of a poem can be that of resignation, sorrow, happiness or anger. Through the tone, there is a transfer of such emotive mood to the reading audience. Mood is, therefore, the emotional feeling that a poet creates in a literary work.

c. Structure

This refers to the form and arrangement of lines in a poem. Some poems are divided into stanzas while some do not have stanzas.

d. Poetic License

This refers to the freedom poets enjoy when writing poems. Thus they can create or coin their own words.

e. Enjambment

Enjambment refers to a situation in which the idea in one line extends to the next line.

f. Caesura

This is a break (a pause) within a line of a poem to maintain the prevailing rhythm in the poem. A fullstop or a comma is introduced to create the pause.

It conclude that there are 6 features of poem, its mood/tone, structure, poetic license, enjambment, caesura. It is used to convey meaning and themes in the way in which the poet intended through this features.

6. **Strategy**

According to Budio (2019) the word strategy come from the greek word Strategos, whis is combination of Stratos or soldiers and ego or leader. A strategy has basis or scheme to achive the intended goal. It means strategy is a tool to achieve a purpose of something. Strategy is the are of using skills and resources of an organization to achieve its goals through its relationship effectively with the environment under the most favorable conditions.

Strategy can be said as an adjustment action to make reactions to certain environmental situations that can be considered important , in which actions such adjustment are made consciously based on reaasonable consideration. The strategy is formulated in such a way that it is clear what is and will be implemented by the company in order to achieve the goals to be achieved

According to Chandler (1962) in Budio (2019) strategy is a tool to achive goals company in relation to long-term goals, follow-up programs and resource allocation priorities. Meanwhile, according to porter (1985) startegy is a tool that very important to achieve competitve advantage. In addition, there is also a definition that more spesifically, for example two strategies, Hamel and Prahalad (1995) in Budio (2019), who raised core competencies as important. The two of them defined a strategy that the translation is as follows:

" Strategy is an action that is incramental (always) increasing and continuously, and is carried out based on the angle view of what customers expect in the future front. Thus, strategy always starts from what can be happen and not starts from what happened. Occurrence of speed new

market innovations and changing consumer patterns require core competencies. Companies need to find core in the business carried out.

According to Hax and Majluf (1991) Budio (2019) trying to offer a comprehensive formulation conference on strategy, namely:

    a. Strategy is consistent, unfied and integral decision pattern

    b. Strategy determines and displays organizational goals in terms of goals long-term, action programs, and resource allocation priorities

    c. Startegies for selecting the fields that the organization will be involved in

    d. Strategies for long-lasting profits, with provide appropriate responses to opportunities and threats from the environment external to the organization, and its strengths and weaknesses

    e. Strategy involves hierarchical levels of the organization

7. Understanding and Analyzing Poem

According to Srikandi and Arjulayana (2016:325) Learning and understanding poem is a creative method to execute in showing English as an foreign language since, college understudies accept more pleasant in verse, where the verse is one of the class in learning writing a lot is an obligatory subject in learning English. It means that learning and understanding poem is useful for student to help execute the ambiguity of English as an foreign language since them accept more pleasant in abligatory subject.

Poem is filled with meaningful words. The meaning of words in poem can be analyze based on the readers perspectives and abilities. The analysis poem's outcome can take the shape of educational, moral, intellectual, or spiritual messages, all of which can be utilized and implicated in language acquisition. learners can express gratitude and determine whether a poem is good or not after analyzing it. As a result, poetry has a positive impact on English language teaching.

According to Rezky, Imelwati and Yendra (2013:1) In analyzing poem, we need to focus on emotion, imagination, feeling and experience that make us understand about what the author delivers through poem. It means when we analyzing the poem we're not just our feeling uniquely but also imagination and experience in developing our idea about the poem. It means that in analyzing a poem, we must to feel the words that have emotion of the author. It help to develop our idea through this emotion about that poem.

Irmawati (2014:44) numerous things can be gotten from the consequences of dissecting poem. We might know some of terms that exist in crafted by verse. The uniqueness of the utilization of language in verse can be examined. The words in verse or in the poem is extremely significant on the grounds that it passes on the message to the reader.It implies we should know the procedure and the best approach to utilize our inclination in getting verse.

By comprehension and breaking down poem can be applied or used to learn in numerous spaces, for example, in training, social, good, disciplines, and it tends to be utilized as a method of teachinglearning strategy just as approaches.

As per Utami (2012:70) Not all poems are troublesome, and some can be perceived and appreciated on first seeing. These effectively justifiable poems was spur the understudies to further develop their English, particularly through its shifted construction of its structure, jargon, articulation, relevant significance and language. It implies by getting poem, understudy was be more persuaded to further develop their english since learning english through writing media particularly poem make it more pleasant.

Maroua (2017:2) the methodologies in breaking down english poem comprise of 4 phases there are: Prior to Reading, This part contains data about what is most important to the poem. We utilize this part to build an exercise with the highlighted poem that was draw in learners. - Why we

do like this poem: this concise prologue to the poem discloses what pulled in us to it. - Examination poems: here we a few different poems that have characteristics, like a rustic setting or drawing in storytellers, like the highlighted poem. - Unique words to work through on the grounds that learners have numerous understanding abilities. It's intriguing to put out any word play or jargon that they ought to be ready.

First reading, Meeting the poem. Indeed, in this part we award a prologue to the poem, investigating a couple of interesting points when we present it to our learners.

Close reading, This stage gets ready us and the class for a portion of the things that they was be taking a gander at in the poem. This early on area is trailed by various areas, specific aides that feature terms and parts of the poem our learners was see and examine. For sure, these areas was wrap things like state of mind, redundancy, verse and allegorical language too.

After reading, This is a significant stage since it takes learners past the poem, showing them that a decent poem isn't just something to concentrate in class. Maybe, it should cover thoughts and truth that they can investigate. The exercises in this part can prompt a more profound investigation of every poem. To start with, Say it Boisterous: a poem should be perused uproarious when it is a class task, yet additionally when learners are readingpoems for themselves. This part gives a few ideas for aiding the learners present every poem to the crowd. Second, Expound on it: this stage incorporates composing prompts to which the learners can react in their author's scratch pad. Third, Book connects: this stage records different books, fiction and verifiable, that can be associated with the poems here and there. Forward, Online sources: we can broaden the talk by utilizing sites that are identified with the poems.

Referring with the explanation above, there are some strategies that can be find to teaching and learning english. So that, the teacher and learners can used in learning process. One of literature that have to be

learn is poem. Using poem as the literature in teaching and learning english had some beneficial, for example it can improve teacher and learners not just at reading but also writing skill.

B. Review of Relevant Studies

Based on literature that researcher read, the researcher has found many of researcher have relevance with the problem that discussed in this study. First, Arjulayana & Srikandi (2016) has conducted the research entitle " Understanding Poetry in Teaching English as a Foreign Language in Indonesia". This research can be given understanding about how does a Poetry can be used as a media in teaching English for learners in University.The similarities from this research is discuss about understanding poem or poetry. Beside the difference of this research is the researcher focus on undestanding poetry in teaching english, meanwhile the writer focus on the difficulties in understanding english poem or poetry.The finding of this research is given understanding about how does a poetry can be used as a media in teaching english for learner in university. Through this research can be known that teaching EFL can implement through understanding poem, where the poem is consist of complex words which has intensely meaning than does ordinary language.

Second, Raji, Ajeelabi, & sesan (2019) has conducted the research entitle "The Teaching Strategies of Poetry in Two Selected Secondary Schools in Tarauni and Kumbotso Local Government Areas of Kano City". Inthis article, writer found thatlearners find it more difficult to perform very well in questions on poetry compared to their performance in other genres of literature, drama and prose. This observation is based on the previous experiences of the present writer in the teaching of Literature-inEnglish at secondary level of education. Among the problems, perhaps, is the poor teaching strategy adopted by teacher in the teaching of poetry.The similarities from this article with the research is discuss about strategies in the way to

understand poetry.The difference of this research is focus in only teaching in secondary schools, meanwhile the writer focus on understanding the poem or poetry.

Third, Irmawaty (2014) has conducted the research entitled "Understanding how to Analyze Poetry and its Implication to Language Teaching". This research present the way to unalyze poetry, by understanding how to analyze poetry, we can create a lesson plan that is simple but very meaningful. The similarities from this research is discuss about understanding poetry especially how to unalyze the poem or poetry, but it's not focus on learner difficulties in understanding english poem, more the way to understand the poem. The finding from this article is that understanding the way how to analyze poetry is very important. Besides we should know the strategy and the way to use our feeling in understanding poetry. Many things can be obtained from the results of analyzing poetry. We may know some of terms that exist in the work of poetry. The uniqueness of the use of language in poetry can be studied. The words in poetry or in the poem is very meaningful because it conveys the message to the reader. With the sensitivity of the readers of poetry, poetry can be judged good or bad.

Forth, relevant studies about library research, thesis by Nur Laili Hidayati (2014) with title Analisis Content Buku Ta'lim Al-Lughah Al-'Arabiyah (Analysis of Content Ta'lim Al-Lughah Al-'Arabiyyah. This study includes library research using content analysis in analyzing data. This study aims to determine the quality of arabic textbooks. These are used as teaching materials for learning arabic in terms of several theories preparation of textbooks and from selection, gradation, presentation and repetition. The similarities of this thesis with this research is using library research as a method to do the research and the writer took several document as data at these research. The difference is the data collection method that the writer uses is the method documentation and interviews. Beside this research only use documentation from several articles for the data.

CHAPTER III
RESEARCH METHOD

A. Research design

The research was conducted in literature review. According to Ulhaq & Rahmayanti (2020) Literature review is a method systematically, explicit and reprodusibel to commit systematically identification, evaluation and synthesis of produce works research and thinking results have been produced by the researcher and practitioners. Literature review aims to make an analysis and synthesis of knowledge there are related to the topic being studied finding empty spave for research done. According to Ramdhani, Amin & Ramdhani (2014) in Ulhaq & Rahmayanti there are 4 stages in make a literature review, namely: 1) choose a topic to be reviewed, 2) tracking and selecting suitable/ relevant articles, 3) carry out analysis and synthesis of literature and 4) organize review writing.

This research conducted library research as research design to do this research. According to Zeid in Illahi and Rusman (2016) library research is a literature search while utilizing library resources to obtain research data. So, library research is a series of activities in the form of library data collection by reading and recording and processing research material. Its activities are only on library collection materials without the need for field research. In this research, the researcher uses some sources as references. This research focus on find various theories, laws, propositions, priciples, or ideas used to analyze and solve questions formulated research. This research analysis descriptive, namely regular decomposition of the data that has been obtained, then given an understanding and explanation so that it can be undertstood well by reader,

B. Data and Data Source

The data are information or facts used in discussing or deciding the answer of research quesation. The researcher used the library, international and national journal, which is collecting journals and documents about the research as the source of data.

The data of this research are all the perception containing ecturer's and learner's strategies in understanding english poem in various journal. The data sources of this research was several journals from national and international about strategies in understanding english poem based on published articles between 2011 to 2021. They are:

1. Antika Rindilla. (2016). *Poetry in EFL Classroom*. Tell us Journal. Sumatera Barat. https://www.poetry_in_efl_classroom.

2. Maroua, Rogty. (2017). *Understanding, Appreciating and Teaching poetry*. Journal of English Language and Literature. Teachers Higher College. Teachers higher college, Laghouat. Algeria.https://www.Understanding_Appreciating_and_Teaching_poetry.

3. Rohaniya, Jaftiyatur. (2012*). Technique in Teaching Literature*. OKARA. STAINPamekasan.https://www.ejournal.stainpamekasan.ac.id/index.php/okara/article

4. Hamidin. (2012). *Improving Learners Comprehension of Poem using Two Stay-Two Stray Stategy*. Jurnal Vidya Karya. FKIP UNISMA.https://ppjp.ulm.ac.id/journal/index.php/JVK/article/view/939.

5. Yusef, Ghalib Ahmad, Haj, Abdu Mohammed, Kundu, Manmatta, and Satpathy, Geeta. (2016).*Teaching English Poetry in Faculties of Education*. Research Journal of English Language and Literature (RJELAL). A Peer Reviewed (Refereed) International Journal. Hodeidah University, Yemen.http://www.rjelal.com.

6. Khatib, Mohammad. (2011). *A New Approach to Teaching English Poetry to EFL Learners.* Journal of Language Teaching and Research.Iran.https://www.researchgate.net/publication/271178591_A_New_Approach_to_Teaching_English_Poetry_to_EFL_Learners.

7. Ramadhanti, Dina. Yanda, Diyan Permata. (2018). *Understanding Poetry Through The Use of Cooperative Learning Model.* Cakrawala Pendidikan. Sumatera Barat.https://journal.uny.ac.id/index.php/cp/article/view/20675

8. Barzinji, Mariwan N.H. Hussein, Shamal A.(2014). *A visual approach to poetry analysis*. Internasional Journal of Literature and Arts. Kurdish.http://www.sciencepublishinggroup.com/j/ijla.

