
PRACTICING FORM POETRY: A CONTENTED WAY TO LEARN ENGLISH

PROCEEDING

REINFORCING EDUCATION,
LANGUAGE, AND SOCIO-
CULTURE

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ABSTRACT

*Learning English as a foreign language can be done in various ways. As a student of the non-English department, I would like to share my experience in learning English. The purpose of this study is to describe the **what** and **how** the implementation of Form Poetry to learn English. Since this study is qualitative in nature, the writer narrates her experience in learning English using Form poetry, and the second writer works as editor in accomplishing this paper. The procedures of the implementation are briefly explained. Some examples were also given to give more comprehension and understanding. The procedures cover the definition which represents the **what** about the topic. Followed by the varieties of form poetry that the writer learned and practiced with some examples. And the last part is about the conclusion explaining the advantages and follow-up activities done by the writers.*

Keywords: *form poetry, learning English, practice*

INTRODUCTION

There are many different ways and sources of learning English. Nowadays, the students are 'spoiled' with many sources from the internet and open sources media as well. The students with different types of learning preferences are also provided with various facilities, such as visual, audiovisual, or else. One of the resourceful sources in learning English is through poems. It is interesting to know that there are many kinds of poems in English.

Some studies show the use of poems in English language learning and teaching. Amalia¹ (2014) explores vividly the use of haiku writing in fostering students' creativity and imagination. Meanwhile, Rahman (2018) emphasizes the use of the literature of English language teaching as an authentic material that accommodates the students to understand directly the culture of the nation of the target language. Moreover, it gives impact to enhance the students' vocabulary in a specific way and their English language proficiency in general.

In addition, according to Cruz (2010), literature is a part of a culture that explores the aesthetic of language serves unique and different angles of perspective on words formulation. There are some reasons why should students evolve themselves in practicing literature, such as poems in this case in English language learning, the first reason is literature can be regarded as 'authentic material' because it conveys two features in its written text.

However, another study also revealed that students do not always understand the poetic meaning of English poems. This can be seen from a study conducted by Santika and Wahyuni (2020) that the students' comprehension and understanding of poetic elements in

poems are categorized as low or poor. But, this study was conducted at the senior high school level, there might be some assumptions or conditions that need further investigation.

Further, there are several kinds of literary work that can be used in teaching English such as poetry, song, novel, prose, drama, etc. the second reason is for cultural enrichment, through literature, the students can improve their knowledge about culture, especially the culture of the nation of the target language, third, language enrichment, the students also can improve their vocabulary through literature, fourth, personal involvement, the students can directly involve in the target language activity by reading the literary works (Collie & Slater, 2008). By using literary work the teacher can help the students to improve their language skills such as speaking, reading, and writing.

Form poetry is a form of poetry that offers new writers structure, where they can enter their own words. This form of poetry can create a new atmosphere for writers to be more flexible in creating words that are in their minds. This form of poetry gives the writer one of the supports and allows the writer to finish the poem in a short amount of time. Form poetry is a form of poetry that offers new writers structure, where they can enter their own words. This form of poetry can create a new atmosphere for writers to be more flexible in creating words that are in their minds. This form of poetry gives the writer one of the supports and allows the writer to finish the poem in a short amount of time.

This study is intended to describe the experiences in practicing form poetry in learning English, specifically in the area of language components (vocabulary, grammar, and pronunciation), reading, and writing. This is in line with a study conducted by Bobkina and Dominguez (2014) who highlight the importance of research evidence to offer ways to integrate literature in a language classroom. How to use literature for language teaching purposes respectively.

METHOD

This study is written descriptively. The writer shares her experiences in learning English through form poems. Thus, the writer herself plays the main instrument in this study.

Meanwhile, the procedures of the study are explained as the following: *first*, to broaden and give more knowledge to the readers or audience, the writers do some research related to the poem being discussed. *Second*, brief definitions and examples are given to make the explanation clearer and understandable. Some examples of the poems are taken from the writers' writing. *Third*, the writers share the experience about her progress, lesson learned, the advantages, as well as the problems the writer faces in practicing form poem in learning English.

Since this is a collaborative work, thus the writers share the roles. I as the first writer take the 'main' role as the main instrument who shares my own experience in this study. Meanwhile, my English lecturer as the second writer has the role in supervising the methodology and the structures of the paper as well as the grammar correction in writing this paper.

FINDINGS AND DISCUSSION

FINDINGS

This study answers the question 'what' form poem can be used in learning English. Among varieties of poems, the writer practiced using four form poems. They are alphabet poems, list poems, cinquain, and haiku. Each of them has both similar and different

characteristics. To make it easy category, the writer describes each kind in the following table:

Table1: Types of form poetry

| Types | Form | Difficulty level |
|-------------------|---|-------------------|
| 1. Alphabet poems | Alphabet-base | easy |
| 2. List poems | Not rely on alphabetical structure | easy |
| 3. Cinquain poems | Five lines n few words | easy |
| 4. Haiku poems | 2 to 4 line poems capturing moments or insights | a bit challenging |

More elaboration on form poems is discussed below.

What does Form does poetry look like?

The first type of poem is Alphabet poems. It is a form of poetry that spells out the first letter of the alphabet poems hides a word or phrase in its first letter. This type of poem is usually used by students using their names.

