STUDENTS' ABILITY OF IDENTIFIYING ELEMENTS OF POETRY THROUGH GROUP DISCUSSION

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Abstract

This research was on the study of English literature. The objectives were firstly to investigate students' ability of English Department, Teaching Training and Education at Prima Indonesia University, then to find out elements of poetry. This research applied descriptive qualitative approach with group discussion method and a case study design where one class at fourth semester was taken as the subjects. The instrument used in this research was an essay test taken from one of Robert Frost's poems. Through group discussion, the students worked cooperatively to analyze the poems by sharing their arguments and ideas as the requirements to accomplish the study of poetry. The data source was the scores that led to find the criteria of the students' ability. Based on the findings, the elements of poetry identified were stanza, lines, rhyme, rhyme scheme, rhythm, syllables, meter, foot, mood, tone, imagery, and figure of speech. Then, there were 80% students able to identify the elements of poetry. While 20% remaining were the unable students. In conclusion, there were three of four groups assigned, classified able to identify the elements of poetry. It is suggested that group discussion is one of significant cooperative learning strategy in any instructional process.

Keywords: Students' Ability. Elements of Poetry, Group Discussion

1. INTRODUCTION

It has been often asked what actually poetry is. It is very much like asking what literature is. To state, poetry is perceived as fictional that uses specialized language, lacks of pragmatic functions, and is also ambiguous. However, poetry the word "poetry" imports something quite peculiar in its nature, something which may exist in what is called prose as well as in verse, something which does not even require the instrument of words, but can speak through the other audible symbols called musical sounds, and even through the visible ones which are the language orof sculpture, painting, and architecture. The object of poetry is confessedly to act upon emotions. It addresses itself to the belief, the other, the feelings. It also works by convincing or persuading, the other by presenting a proposition to the understanding, (Ollila & Jantas, 2006). The product of whetherstudying and or teaching poetry is knowing how much it could give the explanation of poems.

SoSY (2012) argues that a poem is a group of words that are written to express or draw out emotion, paint a picture, or give a sense of beauty. One of the functions of poetry is to help us make sense of ourselves in the world. It follows that it should be an integral part of the education of young people who, particularly in the adolescent years, have such difficulty in making sense of themselves because, as one poet put it, their inner world is centripetal. The teaching of poetry will develop communicative skills while students are still young and, hence, flexible. Such flexibility, including an openness to the possibility of discovering something new, is of primary importance in both the reader and writer of poetry. Since it is a reflection of the world and humanity, poetry should be taught as a discipline in its own right, as likely as history, geography or biology to offer a system of revelation.

In studying literature and its parts, poetry is one a kind. Students of English Department especially need to know and investigate the study of language and arts such as in poetry. It is recommend that the teaching of poetry can be seen as a participatory experience. One of the most effective ways of helping students become more adept in understanding poetry is to encourage them to try their hands at identifying the elements in it (Halperin, 2005). Problems of the research were definitely to investigate students' ability of English Department, Teaching Training and Education at Prima Indonesia University and to find out the elements of poetry identified by them.

2. REVIEW OF LITERATURE
2.1 Poetry

Poetry is words arranged in a rhythmic pattern with regular accents (like beats in music), words which are carefully selected for sound, accent and meaning to express imaginatively ideas and emotions. A poem begins with a lump in throat, a home sickness or a love sickness. It is reaching out toward expression, an effort to find fulfillment. A complete poem is one where the emotion has found its thought and the thought has found the words, (Frost in Grey, 2015).

Poetry, however is a form of literature that provokes emotion in the readers and that is often beautiful and entertaining. Some people associate poetry with subjectivity and the experience of intense personal(Lethbridge& Mildroff, 2001). Because it includes more than a written word in much expression and gives sense of beauty. It also written with breaks in the lines of text to create sounds. In that case, (Bennet & Christopher, 2011) state that poetry can be thought of as verbal, written art form that uses a heightened sense of language to convey experience, feeling, or modes of consciousness.

Moreover, Olilla & Jantas (2006) explain that poetry is any kind of verbal or written language that is structured rhythmically and is meant to tell a story, or express any kind of emotion, idea, or state of being. Poetry is used to achieve this artisctic expression in a several ways. However, poetry has not only helped its composers. Poetry has contributed to its readers and fans immensely as well. It serves as a means of therapy for people through the way of the person interprets and relates to the work to his or her own experience in order to feel better or less alone about in any situation. As a matter of fact, poetry is believed to have originated as one of the world's oldest ways of maintaining and remembering history.