9. Panavelil, Abraham. (2011). *Teaching Poetry in an EFL/ESL Class: An Integrative and Communicative Approach.* ELT Voice. India.https://www.google.com/url?sa=t&source=web&rct=j&url=http://elt voices.in/Volume1/Issue3/EVI13.2.pdf&ved=2ahUKEwi5xp-BtpbtAhXj73MBHUU3A0AQFjAAegQIARAB&usg=AOvVaw1DnmHv _Pb9txQPZTo-vA-f

10. Sugandi, Bastian. Husnaini. (2015). *Teaching poetry in ELT Classroom: Some Challenges and Solutions.* The 3rd International Multidisciplinary. Bengkulu.https://www.google.com/url?sa=t&source=web&rct=j&url=http ://eltvoices.in/Volume1/Issue3/EVI13.2.pdf&ved=2ahUKEwi5xp-BtpbtAhXj73MBHUU3A0AQFjAAegQIARAB&usg=AOvVaw1DnmHv _Pb9txQPZTo-vA-f

11. Nica, Marius. (2011). *Teaching Poetry to Undergraduate Learners*. Procedia Social and Behavioral Sciences. Romania.www.sciencedirect.com.

12. Xerri, Daniel. (2012). Poetry Teaching and Multimodality: Theory into Practice. Creative education. Department of English, Junior College, University of Malta, Msida, Malta . http://www.SciRP.org/journal/ce

13. Pokharel, Bishnu Prasad. (2020). *Strategies for Teaching Poetry at Secondary Schools of Dang, Nepal.* Global Journal of HUMAN-SOCIAL SCIENCE: G Linguistics & Education.

14. Choo, Yee bee. Li, kee li. Redzuan, norul rafidah. Shamsuddin, Syamsina zahurin. (2016). Using Digital Story to Improve Primary School Pupils' Understanding of Poem.

15. Kurniati, Erisa. (2017). *Teaching Literature: Musicals' Application in Understanding the Poem for Learners in High School*. Advances in Social Science, Education and Humanities Research (ASSEHR). http://creativecommons.org/licenses/by-nc/4.0/

C. Research Instrument

The research instrument of this research was following the table of analysis of academic activities.Analysis of academic journals activities is needed to search for reference to support or studying some research published into scientific journals. This activity is very important to understand and get some points that served in journal

Table.1 Working Table

Author	
Year	
Title	
Name of journal	
Volume	
Issue	
Pages	
Doi	
Website	
Abstract	
Purpose/reseach question (s)	
Literature review	
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	
b. Population /sample	

c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	
Discussion	

*Adopted from Riki Juni(2020).

D. Research Procedure

The research procedures in this research is by Zed (2008) in Sari & Asmendri (2020). The research procedures in this research was described below:

1. Choosing a general idea about research topic
2. looking for information that support topics
3. Emphasize the focus of research
4. Search and find important materials required reading and classifying reading material
5. Read and take a notes
6. Reviewing and enriches again reading material
7. Classify reading material and start to writing reports

E. Technique of Data Analysis

According to Prayitno & Amti (2009) In this analysis, the process of selecting, comparing, combining and sorting out various insights until relevant ones are found.

The procedure of content analysis according to Fraenkel and Wallen (2007) are as follows: (1) The researcher chooses the particular targets to be accomplished. (2) Characterizing significant terms should be clarified exhaustively. (3) Indicating units to be investigated (4) Discovering important information (5) Building up sane or reasonable connections to clarify how an information identifies with goals. (6) Getting ready for

testing (7) Defining classification coding. After the not set in stone however much detail as could reasonably be expected about the parts of the substance to be analyzed, he needs to figure significant classes for research.

F. Data Validation

Validation in qualitative research happen in doing collecting. The aim of validation is to produce data that responsible and trusted in scientific. According to Mirshadin Sari and Asmendri (2020:48) Data validation in which with 4 stage:

a. Credibility

Credibility of a researcher very questionable the data is correct or not in focus, the accuracy of choosing informant and the implementation of the method the data. Data analysis and the interpretation of data, in its entirety need each other's consistency other.

b. Transferability

The result of research that be referred to thematic research and further by other. If a researcher understand and get an overview from the result of the study before, then the result be standart of transferbility.

c. Research dependency

Of the data obtained, in other words, research is track record results from data have tracked in the field.

d. Certainty

Is testing the validity of research results against cases or phenomenon already happend in the field well theoritical or applicative, if its proven then the result research can be said to be valid.

BAB IV

FINDINGS AND DISCUSSION

This chapter discusses the finding of the research about strategies in understanding english poem. The document of this researchare International and national journals. The researcher found 15 journals about strategies in understanding English poem. The researcher used analysis journal table.

Based on the data analysis, the researcher found 15 strategies in understanding english poem; (1) the traditional approach , (2) integrated approach, (3) small group discussion, (4) student team achevement and division, (5) cooperative integrated reading and composition, (6) the new approach, (7) the visual approach, (8)two stray two stray, (9) positive classroom environment, (10) anticipating the theme, (11) buliding it from scraps, (12) recontruction the text, (13) analyzing a poem in classroom, (14) Multimodal approach, (16) Music Application.

A. Research Findings

The findings of this reseach discuss the answer of the research question: What is the strategies that learners and lecturers or teachers used in understanding English poem?. The discussion section presents the justification of the research findings related to the other relevant references. This findings seperated into 2 parts lecturer strategies and learner strategies.

1. Lecturer's Strategies

Thesestrategies are used by lecturer in order to understand english poem, the strategies are:

a. The Traditional Approach

The traditional approach focused on textual criticsm, as well as historical and moral dimensions that are represented within literature and around literature's creations.

The traditional approach to deal with showing English poetry underscores the country single significance standard and empowers

disassociation of the self during perusing. In this methodology, the instructor breaks down the symbolism, the metaphorical language and lovely gadgets with the exactness of a research center professional.

According to Yusef, Haj, Kundu, & Geeta (2016) In the traditional approach of poetry instructing, educators educate about the plot, portrayal, setting, perspective, inspiration, esteem, brain research, and so forth it implies understudy should be conversant in the language and acquainted with scholarly abilities. Through this methodology countless understudies figure out how to breeze through the last tests of the year by retaining the basic audits of the poems.

In this approach, the instructor investigations the symbolism, the non-literal language, idyllic gadgets with the accuracy of a research center specialist. The benchmark groups instructed by the conventional technique in the examination by mohammad khatib (2011) were not urged to communicate their own comprehension of the poetry and absence of association kept them from going past the shallow degree of significance to a more sufficient agreement. They thought about current realities, occasions and individuals of the poetrys in segregation of their sentiments. The overemphasis on the specialized viewpoints alongside carelessness of the understudies' very own response to significance forestalls delight and prompts aversion of verse.

b. Integrative Approach

This approach is the mix or the coordination of social model, language model and self-awareness model in educating writing. According to Short, 1996 in Antika (2016) Intergrated approach is an etymological strategy which utilizes a bit of the frameworks used in expressive examination which researches messages, academic and non theoretical, as indicated by the perspective of style and its relationship to content and shape. It incorporates the purposeful and point by guide

examination of intricate segments of a book toward find what a book infers just as how it comes to mean what it does.

As per Panavelil (2011) In a coordinated methodology, an educator stops to instruct and rather he turns into a member and guide who work with his/her understudies. Here, the homeroom exercises might be partitioned into three classes viz. "Pre Understanding Exercises", "While-Understanding Exercises" and "Post-Understanding Exercises". Pre-perusing exercises are somewhat heating up which can give a gathering to evoke from understudies their sentiments and reactions to thoughts and issues in a recommended text. "While-understanding exercises" target assisting the understudies with encountering the content comprehensively by fostering a productive cooperation between the content and the peruser. Post-perusing exercises urge understudies to think about what they have perused and they create smart conversation on various issues identified with both language and writing emerging from the content.

As indicated by Savvidou (2004) what is required in showing writing in the EFL homeroom is a methodology which can endeavor to coordinate the components of those methodologies that make writing available to learners and advantageous for their etymological turn of events. There are three fundamental explanations behind coordinating these components; they are, etymological, methodological and persuasive. Phonetically, by utilizing a wide scope of real messages learners were acquainted with an assortment of types and troubles of English language. Methodologically, abstract talk sharpens perusers to the cycles of perusing and the last one is motivationally, artistic writings focus on the satisfaction in perusing since the reaction to writing itself is significant.

In pre reading activities, it is valuable to include understudies into exercises that was make the right mentality for receptivity and

happiness with the outcome that they are roused to peruse the poem over and over. The exercises include the understudies who was be approached to utilize their experience of life and their creative mind and insight which was empower them to think about what might occur in specific circumstances. The title of the poem, delineations, watchwords, warmers, language practices are a few exercises that can be utilized in the pre perusing exercises for producing inductions.

In the mean time, while understanding exercises, understudies will foster a deliberate connection between the content and themselves. There are a few exercises that should be possible in this part, for example, paying attention to a decent perusing of the content, perusing of the content, language works out, and checking against the surmissings made about the content in the pre-understanding exercises. Understudies regularly partake in this segment while the poem either on a tape or when it is being perused out boisterously by the educator in the homeroom. This aides understudies to 'feel' the language, its mood, inflection and sounds. The last movement is post understanding exercises.

Post reading exercises are intended to cause a reasonable circumstance for the understudies to communicate their responses to perusing the content. These exercises are intended to develop understudies' comprehension of the content and furthermore produce interest in the imaginative utilization of the language. There are a few exercises that can be utilized in the post understanding exercises, they are; cognizance questions, language works out, remembering, imaginative exercises, and pretending.

Integrated Approach According to Timucin (2001) and Savvidou (2004) in (Alvi & Alvi, 2019)offer a coordinated way to deal with showing writing where at least two methodologies are accommodated in an efficient manner. This methodology might be end up being the best elective methodology for EFL/ESL classes.

In (Marin, 2017) intagrated approach converted into 3 models. In the first place, the Social Model, which expects learners to investigate and decipher the social, political, scholarly and verifiable setting of a particular book and urges them to comprehend various societies and philosophies according to their own, the Language Model, a methodology which empowers learners to get to a book in a precise and deliberate manner to epitomize explicit phonetic elements and the Self-awareness Model which underscore the association of the peruser with the content and urges learners to state their sentiments and viewpoints. As effectively expressed, this paper depicts how such a methodology was utilized in a Greek secondary school EFL study hall such that made writing both available to learners and valuable to their phonetic turn of events.

Having this approach make learners have gained a fuller understanding of the text and have linguistically and conceptually prepared themselves to study it for possible interpretation and evaluation.

c. **The Small Group Discussion**

One of the techniques in showing English verse is helpful adapting explicitly bunch conversation. Little gathering conversation is a powerful method of verse class in grasping poem on the grounds that a gathering conversation comprise simply four to five understudies.

As indicated by Slavin (1995) in Rohaniyah (2012) expressed that to screen the partaking of part in bunch, a gathering should have a pioneer. The innovator in bunch has capacity to protect that everybody takes an interest and that the gathering stays on task.17. To screen the taking an interest of gathering part, there are numerous elective approaches to screen understudies' partaking, for example, each individual from bunch need to compose an assessment or a thought before the gathering begins conversation, e ach individuals from

bunch plays distinctive part (pioneer, correspondent, and moderator) etc.

According to Slavin (1995) in Dalkou and Frydaki (2016) present study the writer refer to small-group discussion of literature as a participatory approach to literature intruction, in which students discuss literary texts in group of 4-5, as it is indicated in most cooperative learning method. Small group discussion seem to be a powerful tool in the hands of a teacher who desires to help they students develop interpretive strategies.

To arrange an effective discussion, the small group discussion session was be divided into three parts:

1) Pre discussion activities, in which the instructors gives data about the procedures and steps of the conversation and the point to examine.

2) Whilst discussion activities, in which the understudies do the little gathering conversation, report their own conversation, and present the aftereffect of their conversation to different gatherings or general conversation.

3) Post discussion activities, in which the instructor gives remarks, revisions, explanations on the poems talked about.

Before conducting small group discussion, the teacher should:

1) Organize the group and divide the learners into small groups in which one group consists of 4-5 learners.

2) Explain the role of each member of group.

3) Set time, the task and activity of discussion.

4) Explain the procedure of discussion in groups.

5) Discuss the findings in large groups/class.

The advantages in implementing this strategy because it improves learners' achievement, self-esteem, and social development. In cooperative learning groups, learners may help others learners to improve their achievement. It also teaches learners to work together as

a team, and each members of group are responsible one another. These methods also emphasizes on interaction between learners in socializing and sharing their knowledge, information, and opinion to the others. Secondly, the learners may have greater motivation to learn, more positive attitudes toward instruction and greater acceptance of learner differences.

It is found that small group discussion technique may be an alternative technique of teaching poetry and can solve teacher and learners' problem in poetry class.

d. The New Approach

Next strategy is The New Approach. The new approach to deal with showing poetry was intended to offer understudies adequate freedom to respond to the poems dependent on their own encounters, feelings and thoughts. The technique furnished them with gigantic consolation to communicate their own comprehension of a poem as opposed to sit tight for the educator's instant clarification. The understudies were informed that a poem may offer different understandings and that their thoughts were pretty much as legitimate as any other person's and that there was no outright right reaction as to artistic significance. These realities alongside the different exercises took advantage of in the investigation made them be more engaged with the poems and encouraged them to peruse and rehash them to discover new implications and translations.

In the benchmark groups the understudies didn't elect to communicate their impressions of the poems and consistently trusted that the instructor's last comment will remember for the last, most important test.

It is tracked down that the new way to deal with showing poetry was intended to offer understudies adequate freedom to respond to the poems dependent on their own encounters, feelings and thoughts. The strategy gave them huge support to communicate their own

comprehension of a poem instead of hang tight for the educator's instant clarification. The understudies were informed that a poem may offer different understandings and that their thoughts were just about as legitimate as any other individual's and that there was no supreme right reaction with respect to scholarly importance.

e. Positive classroom environment

This diary portray a few difficulties as well as certain arrangements in educating and learning poem looked by educators and understudies. Teachers must be instructor author and to show themselves as the two scholars and perusers of verse to help understudies recorded as a hard copy, despite the fact that it isn't inserted with the educational plan.