The following is two examples of it:

(example1)

“THE DOUGHTY HERO”

Two more hours will be commemorated as a day full of history
 Hold an important role in the story of Indonesia
 Every drop of blood is sacrificed for our beloved country
 Determined to bring this nation to independence
 Only spiky bamboo stick into valuable
 Uncountable how much your struggle
 Gate of independence you’re going
 Helpless your whole body
 Thank you, National hero.....
 Your struggle lifts our spirit
 Hero’s day will always look forward to
 Ecstatic in my heart
 A remarkable achievement for National hero
 Overlooked in our hearts.....

Example (2)

An independent person
 Always be the one who cares though
 Hope to be a professional writer
 An easygoing reader
 Lovable for sure

The second type of form poem is a *list poem*. List poems are similar to alphabet poems, they do not rely on the alphabetic structure. They simply describe something by

compiling a long or shortlist related to that person or thing. List poem and list poem elements have been used in both traditional and contemporary poetry.

List poems tend to be easier to write than alphabet poems because the lines are not controlled by particular letters. Each line can begin with any letter and can be of any length. Like alphabet poems, they can be written on any subject.

The following is the example :

Eiffel tower
Tall, beautiful, luminous, and shining
Young and old rejoice to see it
Located in the middle of a beautiful city
Singer and dancer at night
Full of happiness

The third is cinquain poems. Cinquain poems is a poem with five lines and a few words, that is very easy to make. Unlike some poems, cinquains do not need to rhyme. These poems are suitable for use on birthday cards, mother's day, and greeting card.

Ex :

Poetry
Thoughtful, creative
Writing, creating, thinking
Soothing to read aloud
Poems

Notes:

Line 1 = one word (a noun, the subject)

Line 2= two words (adjectives that describe line 1)

Line 3= three words (action verbs ending in – “ing”)

Line 4=four words (a phrase that relates feelings about line 1)

Line 5= one word (a synonym for line 1)

The fourth type of form poem is haiku. Haiku is relatively popular among poems. Haiku (the same word is used for both singular and plural) is a short two-to-four line poem that tries to capture an instant in time, a moment of insight. Haiku generally deal with the flashes of insight or inspiration that you might have as you walk in a park or woods or as you look out into your backyard in the early morning.

Many people believe that haiku must follow a three-line, 5-7-5 syllable format. We strongly recommend not writing haiku in this fashion. A focus on the number of syllables often results in undue attention to the form rather than to the creation of an interesting poem.

An example of haiku poem is as follows:

An old silent pond
A frog jumps into the pond
Splash! Silence again
-Matsu O Basho

DISCUSSION

In practicing form poems, the writer obtained the 'how' experience that those poems could be used as media of learning the language. Two broad aspects that contribute to the learning experience, are language components and language skills as well. In terms of language skills, the writer could enhance the vocabulary deposits since the activities in writing poems challenge her to search and select new words respectively. The 'word searching' activities are the things that the writer often does to write a piece of poem. The words are selected and chosen according to the topic or themes being discussed in the poem she formulates. So, she needs to compile as many words as she can to fit with the appropriateness of the poems.

At the same time, informing the words into phrases or sentences or paragraphs, the writer also adjusts with the sentence structure which enables them to learn grammar as well. The process of making correct lines, phrases, or sentences challenges the writer to study more on grammar. Thus, the writer consults more on the correct forms of grammar patterns. This is supported by Alabi (2015) in his study mentioning that teaching vocabulary grammar through poetry in an EFL classroom gives perspicacious language development.

In addition, the process of writing form poem involves both process and product writing. Once, the writer decides to write one of the types of form poem, she adjusts herself with the genre, the characters, the style of the poem itself. The writer learns the process within. After she accomplishes the writing, she deliberately has established the product of the writing process: a poem. During the writing process, the writer has experienced some difficulties, troublesome on dictions or word choice, the correct form of phrases or else, but those actually how the learning process is working on. As stated by Mahmud (2018) that poetry writing facilitates the students in developing paragraphs in writing.

Related to the development of students' reading skills performance, the writer experiences the 'conventional' reading activities, such as reading aloud. This activity seems simple or trivial, but this is also quite challenging. Some mispronouncing sometimes occurred, but soon can be corrected into the correct form. Later, the practice of finding the implied meaning in poems is also another fruitful experience for the writer. This activity is usually done by consulting and discussing with the lecturer about the interpretation behind the poems themselves. The benefits of poems on students' performance are supported by Ebrahimi and Zainal (2018). They believe that poem as a specific genre of texts improves students' reading strategies.

CONCLUSIONS

Some fruitful benefits can be taken into account in learning English through form poems based on this study. The students are challenged with some activities in writing and practicing the form of poems. In terms of language components; students' ability on vocabulary, grammar, and pronunciation are developed. The activities cover words formulation, words, and sentence patterns, and pronouncing the poems themselves are beneficial practices to develop students' performance related to language components. Moreover, the student's writing skills through poem writing are then sharpened. The students experience both writing as a process and writing as a product. The poems, as the product of their writing activities, are then followed by reading aloud activities that are relevant as reading practices.

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