

Enhancing Students Vocabulary Through Poetry for EFL : A Case Study

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Abstract

Literature is one of the important things in English foreign learning. Poetry can be effective way of English language teaching. This research focuses on how poetry can be enhancing student's vocabulary. To analysis of the data, the researcher used qualitative approach. In this research, to get some data and information which accurate, the researcher used observation and interview. There were ten interviewees in this research. There were six questions for the interviewee has been validated. There were nine poems used to enhance student's vocabulary. The result from this research reveals that poetry can be improving student's vocabulary.

Keywords: Vocabulary , Poetry, EFL

INTRODUCTION

Learning foreign language vocabulary is the important things in English teaching. Vocabulary helps student in developing their language, that is why the development in vocabulary become a major factor in enhancing students' language. According to Lenses' (2005) he states that the students' vocabulary development is one of important factor for students' language development.

In this case, there are some several of media learning to enhance student's vocabulary like as songs, games, literary text etc. according to Van (2009) states that literary can be an effective way to enhance student's ability in classroom. It also helps memory about words in their mind, like a songs and poems. Poetry helps students better on their learning process in English. Stanley (2004) states that all of which, will help them on test. His research found that the importance of poetry in language and linguistic.

The students, as the foreign language learners, find themselves learning many new things from poetry. EFL learners should not feel worried about how to understand poetry. According to Panavelil (2011) he states that in an EFL class teaching poem can help promoting cooperation and communication EFL learner. EFL learners need such an authentic and meaningful text in order to increase their motivation in learning English. Poetry was considered as a purposes in teaching language learning since it can be improve students ability. Poetry can also to make easy the students in their test. Moreover, poetry to help students comprehend the text of material. Tomlinson (1986) he found that poetry can be contribute to the development of language skill with a real context. Based on some background source above, the researcher interest to research how poetry can enhance student's vocabulary. Then, it still found quite not much study about these by those reason that make the writer wants to observe this problem.

METHOD

The research used qualitative research. The design is a case study. There were ten interviewees in this research. The interviewees contain eight and nine junior school level. The research taken place at KUMON course. The researcher was done in the English class. The instrument of the research they are researcher as the main instrument, observation and interview. The researcher gave nine poems to teach the learners. There were six questions for interviews learners.

RESULTS

The researcher found that the students showed discomfort at the first meeting, but in the next meeting the students comforts and enjoy in learning process. The students more motivate to learn about English vocabulary using poetry as the media. Teacher use text literature to teach vocabulary. Poetry as an effective tool for teaching English through a variety of exercise that can improve student's skill. The researcher used three phases in teaching technique vocabulary. First, initial technique, here, the teacher attempt to prepare all material, lesson plan, etc. for teaching in classroom. The next technique, exploration, the activities that is a discussion both of the teacher and students, then finding what the poet tried to convey through the poem. The last, evaluation, in this technique the teacher asked the students to share what they found about the poem. The teacher evaluates about the material.

DISCUSSION

Research supports the earlier studies theories about enhancing student's vocabulary through poetry. There are some previous studies which support this research. There are some difficulties which faced students in learn a new word. For instance, in Saudi Arabia some of the studies have underscored faulty practices adopted in teaching and learning English. Al Seghayer (2015) emphasizes that the teachers in Saudi Arabia follow traditional methods in teaching English. They use the students' mother tongue more than the target language to deliver lessons, which causes students' low performance. Richards cited in Aghagolzadeh (2012) says that there is a problem to learn a new word using literature text, because poem is a poetic language which sometime the learners feel difficult to understood that. In addition, Berardo (2012) argues that when the teacher is not appropriate to choose an authentic material, this problem can be affect the progress for students' ability in learning vocabulary. Then, to up the student's vocabulary in English learning the teacher used a technique in teaching. It is same with some previous research, Fauziah (2016) in her research found that in teaching literature the teachers must know what the appropriate approach in teaching learning process. It was affected on teaching materials selection, classroom instruction and students' work evaluation. Wu & Wu (2008) states that the students can be enjoy, excited in comprehending a literature text, because it helps students more easy to interpret and share their ideas, if the teachers able to use an appropriate technique and approach in the classroom.

CONCLUSION

This study points out the obstacles that the students deal with learning English vocabulary they are, its difficult language, poetic and unfamiliar diction. However, the students are enthusiastic with poetry as the media learning, it is proved from the result of observation and interview that the students think that learning English is not straining anymore. We can see the students' proficiency in mastering vocabulary through their works and their comprehension in poetry.

There is a technique of teaching vocabulary. The technique used is using literary text. The purpose of teaching vocabulary through literary works is to introduce literature especially poetry to the students and also to help the students in learning vocabulary. In this case, the students become more interest in learning vocabulary through poetry as the media of learning and this technique also make the students easy

to memorize new words. This technique helps students too easy in understanding the materials, so the students will not feel bored. Finally, from the result of the observation and interview, the researcher concludes that the students become more spirited in learning vocabulary through poetry.

The researcher suggests for other teacher to add some more different media as the teaching method. The media could be chosen from other literary works such as prose, plays, short stories, or else which is interesting for all students so that those who have less interest in poetry can be taught using other media. Songs, cards, even movies can also be used as the media with consideration that is easier to be understood and also liked by the students. The researcher hopes for the next researcher who is interested to hold a similar study as this, may arrange more participants to be observed and interview, and also to add the length of the research.

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