Additionally, to gain pupils' understanding in poetry, the use of illustration of poetry, drama-ineducation techniques and poetic composition are very helpful in the classroom.

Solutions to face the challenges during teaching and learning poetry the teacher can used positive classroom environment as the strategy. The steps are:

a. Teachers should create a positive classroom to encourage their learners and to improve learning process of literacy.

b. Teacher should incorporate some strategies in curriculum that are useful in the classroom.

c. Learners should write their own poetry to improve the ability and teacher must support them.

In assisting understudies with fostering an appreciation and comprehension of verse, there are two central standards to remember. To start with, verse should be perused resoundingly. Second, verse ought to be appreciated. In showing verse, educators should have incredible work to cause understudies to appreciate with this movement to get the successful instructing and adapting particularly in verse material.

It is tracked down that the arrangements are educators make a positive homeroom to urge their understudies and to further develop learning interaction of proficiency, instructors should fuse a few methodologies in educational plan that are helpful in the study hall, understudies ought to compose their own verse to work on the capacity and educator should uphold them.

f. Anticipating the theme

This journal Discovered methods of "decomposing" the lovely content into pieces which can deliver a negligible importance to people who have had little contact to abstract examination and accordingly making a beneficial setting for hermeneutical exercises. Furthermore, thusly, understudies who have been exposed to such approach, may show incredible contrasts in their level of interest towards writing and, ultimately, towards understanding poetry.

In Anticipating the theme, It is realized that an individual is significantly more inspired by a subject in the event that he/she is recently engaged with an expectant activity or explanation. As instructors, they frequently depend on this goal and get some information about straightforward things which are associated with the subject of what they need to educate in a specific class. Along these lines, one of the techniques was named expecting the subject and could be performed toward the start of the class where understudies should remark upon an abstract book (particularly a beautiful one). Understudies are to be offered various 4 to 6 words from the individual poem. The educator picks these words taking into account their expressive worth and semantic burden. Examining the images covered up by these words and distinguishing the pictures they render, understudies was make speculations on what the subject of the poem might be.

g. **Building it from scraps**

This journal Discovered methods of "decomposing" the lovely content into pieces which can deliver a negligible importance to people who have had little contact to abstract examination and accordingly making a beneficial setting for hermeneutical exercises. Furthermore, thusly, understudies who have been exposed to such approach, may show incredible contrasts in their level of interest towards writing and, ultimately, towards understanding poetry.

Another strategy which utilizes a similar method is the alleged structure it from scraps. It is a variation to the one portrayed before, with the distinction that the poem is "cleaved" into pieces (hardly any lines or even a refrain) which are given to understudies to be investigated. It is significant that they don't have the foggiest idea about the content forehand and they ought to make meaning just out of the couple of lines they get. To best deal with this technique is prudent to arrange gatherings of 3 or 4 understudies as this might help them in over passing the dread of "not realizing what to do". Each gathering was investigate the shown piece by distinguishing a potential topic, potential images or intentions and the fundamental graceful ideas.

h. **Recontruction the text**

This journal Discovered methods of "decomposing" the lovely content into pieces which can deliver a negligible importance to people who have had little contact to abstract examination and accordingly making a beneficial setting for hermeneutical exercises. Furthermore, thusly, understudies who have been exposed to such approach, may show incredible contrasts in their level of interest towards writing and, ultimately, towards understanding poetry.

Another method educator frequently use during courses of writing is that of reproducing the content. When showing verse instructor in some cases run over messages which can't be divided (as displayed above) and, at any rate, educators are exhorted not to utilize

a similar strategy again and again as it might become repetitive. In this way, when instructor have little, straightforward writings, educator recommend another method of taking advantage of the idyllic importance. Understudies need to reformulate the content, in a casual language, ensuring they safeguard the topic and that their content delivers similar thoughts. It is fitting to accomplish a gathering work movement, as, some of the time, singular understudies might discover hard to comprehend the poem or to re-express its significance. And surprisingly more significant is the way that, inside a gathering, understudies educate and are instructed – they remark and propose thoughts to each other in their own particular language, utilizing a straightforward code.

i. **Multimodal Approach**

This article examines the hypothetical ideas supporting a multimodal way to deal with verse instructing and considers various manners by which this can be embraced by and by. Multimodal verse showing philosophy is viewed as having the capacity to be powerful in boosting understudies' commitment.

Mixing Visual and Print Media The mixing of visual and print media is maybe the most well known type of multimodality. Albers (2006) portrays a multimodal way to deal with showing verse in which "the visual mode might uphold understudies' underlying learning of ideas and ways to deal with examination, followed then by the composed mode, or the poetry" . It is tracked down that this methodology was "especially fit to a class where English was not most understudies' first language", an attribute of most contemporary worldwide English learning settings.

According to jewitt (2005) in Xerri (2012) A multimodal approach presents students with different potentials for engagement with a text: the point of entry, the possible paths through a text and the potentials for re-making it. In multimodal texts, each mode offers a

different way into representation and focuses on different aspects of meaning.

According to Blake (2009) in Freyn (2017) a multimodal approach to teaching poetry helps develop an appreciation of poetry as well as creative and critical thinking. A multimodal approach to teaching poetry can be done in a number of innovative ways. One way is the use and creation of video/digital poem. Other multimodal approaches to teaching include audio and video recording, the creation by hypertext (a text that is linked to other texts with hyperlinks).

Next, Digital Story is a strategy to improve primary school pupils' understanding of poem. Through this strategy the pupils enhanced their learning of the poem through increased understanding, active participation and increased motivation. First, increased understanding of poem, the digital story was able to help the participants to remember the vocabulary (the names of food) in the poem. Next is, is active participation, while using digital story, participants took part actively in the activities. During the recitation of their chained poem, they recited the poem and made the sounds of food. Some of them stuck out their tongues to show they enjoyed eating the food. Also, when playing the game "Word Grab", many participants put up their hands so that they were called to the front to play the games. Although the game was conducted to check their understanding of the word, the participants did not feel bored but they were very eager to participate in the game. Last, increased motivation. The result of the article showed that the participants were highly motivated as they enjoyed the lesson. It can be seen that when asked if they enjoyed the lesson, all the four participants answered "Yes" in agreement. Then, when it was asked why they enjoyed the lesson, Participant A answered he liked the poem.

It is found that each of these activities shows how student can explore poetry through a multimodal approach. multimodality allows

teachers to harness poetry's communicative potential, however, despite all the advantages of a multimodal approach, teachers are still the most significant factor when it comes to inspiring learners' reading habits. Digital technology has the potential of making the learning experience a more engaging one and of lifting a poem off the printed page but it is certainly not the panacea for all the challenges that teachers face when attempting to engage learners with poetry.

2. **Learner's Strategies**

These strategies are used by learners in order to understand english poem, the strategies are:

a. **A Visual Approach**

It is to customize learning; the psyche or abilities, yet in addition reveling feeling and faculties with instructing, as a coordinated methodology of educating and learning, as an exploratory model with understudies. It offers a chance to perusers to rehearse inventive perusing, drawing, and thinking, as a creative satisfying game, exercise, and preparing, right through graceful examination.

As per (Hussein and Barzinji, 2014) In a more imagined world and globe, during a time of data innovation upset, we need to discover methods of envisioning educating and learning, more. The strategy of picturing of creative mind, various poem to them and letting the understudies to look till they see the specific connection between the content and the pictures, the pictures are in good company but rather the general scene comprises of isolated pictures and images.

b. **Learner Team Achievement and Division (STAD)**

Next strategy is Learner Team Achievement and Division (STAD). According to (Adesoji & Ibraheem, 2009) in (Ramadhanti & Yanda, 2018) the Student Team Achievement Team and

Division (STAD) model is a model of agreeable discovering that can assist with fostering understudies' uplifting outlooks toward themselves, companions, grown-ups, and learning overall.

(Slavin, 1994) in (Ramadhanti and Yanda, 2018) said that STAD is directed with the educator introducing the topic, the understudies in the heterogeneous gathering are included helpfully as indicated by the material being considered, the instructor gives the inquiry as per the topic to the understudy as test, the understudies answer the inquiry separately without assistance from their colleague, each colleague is determined to discover the group score, the instructor compensates the best three groups.

STAD is applied in language classes for figuring out how to get poetry. This learning model is utilized as a method of defeating holes between poetry learning with the requests of discovering that ought to be, for example, the capital of poetry learning abilities, bundling of poetry learning objectives, bundling of poetry picking up, bundling techniques and methodologies for poetry getting the hang of, bundling of poetry learning media, and bundling learning assessment.

It is tracked down that no critical contrasts in the utilization of helpful learning models in poetry understanding. The two understudies with high and low abstract perusing revenue discovered the learning models accommodating in working on their exhibition in the understanding internal and actual construction of poetry. Understudies with low scholarly perusing revenue were inspired in the learning cycle because of the collaboration in doing the poetry getting jobs.

c.   **Cooperative Integrated Reading and Composition (CIRC)**

According to Slavin (1994) in (Ramadhanti and Yanda, 2018) expressed that cooperative integrated reading and composition (CIRC) model is additionally a helpful learning model

dependent on cooperation intended to foster perusing and composing abilities. CIRC is carried out with understudies ready in heterogeneous understanding gatherings, understudies are matched in perusing bunches by leading input figuring out how to foster fundamental abilities, such of oral perusing, relevant speculating, posing inquiries, summing up, and making composing, then, at that point evaluating. The CIRC model can work on the accomplishment and maintenance of perusing and composing. CIRC is applied in language classes for figuring out how to get poetry. This learning model is utilized as a method of beating holes between poetry learning with the requests of discovering that ought to be, for example, the capital of poetry learning capabilities, bundling of poetry learning objectives, bundling of poetry getting the hang of, bundling techniques and procedures for poetry picking up, bundling of poetry learning media, and bundling learning assessment.

Same as the strategy above it is tracked down that no critical contrasts in the use of helpful learning models in verse understanding. The two understudies with high and low scholarly perusing revenue discovered the learning models accommodating in working on their exhibition in the understanding inward and actual construction of verse. Understudies with low scholarly perusing revenue were inspired in the learning interaction because of the collaboration in doing the verse getting jobs.

d. Analyzing a Poem in Classroom

Researcher found strategy in analyzing poetry in classroom. th strategy consist of 4 steps they are before reading, first reading, close reading, and after reading.

First, before reading, this part contains information about what makes the poem tick. The writer use this part to construct a lesson with the featured poem that was engage learners.

- Why the author do like this poetry: this short prologue to the poetry discloses what pulled in us to it.

- Comparison poetrys: here the author two or three different poetrys that have characteristics, like a provincial setting or connecting with storytellers, like the included poetry.

- Special words to work through on the grounds that learners have various understanding abilities. It's fascinating to put out any word play or jargon that they ought to be ready.

Second, First Reading, meeting the poem. In fact, in this part the writer grant an introduction to the poem, exploring a few things to consider when the writer present it to our learners.

Close Reading, this stage gets ready us and the class for a portion of the things that they was be taking a gander at in the poetry. This early on segment is trailed by various segments, specific aides that feature terms and parts of the poetry our learners was see and examine. For sure, these areas was wrap things like disposition, reiteration, verse and allegorical language too.

After of Reading, this is a significant stage since it takes learners past the poetry, showing them that a decent poetry isn't just something to concentrate in class. Maybe, it should cover thoughts and truth that they can investigate. The exercises in this part can prompt a more profound investigation of every poem.

1) Say it Loud: a poem must be read loud when it is a class assignment, but also when learners are reading poems for themselves. This part gives some suggestions for helping the learners present each poem to the audience.

2) Write about it: this stage includes writing prompts to which the learners can respond in their writer's notebook.

3) Book bridges: this stage lists other books, fiction and nonfiction, that can be connected to the poems in some way.

4) Online sources: we can extend the lecture by using websites that are related to the poems.

Another steps in J-15 such as:

1) Ask the learners to read aloud the poem Poetry is for auditory effect.

The combination of stressed and unstressed syllables contributes to the musicality of verse. Hence, it creates the acoustic effect. Second language learners have to be familiar with cadence and lilt, which inheres naturally in a poetic composition. Learners feel this phenomenon through recitation or loud reading. Lazar (1993, p .118) states the reasons for lurid reading thus: "The reading can also make limited use of movements, gesture, facial expressions and the changing qualities of the voice (variations in the speed of delivery, loudness or softness, stress, etc.)." What Lazer points out succinctly is that reading is an unfailing aid to learner's comprehension. Concisely, poetry becomes effective when learners read aloud.

2) Invite learners to guess the title of the poem

The title encapsulates the content of the writing. It foretells the message or theme of the writing. Williams (2003, p.108) states that titles "stimulate learner thinking about the topic." The fact speaks that the title is a vital component of a poem. Jago et al. (2011) indicates that "Title can be a due to larger issues in a poem." Some latitude to learners at the very outset will be hugely beneficial in two significant ways: first, via brainstorming method, learners give free rein to their imagination; its immediate cascading effect is that even an introvert or shy learners involve into conversation. Second, speculation hones learners' ability to hypothesize about the text and thereby enhancing their test skills.

3) Paraphrase the poem Paraphrase means to reaffirm a text in plain words.

In other words, paraphrasing entails rendering the original writing in a more simplified version without sacrificing its origin intention. Greene & Lidinsky (2015, p.152) assert that, "A paraphrasing is a restatement of all the information in a passage in your own words." Primarily, its purpose is to simplify the abstraction ladder and bring it down to learners' level of understanding. For Thornborrow & Wareing (1998, p.142) paraphrasing "should be as close to the content of the original as possible." These critics suggest that there has to be a dynamic equivalent of the text in a paraphrase. If rewriting a poem is to render it anew, the question remains how to do the trick. The widely practiced technique is to employ synonyms, modification of the sentence structure, fracturing the information into separate sentences, and lettering the sentences other than the source sentences for paraphrasing.

4) Comprehend the theme of the poem

Essentially, the theme is an idea or point that controls the text. The poet can express it either overtly or in a hidden way. Understanding the theme is to fetch the primary argument of the text. The thematic analysis emphasizes pinpointing and examining the subject matter of a text, an underlying sense of a literary work. The theme contains the dominant idea presented by the author through characters, prosody, syntax, and pattern of the verse. Glancy (2002, p.vii) talks of the theme, "When we speak of a poem having a theme, we often referring to a poem that brings a particular human perspective to the subject matter." It is the idea of the text that binds various essential elements together. It gives readers a better understanding of society, social experiences, and emotions. However, the theme,

as Lazar (1993, p .103) maintains, "Should somehow be made relevant with the learners' personal experience." Here, Lazar means that the textual cosmology has to be compatible to that of readers' worldview. Jago et al. (p.85) point out those themes "are revealed through the piece's plot, character, setting, point of view, and symbol." The theme is the central thought that guides the text. The role of the teacher is to unravel the concept in the best possible way. The subject of a literary piece generally unpacks a universal belief system. Teachers have to encapsulate themes in a single word like love, hate, death, and so on and elaborate in the best possible way.

5) Point out the figures of speech of the poem: simile, metaphor, imagery, symbol, personification

Figures of speech present ideas in fresh way. To draw the attention of the readers, writers use figurative language. It conveys the message in a seemingly deceptive and circumlocutory manner. While dealing with this aspect of a poem, it is essentially crucial to ensure that learners grasp the meaning as well as the cultural import of each of the figures of speech used. Lazar (1993, p.98) reminds, "Poetry draws creatively on a full range of archaisms and dialects, andgenerates vivid new metaphors". He points out that learners feel difficult to unravel the symbolic use of language. The teacher can resolve this issue by "group work and pair work" (106-107). Jago et al. (2011, p.22) present the concept that figurative language, "explains, or expands on an idea by comparing it to something else." The activity to identify figures of speech in group work in the class encourages learners to address the problem together through collective effort.

6) Evaluation to the form of the poem: lines, stanzas, punctuation marks

Form refers to the outward visible layout of the poem. Lines, length, and the structure of a stanza and use of punctuation mark in the middle and end of the line-in short topography-are the constituents that subtly contribute to the overall meaning of composition. The structure of line and stanza helps to understand a poem. So, readers have to find out the meaning by counting the lines and the number of syllables that are there in the lines of the poem and then restructure the lines. Lazar (1993, p. 95) points out, "Making decisions about the correct order of the lines in the poem above involves far more than comprehension of meaning. It involves drawing on your knowledge and experience of the way poetry is structured." This quote implies that the structure of a poem is an unavoidable segment in its interpretation, and therefore, structure and meaning are opposite to each other. Thus, it follows that the punctuation mark either at the middle or at the end signifies importance in one way or the other.

7) Evaluate the prosody of the poem: rhyme, rhythm, and meter

Music in poetry is the sound formed by the display of stress to create the aural effect. Glancy (2002, p.153) says, "Music and poetry have always been closely linked." English verse has its music system. According to Scholes et al. (1991, p.551), "musical element in poetry is the hardest to talk about because it is nonverbal. Our responses to rhythm and pleasing combinations of sounds are, in a sense, too immediate, too fundamental to comprehend in words. Yet music is important in all poetry." Despite what Scholes et al. say, music is the least in the mind of a reader while analyzing poems because they find it tedious due to its technical intricacies. Rhyme, meter, form, poetic syntax, sound, and rhythm are the technical aspects to arrange music. Harmony creates the beauty of poetry; it

supports the content of the verse. Rhyme is the parallel of sound in the stressed syllables of two or more words. The similarity is on the vowels of the stressed syllables, which must be preceded by different consonants to make the ideal rhyme. Ferguson et al. (1997 p.1xxix) traces the origin of rhyme, "Rhyme may have had its origin in primitive religious rites and magical spells." However, Morley (2007, p196) contends that "Rhyme emerges from listening to the music of language, asline, meter, and form."Lennard (2005, p.189) values the linguistic aspect of rhyme, "Rhyme is another form of punctuation closely bound to lineation and layout, helping on the page and performance audibly to organize the relations of words." Morley (2007, p.194) points out, "Rhythm is made of beats, whether of a skin drum in a frog's throat or a hoof's thrum." Abrams & Harpham (2005, p.167) defines meter, "Meter is the recurrence, in regular units, of a prominent feature in the sequence of speech-sounds of a language."Studying melody means scrutinizing all the technical nuances of poem objectively and scientifically. It hints to see sound patterns, content, association, use of repetition, and cohesive sequence. This scientific side of the poem studies the principle and practice of meter, rhyme, rhythm, and stanza form.

8) Sound arrangements of the poem

Sound patterns as alliteration, assonance, and onomatopoeia fall within the criteria to analyze verse. The study of composition enables readers to analyze the craft of the poet. It is the responsibility of the teacher concerned to acquaint learners with music along with the content of the. Alliteration and assonance are the musical components in English that contribute to the music of verse. The former refers

to the repetition of consonant sounds or letters in two or more closely associated stressed syllables. Abrams & Harpman (2005,p.9) differentiate about these terms, "Alliteration is the repetition of speech sound in a sequence of nearby words" whereas the latter refers to the similarity in vowel sound in two or more syllables, "Assonance is the repetition of identical or similar vowels-especially in stressed syllables-in a sequence of nearby words." Thus alliteration, assonance, and onomatopoeia contribute to the music of a poem. Given the fact that music permeates every tiny component of a poem, it behooves teachers to familiarize learners to identify it and apply its various elements for a better and more joyful reading of poetry.

9) Examine the language of the poem: diction, phrase, syntax, and punctuation marks

Language is a vehicle for communication. The selection and combination of words have significant value. Words, phrases, and even the unique distortion of grammars carry meanings. Lazar (1993, p.99) states the reason for breaking the rules of traditional language, "Poetry frequently breaks the 'rules' of language, but by doing so it communicates with us in a fresh, original way". In comparison to prose, the verse gives joy by its syntactic deviation. Thornborrow & Wareing advocate to analyze (1998, p.46) the "layout, number of lines, length of lines regular meter, rhyme, and sound patterning." Hence, the choice of diction, phrase, and the grammar of the text need detail analysis to facilitate learners' deeper understanding of the text. Learners have to know that punctuation marks in the middle of the line are caesura and the one at the end is end-stopped. They differentiate between the two and understand why the poets placed in a specific position. For example, teachers should be able to tell learners that

endstopped means uniformity of thought and pause creates a rupture in the middle.

10) Ask the learners to create their poem and share with their classmates.

Learners need the motivation to compose poems. Without it, they cannot internalize the value of the poem. Williams (2003, p.295) views that, "If learners were performing a 'real' writing task, one arising in the natural contexts outside school, their writing would be directed by the social conventions of the stimulus." Teachers' intervention by selecting a familiar topic and few clues to the learners is crucial here. Upon the completion of their writing, a few lines of positive feedback on the part of the teacher will boost up the confidence of the nascent learner.

e. **Two Stay –Two Stray Strategy**

TS-TS strategy can improve the learners' comprehension of poems. Two stay – two stray strategy work on the understudies' appreciation of poems and understudies' dynamic association in learning measure. TS-TS was function admirably if understudies have an item or data to share. It likewise gives understudies insight in get-together data and announcing back to their partners. TS-TS procedure basically is a gathering conversation model. Every individual from bunch has its own liabilities (two understudies become 'strayers' and other two understudies become 'stayers'.

It is tracked down that The discoveries show that utilizing TS-TS system can work on the understudies' appreciation of poems. The normal score of understudies' test in Cycle 2 is 80 and the understudies' dynamic contribution in Cycle 2 is 86%. The information are acquired from the execution of TS-TS methodology in working on understudies' appreciation of poems.

f. Music Application

In this case one way that is used is to use the music media, whereas learners read poetry with music media. Music is a collection of tones in which each tune has a beat. The beats here every time it touches the heart rate and met with us, it will cause a sensation that spur to one's emotions, as well as when learners read a poem, every time the rhythm of the music blend with the beats then every time she also encouraged her emotions, then indirectly they would more appreciate the poems read. Here is the meeting point where learners can understand the contents of the poem were carrying when the learner has to appreciate the poem. The music used in this case should be able to touch directly with a blend of poetry to be read by learners. For example, a themed poem beauty should be accompanied by the cheerful music, poetry with the theme of sadness or compassion, or desire should be accompanied by a slow and music. "Auld Lang Syne" is a poem by Robert Burns, The title of this poem is in the language of Scotland, and can be literally translated as 'since a long time ago', 'long ago', or 'the days that have passed'. Although this poem in the language of existing Scodlandia but its version is translated in English.

Based in the findings above, in this table we can conclude the strategies are:

Table.2 Analysis Table

No.	Strategies	Level of Education	Region	Lecturer	Learner
1.	Analyzing a Poem in Classroom	EFL students	Algeria		✓
2.	Small Group Discussion	EFL/ESL students	Indonesia	✓	
3.	Two Stay – Two	Undergraduate	Indonesia		✓

No.		Students	Country		
	Stray Strategies	students			
4.	A New Approach	EFL students	Iran	✓	
5.	STAD	Undergraduate students	Indonesia		✓
6.	CIRC	Undergraduate students	Indonesia		✓
7.	A Visual Approach	EFL students	Kurdish		✓
8.	Integrated Approach	EFL/ESL students	Yemen	✓	
9.	Positive Classroom Environment	ELT students	Indonesia	✓	
10.	Anticipating the theme	Undergraduate students	Romania	✓	
11.	Building it from scarps	Undergraduate students	Romania	✓	
12.	Re-construction the text	Undergraduate students	Romania	✓	
13.	Traditional Approach	Undergraduate students	Yemen	✓	
14.	Multimodality	EFL students	Malta	✓	
15.	Music Application	High School	Indonesia		✓

It's conclude that based on 15 article above there are 4 kinds of level education that used these strategies, there are EFL/ESL student that use, analyzing a poem, small-group discussion, a new approach, a visual approach, integrated approach. Next, undergraduate students use two stay-two stray strategy, student team achivement and division (STAD), cooperative integrated reading composition (CIRC), anticipating the theme, building it from scraps, recontruction of the text, traditional approach. Next, ELT

students use postive classroom environment and multimodal. Last, high school use music application.

And based on 15 article above there are 6 strategies that used in Indonesia. There are, small group discussion, two stay-two stray strategy, studet achievement and division (STAD), cooperative integrated reading composition (CIRC), positive classroom environment, and music application. And others used in foreign country.

B. RESEARCH DISCUSSION

Based on the results of the findings, its showed that there were strategies that available on purpose to increase the comprehension of english poem. These strategies was devided into 2 group that is lecturer's strategy there are: (1) the traditional approach, (2) integrated approach, (3) the small group discussion, (4) the new approach, (5) positive classroom environment, (6) anticipating the theme, (7) building it from scraps, (8) recontruction the text, (9) multimodal approach, and student's strategy are: (1) a visual approach, (2) learner team achievement and division (STAD), (3) cooperative integrated reading and composition (CIRC), (4) analyzing a poem in classroom, (5) two stay- two stray strategy, (6) music application. The data of this research were collected through analysis of document form 15 journals that reasearcher get from internet. These journal consist of 8 international journal and 7 national journal. The result is the researcher got that most used startegies in teaching poetry integrated approach and analyzing approach

As strategy, integrated approach, group discussion, the new approach and visual approachmore leads how to teach poem. These approach has been the way teachers to add the comprehension of the learner about english poem in the class. Then, traditional approach, positive classroom environment by Bastian sugandi (2015), anticipating the them, building it from scraps, recontruction the text by Marius nica

(2011), analyzing a poem in classroom by Rogti Maroua (2017), Multimodal, lead how to understanding a poem. These approach has been the way teacher teachers to improve understanding poem itself.

The motivation behind why integrated approach be the most utilized systems since this methodology is the blend or the reconciliation of social model, language model and self-awareness model in instructing writing. As indicated by Savvidou (2004) what is required in showing writing in the EFL homeroom is a methodology which can endeavor to coordinate the components of those methodologies that make writing available to learners and advantageous for their etymological turn of events. There are three primary explanations behind incorporating these components; they are, semantic, methodological and persuasive. Semantically, by utilizing a wide scope of true messages learners were acquainted with an assortment of types and challenges of English language. Methodologically, scholarly talk sharpens perusers to the cycles of perusing and the last one is motivationally, artistic writings focus on the happiness regarding perusing since the reaction to writing itself is significant.

The motivation behind why customary methodology be the most utilized systems in light of the fact that taking on a conventional way to deal with showing verse, numerous teachers dedicate the majority of the important season of the class to "outward" properties of scholarly messages bestowing anecdotal, recorded, stylish and philosophical data to the understudies. An enormous number of understudies was figure out how to breeze through the end of the year tests by remembering the basic audits of the poems.

While the researcher used a method of library research by analyzing strategies that include in some journals at methodology, finding and discussion of fifteen journals. Mirzaqon & Purwoko (2017) put forward several definitions of library research from several experts, library research is a study that is used in gathering information and data with the

help of various materials in the library such as documents, books, magazines, historical stories.

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BAB V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the general findings the researcher found the strategies in understanding english poem. Strategies that researcher found in 15 journals about strategies in understanding english poem are 15 strategies, and types of the strategies can be strategies, model, technique, and approach in understanding poem. The strategies that the researcher found are: Integrated Approach, traditional approach, small group discussion, learner team achevement and division, cooperative integrated reading and composition, the new approach, the visual approach, two stray two stray strategy, positive classroom environment,anticipating the theme, buliding it from scraps, recontruction the text, encouraging learners to learn poems, analyzing a poem in classroom, Multimodal approach, Digital Story, Music Application. These strategies was devided into 2 group that is lecturer's strategy there are: (1) the traditional approach, (2) integrated approach, (3) the small group discussion, (4) the new approach, (5) positive classroom environment, (6) anticipating the theme, (7) building it from scraps, (8) recontruction the text, (9) multimodal approach, and student's strategy are: (1) a visual approach, (2) learner team achievement and division (STAD), (3) cooperative integrated reading and composition (CIRC), (4) analyzing a poem in classroom, (5) two stay- two stray strategy, (6) music application.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions follows

:

1. English learners

   Considering the research above, the researcher expects that learners who do a research about library research, and literature especially english poem, it helps the learners improve knowledge and skill better in the future.

2. The lecturer

   From the result of the research, the lecturer know the strategies in understanding english poem. So the lecturer can apply the strategies that researcher found into classroom. And improve the comprehension of literature especially english poem skill in the future.

3. The next reseracher

   Related to this case, it is expected to other researcher to do further research to analyze strategies research. It can be said that the other researcher can do a research about analysis of strategies in understanding english poem, and so on.

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APPENDICES

APPENDIX I- Working Table

Author	
Year	
Tittle	
Name of journal	
Volume	
Issue	
Pages	
Doi	
Website	
Abstract	
Purpose/reseach question (s)	
Literatur review	
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	
Discussion	

APPENDIX 2- Working Table of 15 Articles

ARTICLE 1

Author	Rindilla Antika
Year	2016
Title	Poetry in EFL Classroom
Name of journal	TELL-US JOURNAL
Volume	2
Issue	2
Pages	1-16
Doi	Doi: 10.22202/tus.2016.v2i2.1335
Website	http://repo.stkip-pgri-sumbar.ac.id/eprint/3428
Abstract	Literature is considered as an advancing apparatus for language learning purposes. Writing can be utilized to cultivate learners inspiration to peruse and write to accomplish their scholarly capability. Poetry as a piece of writing has attested that writing has an extraordinary arrangement in fostered learners' proficiency capability. This paper contends for the utilization of writing and a few methodologies in instructing and learning writing particularly poetry in EFL homeroom. This paper additionally expounds a few advantages of utilizing writing and poetry in the EFL study hall and proposes a few evaluations which can be utilized to survey learners' scholarly ability in poetry.
Purpose/reseach question (s)	To contends the utilization of writing and a few methodologies in instructing and learning writing particularly poetry in EFL homeroom likewise explains a few advantages of utilizing writing and poetry in the EFL study hall and proposes a few appraisals which can be utilized to survey learners' scholarly capability in poetry.
Literatur review	Literary exploration can be utilized to

	upgrade the proficiency of language learning programs and furthermore gives a few benefits in the study hall (Van, 2009). Writing likewise encourages learners' inspiration to peruse and compose which additionally can work on their perusing and composing capability to serve their scholarly and word related necessities (McKay, 1982 in Bagherkazemi and Alemi, 2010). Poetry as one of the writing items can be utilized to foster learners' information on English and to show design, language structure and jargon (Khansir, 2012).
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	By using poerty as the materials in the classroom can also improve their sensein interpreting figures of speech.
Discussion	It is suggested to EFL teacher to use poems as a reading material in the classroom sincethat the poems that is chosen should appropriate to the learners based on their ages, comprehension, and interest. An appropriate assessment also can help learners to develop their literary competence.

From the table above it is found 1 strategy, this strategy are: integrated that useful for improve learner's understanding English poem. These, became strategies in understanding english poem.

ARTICLE 2

Author	Rogti Maroua
Year	2017
Tittle	Understanding, Appreciating and Teaching poetry
Name of journal	Journal of English Language and Literature
Volume	8
Issue	
Pages	1-3
Doi	
Website	
Abstract	When teaching poetry to learners, we must first examine our own apprehensions, preconceived notions, and perceived abilities as poets." Parr & Campbell (2006). In fact, the teaching of poetry was develop communicative skills while learners are still young and indeed flexible. Actually, such flexibility, including openness to the possibility of discovering something new, is of primary importance in both the reader and writer of poetry. As teachers today, everything we teach has to be charged with skills and the pledge of advancing learners academically. Vehemently, poetry can get the learners there. It is yet vitally turbo-charged.
Purpose/reseach question (s)	To examine teachers understanding, appreciating and teaching poetry.
Literatur review	
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	The teaching of poetry will develop communicative skills while learners are still young and indeed flexible.

	Actually, such flexibility, including openness to the possibility of discovering something new, is of primary importance in both the reader and writer of poetry.
Discussion	It is also palpable that when the learners understand how to connect what they read to their daily lives, they realize the impact of their actions.

From the table above it is found 1 strategy, its analyzing a poem in classroom. This, became strategies in understanding english poem.

ARTICLE 3

Author	Jaftiyatur Rohaniyah
Year	2012
Tittle	Technique in Teaching Literature
Name of journal	OKARA
Volume	1
Issue	
Pages	110-120
Doi	
Website	
Abstract	This article attempts to investigate a specific method in writing study hall. Writing is a substance subject and obligatory subject, for example, poetry, composition, dramatization, and so forth which give for the learners who take course in English language schooling. The paper centers around utilizing little gathering conversation strategy included pre-conversation exercises, while conversation exercises, and postdiscussion exercises and how to execute them in showing English poetry for the EFL/ESL learners of English language instruction program. This method is expected to help learners in further developing their poetry cognizance and persuading them to learn scholarly subject particularly poetry.

Purpose/reseach question (s)	to examine and investigate specific strategies of showing poetry in writing class by reason the methods was assist learners with grasping English poems. The method is being to be examined is little gathering conversation strategy.
Literatur review	Lazar (1993) expressed that utilizing writing in the homeroom is a productive method of including the learner all in all individual, and gives great freedoms to the learners to state their own viewpoints, responses and sentiments. In same vein, Raymond (2009) contended that writing serve to upgrade learners' language capability since its ability for giving joy and satisfaction, the subject of writing can likewise expand the learners' inspiration to cooperate with text which increment their perusing comprehension.1 To be sure, writing offers the learners a few chances to foster their interpretative force which trains incredibly include the expertise of understanding.
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	A small group discussion conversation methods in showing poetry included pre-conversation exercises, while conversation exercises, and post conversation exercises are required to help learners in working on their appreciation about poetry. Other assumption for utilizing little gathering conversations in showing poetry is to foster more dynamic and informative learner focused homerooms, to spur learners to learn, and to train them to

	be social individuals
Discussion	the author expects that small group discussion conversation procedure might be an elective method of showing poetry and can take care of educator and learners' concern in poetry class

From the table above it's found 1 strategy, its small group discussion. This, became strategies in understanding english poem.

ARTICLE 4

Author	Hamiddin
Year	2012
Title	Improving Learners Comprehension of Poem using Two Stay- Two Stray Strategy
Name of journal	Jurnal Vidya Karya
Volume	
Issue	
Pages	1-7
Doi	
Website	
Abstract	The investigation is coordinated to work on learners' cognizance of poetry utilizing the Two Stay-Two stray system. The subject of this investigation is 23 learners of the 6th semester of English division of FKIP at Islamic College of Malang. This investigation utilizes community oriented activity research plan which comprises of four primary advances: arranging, executing, noticing, and reflecting. The information is taken from test, perception agenda and field notes. The discoveries show that utilizing TS-TS system can work on the learners' cognizance of poetry. The normal score of learners' test in Cycle 2 is 80 and the learners' dynamic association in Cycle 2 is 86%. The information are gotten from the execution of TS-TS technique in

	working on learners' understanding of poetry.
Purpose/reseach question (s)	To know that TS-TS strategy can improve the learners' comprehension of poems.
Literatur review	
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	Collaborative action research design
b. Population /sample	23 learners of the sixth semester of English department of FKIP at Islamic University of Malang
c. Instruments	Quiz, observation checklist and field notes
d. Research procedure	This study consists of four main steps: planning, implementing, observing, and reflecting.
e. Techniques of data analisys	
Result/finding	TS-TS procedure can work on the learners' appreciation of poems. The normal score of learners' test in Cycle 2 is 80 and the learners' dynamic association in Cycle 2 is 86%. The information are acquired from the execution of TS-TS technique in working on learners' cognizance of poems.
Discussion	TS-TS strategy has improved or increased learners' comprehension of poems and enhanced the participation of the sixth semester learners of English Department at FKIP Unisma. TS-TS strategy has given theoretical and practical ways in comprehending poems step by step, asking and answering the questions, sharing opinions, helping each other, and giving feedback to complete the teacher's tasks.

From the table above it's found 1 strategy, its two stay-two stray strategy. This, became strategies in understanding english poem.

ARTICLE 5

Author	Mohammad Khatib
Year	2011
Title	A New Approach to Teaching English Poetry to EFL Learners
Name of journal	Journal of Language Teaching and Research
Volume	2
Issue	
Pages	165-169
Doi	10.4304/jltr.2.1.164-169
Website	
Abstract	Poetry like other abstract kinds exists to be delighted in and appreciated. The troublesome errand confronting any educator is to foster this feeling of appreciation and pleasure in learners who are not inspired by poetry. For quite a while, writing overall and poetry specifically, was cleansed from the showing programs on the ground that it made no commitment to learning an unknown dialect for reasonable purposes. Luckily, in the previous few decades there has been a reestablished interest in utilizing writing in the language study hall. Notwithstanding the recharged interest in showing scholarly messages in the study hall, little has been expounded on instructing poetry to school level learners in Iran. Numerous English teachers alongside numerous college learners abhor English poetry. Indeed, even a greater part of them express a negative mentality towards poetry. Nobody can reject that poetry is troublesome for EFL learners, yet additionally for local speakers. My long involvement with instructing poetry to Iranian learners has constrained me to arrive at the resolution that the learners' negative disposition towards poetry can be credited, among numerous different

	realities, to (a) improper choice of the writings and (b) incapable educating philosophy. This examination recommends another way to deal with showing English poetry in EFL circumstances. The motivation behind this examination was to decide the overall viability of this methodology in working on the learners' disposition towards English poetry at school level at Allameh-Tabataba'i College in Tehran-Iran.
Purpose/reseach question (s)	to determine the relative effectiveness of the new approach in improving the learners' attitude towards English poetry at college level at Allameh-Tabataba'i University in Tehran-Iran.
Literatur review	Language specialists like Fixing (1968, cited from Spack, 1985) contend that "writing ought to be avoided from the ESL educational plan due to its primary intricacy, absence of adjustment to standard linguistic principles and distant social points of view" (p. 704). Widdowson (1975) and Povey (1967) among numerous others talk about the shocking outcomes of isolating English language from English writing in EFL/ESL schools. Widdowson (1975; 1984) raised the crucial issues and these have been inspected, created, adjusted and intensified by Brumfit and Carter (1986), Duff and Maley (1989), Lazar (1993), Parkinson and Reid Thomas (2000) and numerous different researchers of note. Hirvela and Boyle (1988) report that just 6% of the Hong Kong Chinese learners who were engaged with the review supported poetry more than other scholarly kinds and 73% of them discovered poetry the most troublesome and scaring abstract

	structure. Arthur (1968) credits the revultion of learners toward writing to overlooking the learners' reaction and their private trade with the scholarly content. "In case writing is to turn into a fruitful piece of an ESL program, ways should be found to make writing both valuable and agreeable".
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	
b. Population /sample	The subjects of this study were 200 learners (106 females and 94 males) majoring in English Translation and English Literature at College of Persian Literature and Foreign Languages of Allameh Tabataba'i University. There were 6 groups altogether, three groups were randomly chosen as the control and three as the experimental groups. The number of learners was approximately the same for all groups. All the participants were in their third semester of college education, having passed the average of 40 credits in their previous semesters. All the learners had Persian as their native language and knew no other foreign language except English. They had taken no poetry courses in English prior to the experiment.
c. Instruments	for on the other hand this examination the accompanying instruments were utilized: 1. The TOEFL was controlled to the control and the test gatherings to make them homogeneous. 2. The Likert Demeanor Scale was given to both control and exploratory gatherings twice, prior and then afterward the treatment, to quantify the learners' mentality towards poetry. 3. A subsequent survey containing 25 things was disseminated to the two gatherings toward the finish of the examination to evaluate their disposition toward

	English poetry as a supplement to the Likert Demeanor Scale. 4. Two Last tests were utilized in this examination. One comprising of 20 things dependent on the materials given to the learners to be perused alone. The subsequent last test comprising of 50 things depended on the material covered during the treatment meetings.
d. Research procedure	a. The Control Groups. Since in the conventional way to deal with showing poetry the "outward" factors are typically underlined instead of the "inherent" components, to show the benchmark group the accompanying advances were utilized: 1. The teacher dispersed the poems to be covered toward the start of every meeting. 2. He read the poem resoundingly once with the voice shading. 3. The learners were approached to peruse the poem a couple of times and afterward were approached to communicate the artist's aims. 4. A short memoir of the writer was given to the learners. 5. The verifiable, political, or potentially friendly foundation against which the poems had been composed was talked about. 6. The metaphors and other scholarly gadgets were clarified. 7. The teacher would reword the troublesome lines and would discuss the focal thought communicated in the poem. 8. A couple of learners were welcome to peruse the poem resoundingly to the class. 9. The learners were given a few poems to peruse all alone without any exercises joined. b. The Test Gatherings. 1. The guest plan was changed from customary style of lines to a total circle. This guest plan arranged the scene for little gathering learning. 2. The exercises changed significantly long. Some required a few minutes and some required thirty minutes to wrap up. 3. The exercises in

the trial bunches followed similar general plan for every one of the meetings. There were four fundamental parts: a) Pre-perusing exercises b) While-perusing exercises c) Follow up d) Perusing alone 4. The exercises of the Pre-Perusing segment were intended to stir starting interest in the poem, to acquaint learners with the potential substance of the poem they were to peruse. 5. In the While Perusing segment every poem was trailed by exercises pointed toward assisting the learners with being engaged with the content however much as could be expected. Probably the main exercises utilized in this part are the accompanying: a) Substitution Exercises: learners eliminated certain components and supplanted them with others. They changed dynamic action words into inactive structures, current state into past tense or the other way around. b) Requesting Exercises: The poem was introduced in a fragmented or deserted structure and the learners were needed to reestablish it to its unique or most conceivable structure. c) Fruition Exercises (Cloze): certain components from a poem were taken out and the learners were needed to finish it with one fitting word or expression. d) Examination and Differentiation Exercises: The learners were given two poems having something similar or related subjects. Then, at that point they were approached to note points of likenesses and contrasts between the two poems. e) Picking the Best Reword: The learners were approached to pick between the two summarizes of a poem and to communicate their explanations behind their decision. f) Development Exercises: In this action, the learners were approached to add at least one

	lines to a poem, or to deliver a poem into a short story or a short play. g) Perusing the Poem Out loud: Perusing resoundingly is one of the study hall strategies having its cons and professionals among the language-educating specialists. Certain writings, for example, show and poetry can wake up and can be all the more handily liked when perused out loud. 6. Follow up Exercises: Poetry composing is frequently overlooked as an imaginative device for learning numerous parts of an unknown dialect. It is accepted that poetry composing can fill in as a method of upgrading the learner's vibe for the language. In this part the learners were approached to create a short poem, either separately or all the more regularly in gatherings. 7. All alone: A couple of poems were given to the learners to be perused alone at home without following any sort of exercises.
e. Techniques of data analisys	
Result/finding	1.The number of learners in the exploratory gatherings who absented themselves from the class during the investigation was less than that of the benchmark group. 2. The quantity of the poems formed by the exploratory gatherings was not under any condition equivalent to the couple of poems composed by the learners in the benchmark groups. 3. The air of the classes in charge and exploratory gatherings was totally different. Though I had dynamic, exuberant and responsive learners in the test gatherings, the learners in the benchmark groups were non-members. The discoveries of this investigation and my long involvement with instructing poetry to school level learners compel me to presume that utilizing the New Way to deal with

	instructing poetry to EFL learners was put them in good shape to see the value in poetry.
Discussion	The traditional approach to deal with showing English poetry underlines the single importance rule and energizes disassociation of the self during perusing. In this methodology, the instructor investigations the symbolism, the allegorical language, idyllic gadgets with the exactness of a research facility professional. The benchmark groups educated by the conventional strategy in this investigation were not urged to communicate their own comprehension of the poem and absence of association kept them from going past the shallow degree of significance to a more sufficient arrangement. They thought about current realities, occasions and individuals of the poems in detachment of their sentiments. The overemphasis on the specialized viewpoints alongside carelessness of the learners' very own response to significance forestalls satisfaction and prompts aversion of poetry. Inasmuch as the educator views himself as the director of the symphony and the learners as players, the scholarly appreciation would not happen. Except if the learners are engaged with the way toward perusing and composing poetry, the artistic experience is preposterous and to encourage this, the educator ought to fail to remember this job of the conductor and be one of the players. The new way to deal with showing poetry was intended to offer learners plentiful freedom to respond to the poems dependent on their own encounters, feelings and thoughts. The strategy furnished them with gigantic support to communicate their own comprehension of a poem instead of

| | hang tight for the educator's instant clarification. The learners were informed that a poem may offer different translations and that their thoughts were just about as legitimate as any other person's and that there was no supreme right reaction with respect to abstract importance. These realities alongside the different exercises took advantage of in the investigation made them be more engaged with the poems and encouraged them to peruse and rehash them to discover new implications and understandings. In the benchmark groups the learners didn't elect to communicate their impressions of the poems and consistently trusted that the instructor's last comment will retain for the end of the year test. |

From the table aboveits found 1 strategy, it is a new approach. This approach used for teaching english poetry to EFL Learners. This, became strategies in understanding english poem.

ARTICLE 6

Author	Dina Ramadhanti dan Diyan Permata Yanda
Year	2018
Title	Understanding Poetry Through The Use of Cooperative Learning Model
Name of journal	Cakrawala Pendidikan
Volume	
Issue	
Pages	436-446
Doi	
Website	
Abstract	This examination depicts the learning interaction of inward and actual Design of poetry understanding using Learner Team Achievement abd Duvusuib (STAD) and Cooperative Integrated Reading and Composition (CIRC) agreeable learning models.

	Notwithstanding the agreeable learning models, scholarly perusing interet is additionally utilized a thought in the learning cycle of poetry understanding. This test study included 63 examples from an aggregate of 124 individuals. Test were haphazardly chosen and relegated into two test gatherings. The trial bunch I, with an aggregate of 33 subjects , was treated with the CIRC model. The subjects in the two trial bunch were relegated to finish a scholarly perusing interest survey. After the treatment, a poetry understanding test was given to the subjects in the two gatherings. A t-test was consequently used to analyze the learners learning result, by thinking about their premium in scholarly perusing. The consequence of information examination showed no huge contrasts in the use of agreeable learning models in poetry understanding the two learners with high and low artistic perusing revenue discovered the learning models supportive in improving teir execution in the understanding internal and actual design of poetry. Learners with low artistic perusing entomb set were persuaded in the learning cycle because of the cooperation in finishing the poetry getting job
Purpose/reseach question (s)	To portrays the learning interaction of internal and actual design of poetry understanding using Learner Team Achievement and Division (STAD) and Cooperative Integrated Reading and Composition (CIRC) cooperative learning models
Literatur review	
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	Experimental research design
b. Population /sample	Male and female learners who take the

	Poetry Appreciation course. This Course is concentrated in the third semester during their investigations. Beginning test were given to 124 learners to decide the homogenization of study members. Then, at that point 63 of the 124 members with a score of one standard deviation above and underneath the mean were arbitrarily appointed to two trial class I and 30 members in the exploratory class II.
c. Instruments	Literary reading interest questionnaire and multiple choice test question.
d. Research procedure	Tests in both trial classes round out an abstract perusing interest survey for high artistic understanding interest and low scholarly understanding interest. In the exploratory class I, executed learning by applying STAD type helpful learning model. STAD is Carried out by applying five principle parts: class introductions, bunch work, test tasks, singular advancement scores, and group acknowledgment. Class show: the class show is driven by the instructor. The issues talked about are topic exercises during STAD execution. This action makes it simpler for members to do tests, test score scores, and their group scores. (a) Gathering work: bunch work is completed to set up every person in the test work. The material undertsands poetry and breaks down undertsanding the internal construction and actual design of poetry comprehended in bunch work. They cooperate so every individual comprehends the topic. (b) Test giving: the educator presents extra material identified with undestanding poetry, then, at that point the members chipping away at the individual test comprehend the poetry. (c) Singular Advancement score: every members acquires an underlying score dependent

	on te aftereffect of the test. The members then, at that point gathered focuses for their group dependent fair and square of test score increment contrasted with their underlying score. (d) Gathering acknowledgment: groups was be remunerated if their score arrives at specific measures identified with the motivation behind figuring out how to get poetry.
	In the expermental class II, learning is finished by applying the helpful learning model of CIRC type. CIRC is carried out by applying three principle parts, to be specific: essential exercises identified with agreeable picking up, understanding cognizance, and incorporated composing exercises. (a) Essential exercises identified with agreeable learning: fundamental exercises attempted are bunch divisions and the arrangement of materials and poems for examination of poetical comprehension in the learning cycle. Members work two by two in gatherings. (b) Understanding the perusing: Members are given a given poem, distinguishing keys thoughts identified with the internal design and actual construction of poetry, undertsanding the connections between components in the poem, and making decisions about the inward design and actual design of poetry. (c) coordinated composing action: Members work out the aftereffects of a comprehension of the internal design a lot of poetry as a short paper. The paper contains a clarification of the significance contained in the poem.
	The trial of understanding poetry in the structure various decision test is given get-togethers treatment with STAD and CIRC models is done in the trial class.
e. Techniques of data analisys	To test the hypothesis of the difference of learning result to understand poetry

	(hypothesis 1 and hypothesis 2) is done by using t-test and for the third hypothesis test which aims to know the interaction of using cooperative learning model type STAD and CIRC and literary readng interest to result learn to understand poetry used formula a unweighted means method.
Result/finding	The consequence of the estimation of artistic reading interest show that learners have the high and the low abstract understanding interest. Of the 63 learners acquired data upwards of 34 learners have high artistic understanding interest and 29 learners have low abstract understanding interest. Learners who have high and low scholarly reading interest are dispersed in the exploratory class I and in the trial class II.
Discussion	Cooperative learning is the best approach to further develop the general reasoning abilities required in the 21st century. Learners who can foster cooperation in investigation bunches was be progressively energized during the time spent speculation in taking care of issues in agreement in bunches influenced by bunch creation strengthly influences the responsibility of every person in playing out the undertaking, particularly getting poetry. STAD and CIRS's agreeable learning upgrades learners comprehension of the actual design and inward constructions of poetry requiring basic understanding abilities. Learners with low perusing revenue are propelled in learning since agreeable learning can urge learners to think and peruse

From the table above it is found 2 strategies there are Learner

Team Achievement and Division (STAD) and Cooperative Integrated

Reading and Composition (CIRC) cooperative learning models. These,

became strategies in understanding english poem.

ARTICLE 7

Author	Shamal A. Hussein and Mariwan N. H. Barzinji
Year	2014
Title	A visual approach to poetry analysis
Name of journal	International Journal of Literature and Arts
Volume	2
Issue	
Pages	49-59
Doi	doi: 10.11648/j.ijla.20140202.15
Website	http://www.sciencepublishinggroup.com/j/ijla
Abstract	To help learners discover joy and sane motivation in poetry, instructors may use various techniques. Initially, a presentation might be given on the course by communicating points and measures, and by interrogating learners concerning to what ing and contemplating poetry is huge. The speaker should connect with the whole learners, especially the picturing of creative mind, various poems to them and allowing the learners to look till ween the content and the pictures; the pictures are in good company but rather the general scene comprises of discrete pictures and images, this is the thing that can be viewed as one of the huge results of this methodology nd the poem by means of this strategy. Then, at that point the educator might peruse the poem and show the pictures that can clarify the poem, simultaneously. This was work with the troublesome undertaking of the learners. This method upholds learners to gain proficiency with the conventional things instructors clarify about poetry, like the terms, images, and sorts of poetry, however time giving joy to the understudy at the same time.
Purpose/reseach question (s)	To improve the pedagogical situation of literary studies in the classroom, motivating "hunting for books that was renew a focus on our engagement with art"1 which is an

	instant academic and cultural need, to make best results of teaching and reading poetry, and to go inside humanity and make use of digital humanity.
Literatur review	A Cognitive Approach to John Donne's Songs and Poems, Michael A. Winkelman, New York, 2013. An Analysis of Poetic Thinking, Max Rieser, 1969. An Introduction to Visual Culture, Nicholas Mirzoeff, Routledge, London and New York. 1999. Children Write Poetry a Creative Approach, Flora J. Arnstein, New York, 1967. Configurations a Topomorphical Approach to Renaissance Poetry, Maren-Sofie Rostvig, Stockholm, 1994. Critical Theory, a reader for Literary and Cultural Studies, Robert Dale Parker. Oxford University Press. New York, Oxford. 2012. Impersonality, Sharon Cameron, Chicago and London, 2007. Interpreting Visual Culture, Explorations in the Hermeneutics of the Visual, Ian Heywood and Barry Sandywell. Routledge, Londn. 1999. Kenneth Burke, Literature as Equipment for Living. Knowledge Visualization Background, Martin J. Eppler. Switzerland. 2013. On English Poetry, Robert Grave, London, 1921. Poetry as Experienced. John Dewy Poets, Poem, Poetry by Helen Vendler Practical Stylistics an Approach to Poetry, H. G. Widdowson, 1992. Recurrence and a Three-Modal Approach to Poetry, Walter A. Kock, Paris, 1966. Seen and Unseen, Visual Culture, Sociology and Theory, Kleran Flanagan. Palgrave Macmillan, United Kingdom. 2004. The Poet's Vision and Magic of Words an Approach to Iqbal's Poetry, Muhammad Iqbal, M. A. Lahore, 1978. The Poetry of Rafael Alberti a Visual Approach, Robert C. Manteiga, London, 1978. The Reader and the Text. Wolfgang Isere The Visual Culture Reader, Nicholas Mirzoeff, Routledge, London and New York. 1998. Vision and Visuality, Hal Foster, Dia Art Foundation, Washington. 1988. Visual Cultures and Critical Theory, Patrick Fuery and Kelli

	Fuery, London, 2003.
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	The technique of visualizing of imagination, a number of poems to them and letting the learners look till they see the exact link between the text and the images; the images are not alone but the overall scene consist of separate images and symbols. This is what can be seen as one of the significant outcomes of this approach and then they enjoy it.
Discussion	the problem of lack of understanding of poetry has a long history. This issue could be addressed via the technique of visualizing of imagination by the teacher in the classroom, as this will assist the majority of the learners to understand the sense and the beauty of the poem. When a piece of poem cannot be expressed via words, then images can have a very positive role in this respect and can change the attitude of the learners towards the poem as well as the teacher in a very positive way.

From the table above it is found 1 strategy a visual approach. Each learner can understand the poem via this technique. This, became strategies in understanding english poem.

ARTICLE 8

Author	Abraham Panavelil
Year	2011
Title	Teaching Poetry in an EFL/ESL Class:

	An Integrative and Communicative Approach
Name of journal	ELT Voices
Volume	
Issue	
Pages	11-20
Doi	
Website	
Abstract	The scope of English learning materials presently accessible to learners of EFL/ESL has been expanded and changed. They are gone from magazines, papers, paper articles, diary works, short stories, plays and books. Be that as it may, not very many have thought about poetry as legitimate material for learning English language. One of the elements for this underestimation of poetry as reasonable material in the EFL/ESL study hall is that many accept that English poetry is as yet described as straying from or contorting the standards of Standard English language and it is undeniably challenging. The reason for this paper is to show how English poems, whenever chose wisely, can be transformed into powerful ESL/EFL materials that can be utilized to work on learners' level of the English language. The paper was attempt to show how an integrative and informative methodology is a viable system for showing poetry in an EFL/ESL study hall. Robert Ice's poem 'Halting by Woods on a Blanketed Evening' is utilized as a model
Purpose/reseach question (s)	To show how English poems, if selected prudently, can be turned into effective ESL/EFL materials that can be used to improve learners' level of the English language.
Literatur review	
Methods (describe how the study conducted by the reseacher)	

a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	Utilizing the methodologies talked about above, learners figure out how to make expectations and check them against the subtleties in the given content. They additionally figure out how to determine importance of a book and structure a semantic chain from the catchphrases, inspect how language is utilized to depict a setting and make wanted impacts, investigate how to survey them, and furthermore discover methods of moving the content and reproducing its particular and exacting significance. Hence, with stirred language affectability and worked on abstract understanding, they acquire the capacity to peruse a poem basically as an inventive articulation with tasteful reasonableness.
Discussion	There are umpteen procedures and strategies for showing a poem in a language study hall. The systems depicted in this paper are only a couple. They can be applied on account of showing some other kinds in writing a short story, a novel or dramatization. Whatever techniques an instructor embraces in the class, the point is that learners acquire a more full comprehension of the content and have etymologically and theoretically set themselves up to read it for understanding and assessment.

From the table above it's found integrated and communicative approach. Each learner can understand the poem via this technique. This, became strategies in understanding english poem.

ARTICLE 9

Author	Bastian Sugandi and Husnaini
Year	2015
Title	Teaching poetry in an EFL/ESL Class: Some Challenges and Solutions
Name of journal	The 3rd International Multidisciplinary Conference onSocial Sciences
Volume	
Issue	
Pages	54-57
Doi	
Website	
Abstract	Literature is one of the significant things in the ELT study halls. One of artistic exercises that EFL instructors can do to help learners in learning English is through learning poetry. In ELT homerooms, showing poetry is difficult for educators and a test for learners to be learnt. There are a few difficulties in showing poetry in ELT study halls, for example, educators and learners ought to have additional deduction to get the importance of poem that they read, they get trouble in view of phonetic angles, a few learners feel exhausted in perusing poetry exercises, and instructors don't have the certainty to battle. This paper presents a few difficulties as well as certain answers for defeat with the difficulties looked by instructors and learners in educating and learning poetry in ELT homerooms.
Purpose/reseach question (s)	to depict a few difficulties as well as certain arrangements in instructing and learning poetry looked by educators and learners
Literatur review	Literature is one of the significant things in ELT homerooms. As indicated by Hennessy, Hinchion and McNamara (2010, p. 178), English Literature and customary school subjects are the fundamental pieces of the curriculum.Boas(1931, as refered to

	in Violetta-Irene, 2013, p. 74) characterizes Literature as the assortment of human's demeanor, thoughts, and feeling. It very well may be in composed structure and spoken structure like novel, short story, poetry, and numerous different types of Literature.
	Literature plays the significant part particularly for being assets in language educating (Sharminnie, Vasuthavan&Kunaratnam, 2009, p. 3). It implies that in showing English, Literature can be utilized as one of the real sources.
	Widdowson(2003, as refered to in Chen, 2009, p. 49) states that through Literature, learners can distinguish and include in different personalities. Furthermore, Obediat (1997, as refered to in Khansir, 2012, p. 244) states that learners can learn English skill, show their innovative reasoning, become familiar with the cutting edge type of English Literature, become familiar with the etymological framework in English, and have the basic and logical thoroughly considering Literature.
	In learning English, Literature is intimately acquainted utilized as a procedure to show four language abilities and language angles (Hismanoglu, 2005, p. 54). As indicated by Collie and Slater (1993, as refered to in Hismanoglu, 2005, p. 54), there are some significant things why educators use Literature in the homeroom
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data	

analisys	
Result/finding	Teachers and learners ought to have additional deduction in learning poetry to get the importance of poetry that they read, educators and learners are hard to learn poetry in light of semantic perspectives, a few learners feel exhausted on the grounds that they can't get the advantages from learning poetry movement, educators and learners are bashful when they read poetry before the homeroom. There are a few answers for defeat those difficulties. The arrangements are instructors ought to make a positive study hall to urge their learners and to further develop learning interaction of education, educators should fuse a few methodologies in educational plan that are helpful in the homeroom, learners ought to compose their own poetry to work on the capacity and educator should uphold them.
Discussion	Literature is one of the important means in ELT classrooms. It is as the authentic material and be a part in language teaching. Poetry is one of the interesting materials that can be integrated in teaching and learning language in ELT classrooms.

From the table above it's found 1 strategy positive classroom environment. Each learner can understand the poem via this technique. This, became strategies in understanding english poem.

ARTICLE 10

Author	Marius Nica
Year	2011
Title	Teaching Poetry to Undergraduate Learners
Name of journal	Procedia Social and Behavioral

	Sciences
Volume	
Issue	
Pages	
Doi	10.1016/j.sbspro.2011.01.064
Website	
Abstract	This investigation targets discovering methods of "decomposing" the graceful content into parts which can deliver a negligible significance to people who have had little contact to abstract examination and consequently making a productive setting for hermeneutical exercises. Strategies for showing graceful writings have been created in writing classes somewhat recently, techniques which appear to be not exclusively to carry the significance nearer to learners, yet to expand their premium in understanding poetry. Ultimately, this prompts a productive assessment in for the capabilities that are proposed in the scholarly educational plan.
Purpose/reseach question (s)	Discovering methods of "decomposing" the beautiful content into pieces which can deliver an insignificant importance to people who have had little contact to scholarly examination and consequently making a beneficial setting for hermeneutical exercises.
Literatur review	
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	As a matter of first importance Learners admitted that they preferred poetry (60%) and they read, wasingly,

	books of poems (35%). Indeed, obviously, the appropriate responses may have been accounted for to the experience they had during the semester they were going to Literature classes. However, the general outcome was that they discovered joy in understanding Literature and poetry appeared to be presently not an "strange region" they ought to fear
Discussion	Literature ought to be shown considering the learners' response towards it and instructors should adjust their techniques to make a simpler admittance to message. Constraining learners to recount poems by heart was not make them love poetry, and having them learnt scholarly critiques was not cause them to comprehend the excellence of an anecdotal book.

From the table above it is found 3 strategies there are: anticipating theme, building it from scraps, and Reconstructing the text. Each learner can understand the poem via this technique. This, became strategies in understanding English poem.

ARTICLE 11

Author	Ghalib ahmed yusef, Abdu mohammed hsj, manmatha kundu, geeta satpathy
Year	2016
Title	Teaching english poetry in facultas of education, hodeidah univerisity, yemen: out dated syllab and methods
Name of journal	Research Journal of English Language and Literature (RJELAL)
Volume	4
Issue	2
Pages	1-9
Doi	
Websitei	http://www.rjelal.com
Abstract	This paper investigates the way of teaching-learning English poetry in Hodeidah University. like other subjects, English Poetry is taught to the

	learners of English in Departments of English, Faculties of Education, Hodeidah University. The problem is that, teachers still follow the old traditional approaches in their teaching and the old prescribed syllabus of the English Department. To explore the way of teachinglearning English Poetry courses and the learning needs of the learners, the study used three different tools: materials evaluation, classroom observation and learner's questionnaire. The results showed that all the poems are difficult to be comprehended, classroom teaching is mostly teacher-centred, the learners use memorization as the main strategy for learning. To identify the learning needs while learning English poetry, the last factor of the questionnaire indicated that learners mostly agreed that they really need poems which help them develop their language and literary skills. So, this can be done only through selecting simple and modern poems or at least poems which are related to most of the learners' environment.
Purpose/reseach question (s)	This paper explores the method of instructing learning English poetry in Hodeidah University. like different subjects, English Poetry is instructed to the learners of English in Branches of English, Resources of Training, Hodeidah University. The issue is that, instructors actually follow the old conventional methodologies in their educating and the old recommended schedule of the English Office. To investigate the method of showing learning English Poetry courses and the adapting needs of the learners, the examination utilized three unique instruments: materials assessment, study hall perception and understudy's survey. The outcomes showed that every one of the poems are hard to be grasped, homeroom instructing is generally instructor focused, the learners use retention as the principle methodology for learning. To distinguish the adapting needs while learning English poetry, the last factor of the poll showed that learners for the most part concurred that they truly need poems which assist them

	with fostering their language and artistic abilities. Along these lines, this should be possible just through choosing straightforward and present day poems or if nothing else poems which are identified with the greater part of the learners' current circumstance.
Literatur review	As indicated by Al-Mansoob, showing English through Western writing writings doesn't assist the Yemeni learners with learning English since, writing focused and address arranged methodologies are as yet ruling the homeroom by certain provisions like memoir, history or virtues. This method of showing poetry in Hodeidah University, helps the learners of the English division to create neither the etymological nor the scholarly abilities. The educators utilize troublesome poems, and embrace the teacher centered approach which advances retention (Al-Refa'ae 59).
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	The present study utilized both the qualitative and quantitative methods of data collection.
b. Population /sample	The subjects of this study were level three and level four of English Departments, Faculties of Education, Hodeidah University, Yemen. The total number of the participants were 394 learners, 262 (66.5%) learners were females, whereas132 (33.5%) learners were males. They were from Faculties of Education; Zabid, Hodeidah, Bajil and Rimah.101 (25.63%) learners were from Faculty of Education, Zabid, 139 (35.3%) learners were from Faculty of Education, Hodeidah, 114 (28.9%) learners were from Faculty of Education, Bajil, and 40 (10.2%) learners were from Faculty of Education, Rimah.
c. Instruments	materials evaluation, classroom observation and learner's questionnaire.
d. Research procedure	
e. Techniques of data analisys	the researcher tracked down the spellbinding techniques to assess the gathered materials. The analysts chose arbitrarily enough examples of the educating/learning materials and dissected them
Result/finding	every one of the poems are hard to be

	appreciated, homeroom educating is for the most part instructor focused, the learners use remembrance as the principle methodology for learning
Discussion	The consequence of the last factor which pointed toward gathering information about the LN (Learning Needs) showed that the staggering greater part of the respondents 87.3% concurred (52.3% concur and 35% firmly concur) the suppositions that they required poems that suit their capability and necessities. This gave an unmistakable response to the inquiries; what the learner need to comprehend from these poems, what sort of poems was empower them to comprehend and foster their language and scholarly abilities. Besides, the outcome gave an unmistakable arrangement of the respondents that they required some chosen poems which suit their language capability and empower them for better disposition toward learning English poetry and help them fostering their language and abstract abilities also.

From the table above it is found 1 strategy that is traditional approach. Each learner can understand the poem via this strategy. This, became strategies in understanding english poem.

ARTICLE 12

Author	Daniel xerri
Year	2012
Title	Teaching and Multimodality: Theory into Practice
Name of journal	Creative education
Volume	3
Issue	
Pages	1-7
Doi	DOI:10.4236/ce.2012.34077
Website	(http://www.SciRP.org/journal/ce)
Abstract	This article talks about the hypothetical ideas supporting a multimodal way to deal with poetry instructing and considers various manners by which this can be taken on practically speaking. It talks about what is

	involved by the idea of multimodality and inspects the cases made about the advantages of utilizing a multimodal approach. It surveys the writing on multimodality and looks at how educators might mix an assortment of strategies and assets all together to draw in their learners with poetry as well as to actuate language learning. Specifically, this article looks at how by tapping learners' visual and computerized education abilities they are empowered to make video poems, digital recordings, hypertexts and Wikis, all of which address better approaches for utilizing language and encountering poetry. Through steady reference to the exploration completed up until now, this article tries to show how through a multimodal approach poetry can go about as a springboard for the improvement of learners' language capability and imaginative commitment.
Purpose/reseach question (s)	To inspects the hypothetical establishments of a multimodal way to deal with poetry instructing and assesses distinctive manners by which hypothesis can be converted into useful applications
Literatur review	Multimodality is characterized as "the utilization of a few semiotic modes in the plan of a semiotic item or occasion, along with the specific manner by which these modes are joined" (Kress and Van Leeuwen, 2001: p. 20). For Dressman (2010) it is "the created joining of at least two different ways, or modes, of correspondence, with the goal that their consolidated importance overall is more prominent than either mode independently or their basic blend" (p. 71).
Methods (describe how the study	

conducted by the reseacher)	
a. Research design/type	
b. Population /sample	
c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	Multimodality permits educators to bridle poetry's open potential, nonetheless, regardless of the relative multitude of benefits of a multimodal approach, instructors are as yet the main factor with regards to rousing learners' understanding propensities.
Discussion	Computerized innovation has the capability of making the learning experience a really captivating one and of taking a poem off the printed page however it is absolutely not the panacea for every one of the difficulties that educators face when endeavoring to draw in learners with poetry.

From the table above it is found 1 strategy that is multimodal approach. Each learner can understand the poem via this technique. This, became strategies in understanding english poem.

ARTICLE 13

Author	Yee Bee Choo, Kee Li Li, Norul Rafidah Redzuan and Syamsina Zahurin Shamsuddin
Year	2016
Title	Using digital story to improve primary scho
Name of journal	The 2nd TEYLIN International Conference Proceedings
Volume	-

Issue	-
Pages	228 - 239
Doi	-
Website	-
Abstract	Language Arts is a new component implemented in English language syllabus for the Malaysian primary school since 2011. Its genres include rhymes, songs, poems, stories and graphic novels which activate pupils" imagination and interest so that they are encouraged to use English language widely. This study aimed to investigate the effectiveness of using digital story to improve the pupils" understanding of poem. Twenty pupils were selected from a primary school by using purposive sampling. This was a case study utilising both quantitative and qualitative data. The instruments were pre-test and post-test, observation and interview. The results showed the pupils performed better in the post-test than the pre-test. Results of observation and interview also showed the pupils enhanced their learning of the poem through increased understanding, active participation and increased motivation. The findings of this study have implications for educators to

	implement effective strategies in their teaching and learning process in the classroom.
Purpose/reseach question (s)	This study aimed to examine the impact of using digital poem in enhancing pupils" understanding and engagement of the poem taught to them. It also looked at the pupils" perceptions of digital poem in learning Language Arts to promote meaningful learning among them.
Methods (describe how the study conducted by the reseacher)	
a. Research design/type	Both qualitative and quantitative methods of data collection were used to ensure the validity and reliability of the research.
b. Population /sample	This study involved a group of Year 4 pupils from a rural primary school in Batu Pahat district. The selection of pupils was conducted through purposive sampling. The group of 20 pupils comprised of 13 males and seven females who aged 10 years old in average.
c. Instruments	The instruments employed were pre-test and post-test, observation and interview
d. Research procedure	-

e. Techniques of data analysis	-
Result/finding	Quantitative Results (Pre-test and Post-test) Their results showed that there was significant difference in the experimental group, who practised digital storytelling, compared to the control group, who employed the existing traditional curriculum. The results suggest that digital story has a positive effect on learner achievement. Likewise, the pupils in this study also improved in their post-test compared to the pre-test and it showed that digital story can improve their academic achievement. Qualitative Results (observation and interview) - Increased understanding of Poem - Active Participation - Increased Motivation
Discussion	In this discussion, the writer discuss the data based on quantitative and qualitative analysis.

From the table aboveit is found 1 strategy, it is a digital story that indicate with multimodal.

ARTICLE 14

Author	Erisa Kurniati
Year	2017
Title	Teaching Literature: Musicals' Application in Understanding the Poem for Learners in High School
Name of journal	Advances in Social Science, Education and Humanities Research (ASSEHR)
Volume	148
Issue	
Pages	1-7
Doi	
Website	(http://creativecommons.org/licenses/by-nc/4.0/)
Abstract	This article writes about the poem which is one of the literature in which every word contains the meaning of unreal. Every word written in a poem is a beauty that contains a million dependent meanings that read it. But now days, not many can live the poetry so that most of them cannot understand the contents of the poem. Meanwhile, for learners, poem is considered something tacky and boring, they mostly like songs and music and short stories or novels, it is really worrying, especially then little by little the poem has begun to be forgotten, at this time the learners most assume the poem is tacky And boring

	because of the difficulty they understand the contents of the poem plus it is indeed a lesson about the poem is very monotonous with the declamation. The problem now is how to attract learners' attention to this poem lesson so that they can enjoy but more importantly they can more appreciate and understand the contents of the poem in a more interesting way so that when they recite the poem they can take the listener Others dissolve in the rhythm. From some of the difficulties experienced by these learners then needed an innovative learning is one of them by using music media with music; learning by using music media is very good to support learning activities to understand poetry. Learning will become more fun and learners can better understand poetry better. Learners can understand the contents of the poem by living the poem with the help of music media.
Purpose/reseach question (s)	To discuss about how to Musicals' Application in Understanding the Poem for Learners in High School.
Literatur review	
Methods (describe how the study conducted by the reseacher)	

a. Research design/type	Qualitative
b. Population /sample	Learner in high school
c. Instruments	
d. Research procedure	
e. Techniques of data analisys	
Result/finding	how learners can understand the appreciation of poem through music application, and the result, learners understand the poem that given to them easily.
Discussion	Steven Paul Scher identified three general categories to help us understand the rich connections between music and literature. The idea of combining poem and music is hardly new. Over the last 10 years, the Irish poet Seamus Heaney has performed his poem accompanied by Liam O'Flynn on the bellows-blown uilleann pipes. In this presentation, heard last year in the same Lincoln Center series, the music simply creates an atmosphere for the spoken word. The pianist Sarah Rothenberg, the artistic director of Da Camera of Houston, has often incorporated poetry readings in her musical presentations, notably in a recital in December at the 92nd Street Y. She arranges the poetry and music to make social and historical connections.

Musical understanding as the abilities to engage musical imagination, musical intellect and musical creativity and to be able to apply evidence of such knowings to musical performance. The challenge was to create a program that would present music and poetry side by side, with cogent but fresh connections that were neither pedantic nor haphazard. First the musicians and the poet agreed on the theme of love, and after research the quartet proposed three pieces of music that had literary backgrounds and dealt with aspects of love. In this case one way that is used is to use the music media, whereas learners read poetry with music media. Music is a collection of tones in which each tune has a beat. The beats here every time it touches the heart rate and met with us, it will cause a sensation that spur to one's emotions, as well as when learners read a poem, every time the rhythm of the music blend with the beats then every time she also encouraged her emotions, then indirectly they would more appreciate the poems read. Here is the meeting point where learners can understand the contents of the poem were carrying when the learner has to appreciate the poem. The music used in this case

	should be able to touch directly with a blend of poetry to be read by learners. For example, a themed poem beauty should be accompanied by the cheerful music, poetry with the theme of sadness or compassion, or desire should be accompanied by a slow and music. "Auld Lang Syne" is a poem by Robert Burns, The title of this poem is in the language of Scotland, and can be literally translated as 'since a long time ago', 'long ago', or 'the days that have passed'.

ARTICLE 15

Author	Bishnu Prasad Pokharel
Year	2020
Tittle	Strategies for Teaching Poetry at Secondary Schools of Dang, Nepal
Name of journal	Global Journal Of Human-Social Science: G Linguistics & Education
Volume	20
Issue	4
Pages	24 - 32
Doi	-
Website	-
Abstract	This research paper examines the efficacy of the teaching strategies currently used in teaching English poetry at ten randomly selected Secondary Schools of Dang, Nepal. While the effective instruction of poetry depends on the selection and application of appropriate strategies, teachers and learners give less importance to such vitally important elements of poetry as visualization and auditory effect. Time constraints and

	mechanic exam pressure make lessons less effective. Spirit of inquiry is the elementary requirement for which teachers have to create the internal drive of the learners. Teaching poetry is an as fascinating job, as it is intriguing by diverse subtleties. Researcher used questionnaires and class observation to collect information. This article explores only three techniques: reading aloud, paraphrasing, and drawing the theme, teachers employ in teaching verse. Based on the theoretical ideas of Lazar (1993), Loughran, (2005), Jagoetal. (2011) Williams (2003), and Glancy (2002), it lays out ten useful techniques and methods in approaching a poem. The researcher gathered information using questionnaires and class observation using qualitative and quantitative techniques. He demonstrates how the application of ten strategies can be operational in facilitating the actual reading process. The discussion led to the conclusion that since poetry is a multilayered genre, its explication should start with a process that engages readers/learners with the overall devices/features that inhere in the world of the verse itself. This article can be a significant supporting material to those teachers who have been teaching poetry and wish to experiment with some innovative techniques so that their learners can find poetic experiences more rewarding and less frustrating.
Purpose/reseach question (s)	The present study plans to develop methods for teachers to help their learners to approach poetry in multiple ways.
Literatur review	-
Methods (describe how the study conducted by the reseacher)	

a. Research design/type	Quantitative
b. Population /sample	English teachers at Secondary Schools in Dang, Nepal. The researcher selected ten Secondary Schools of Dang, Nepal using simple random sampling: Shree Birendra Secondary School, Hekuli, Shree Siddha Prithvi Janta Secondary School, Shrigaun, Shree Secondary School Madhapur, Shree Bhanu Secondary School Prasaduwa, Shree Birendra Secondary Viyudarsunpur, Shree Secondary School Balapur, Shree Mahendra Secondary Syuja, Shree Mahendra Secondary Shreebaari, Shree Sudha Secondar Jhelneta, and Shree Saraswati Secondary School. T
c. Instruments	Questionnaire
d. Research procedure	-
e. Techniques of data analisys	The canvasser used a descriptive way to analyze the data.
Result/finding	Strategies for Teaching Poetry 1. Ask the learners to read aloud the poem 2. Invite learners to guess the title of the poem 3. Invite learners to guess the title of the poem 4. Invite learners to guess the title of the poem 5. Point out the figures of speech of the poem: simile, metaphor, imagery, symbol, personification 6. Evaluation to the form of the poem: lines, stanzas, punctuation marks 7. Evaluate the prosody of the poem: rhyme, rhythm, and meter 8. Sound arrangements of the poem 9. Ask the learners to create their poem and share with their classmates
Discussion	This article informs the practice that

	teachers have conducted in Dang, Nepal. Even though Dang is at a much advantageous and privileged position in terms of transportation accessibility and academic accomplishment, teachers' performance level is less satisfactory. The observation testified that they only applied three strategies in their classroom. Their preferred method was paraphrasing. If the policy of the country is to make education professional and knowledge-based and learners centric, the existing teaching practice, as indicated in Dang can never head in the direction of that professed national policy. Although teaching and learning are equally important, the trend in all the schools investigated tells a rather grim story. For various reasons, teachers are always either under pressure or in a hurry to finish the course. Due to such constraints, teaching betrayed the avowed objective of the curriculum. To address this phenomenon, the local level government has to chart out objective criteria to measure the level of learning. Therefore, the local government should take the initiative that yearly professional training for subjective teachers has to be the policy of the local government. Apart from this, newly appointed teachers need at least one month's professional development training related to the techniques of teaching in the class. The present phenomena of teaching have to offer a perspective for the future generation. Teachers have to plan and implement strategies systematically. What we have done so far is only the tip of the iceberg. Based on the knowledge and implement immediate modification is the demand of the time. We should not delay changing the existing strateg

From the table above it is found 1 strategy, it is an analyzing strategy. This strategy is used to improve learners' understanding of poem by the English Teacher.

No.	Doc	Lecturer's Strategies									Learners' Strategies					
		TA	IA	SGD	NA	PCE	AT	BIFS	RT	MA	VA	STAD	CIRC	AP	TS-TSS	MA
1.	J-1															
2.	J-2													✓		
3.	J-3			✓												
4.	J-4														✓	
5.	J-5				✓									✓		
6.	J-6			✓								✓	✓			
7.	J-7										✓					
8.	J-8		✓													
9.	J-9					✓										
10.	J-10						✓	✓	✓							

11.	J-11	✓													
12.	J-12								✓						
13.	J-13								✓						
14.	J-14														✓
15.	J-15												✓		

TA = Traditional Approach

IA = Integrative Approach

SGD = Small Group Discussion

NA = a New Approach

PCE = Positive Classroom Environtment

AT = Anticipating The Theme

BIFS = Building It From Scraps

RT = Reconstruction the Text

MA = Multimodality

VA = Visual Approach

STAD = Student Theme Achievement and Division

CIRC = Coooperative Integrated Reading and Composition

AP = Analyzing Poem

TS-TSS = Two Stay – Two Stray Strategy

MA = Music Application

APPENDIX 4- list of data

No.	STRATEGY	JOURNAL
1.	Analyzing a Poem in Classroom	J-2, J-15
2.	Small Group Discussion	J-3
3.	Two Stay – Two Stray Strategies	J-4
4.	A New Approach	J-5
5.	STAD	J-6
6.	CIRC	J-6
7.	A Visual Approach	J-7
8.	Integrated Approach	J-8, J-1
9.	Positive Classroom Environment	J-9
10.	Anticipating the theme	J-10
11.	Building it from scarps	J-10
12.	Re-construction the text	J-10
13.	Traditional Approach	J-11
14.	Multimodality	J-12, J-13
15.	Music Application	J-14