2.2 Elements of Poetry

Actually, poets work in a manner more similar to great composers; there is a current of inspired genius, but this genius is worked out in meticulous professional detail. Just as a composer consciously places each separate note of a symphony on musical staff, so a poet consciously controls each separate vowel and consonant sound, organizing them within the structure of rhythm.

According to Thompson (2006), the one poetic technique that everyone immediately associates with poetry, rhyme, is probably the one that is least used in modern poetry. Instead, most modern poets use far subtler and less obvious techniques to create and conceal their art. Some of the elements of poetry are including in the use of meter, a number of stanzas, rhyme and sound, and a set of ideas.

Meter is the pattern of stressed (accented, long) and unstressed (unaccented, short) syllables in poetry. Meter has some units such as iambic, anapestic, trochaic, dactcylic, and spondaic. Stanza is a division of a poem based on thought or form. Stanzas based on form are shown by their rhyme scheme.

Furthermore, Thompson (2006) explains that stanza may have any number of lines. It is not necessarily the number of sentences. Like aparagraph, each stanza is separated by by a blank space. may Some lines are a complete sentence, some lines are a part of a sentence.

Meanwhile, Sasoy (2011) describes that there are some elements of poetry. They are lines, stanzas, rhyme and rhyme scheme, rhythm, meter, foot, mood, tone, imagery, and figure of speech. A line is a series of words written, printed, or recited as one of the component's units of a larger piece of writing, such as a poem. A stanza is when the lines of poem are grouped together, as with a paragraph in a prose. Stanza also develops and empahsizes one idea.

In rhyming, it is a group ofwords that they sound alike (Sasoy, 2011). Poems often use rhyme at the end of lines. While rhyme scheme is the pattern of rhymes in a poem. Poets use rhymes to add a musical sound to their poems. In short way, it is the repetition of sounds at the ends of words. Rhyme can be put in internal rhyme and external rhyme. If it is internal, it is the use of rhyming words within a

line. While external rhyme occurs at the end of lines. In rhyme scheme, it is also called as the pattern of end rhyme. Sounds are identified by letters, aabb, abab, abc abc, etc.

Speaking of sound, a sound means to reinforce meanings of a poem. Sound may refer to rhyme, rhythm, repetition, and onomatopeia. Then, rhythm is produced by a recurring pattern of stressed and unstressed syllables and pauses. Each poem has its metric pattern except in free verse that is the accents of the syllables in the words fall at regular intervals, like the beat or music. This pattern is described by indicating the kind and number of feet in a regular verse line.

Rhythm is also said as musical quality produced by the repetition of stressed and unstressed syllables or by the repetition of other certain sound pattern (Thompson, 2006). Another sound may applies on the use of onomatopoeia which is one of the figurative language such as the word; *buzz, rustle, tinkle, etc.* On the contrary, Sasoy (2011) states that rhythm is a pattern of beats or a series of stressed and unstressed syllables in a poem. Poets usually create rhythm by using words in which parts are emphasized or not emphasized.

In poetry, there would also some ideas shared by the poets to the readers. In this case, the ideas are the use of figurative language (speech) as nonliteral expression, (Thompson, 2006). The most common use offigurative language are personification, simile, metaphor, hyperbole, onomatopoeia, etc (Sasoy, 2011).

In addition, some poems may often repeats the sounds, words, phrases, or lines in order to help the poet (the author of a poem) to emphasize an idea or convey a certain meaning such as alliteration (the repetition of consonant sounds)and assonance (the repetition of vowel sounds) in words/phrases that are close together.Some may use words and phrases that appeals to the five senses. It means that the descriptions of people or objects stated in terms of our senses that is called as imagery. It takes many forms but all are rhetorical methods which affect the literal meaning. Imagery is also said as the use of denotation, or the concrete of figure of speech. It always refers to to a sensory experience.

2.2 Group Discussion

A group discussion is a very important round in any instructional process such as campus, course, etc. Group discussion is a form where people sit together and discuss the issue administered to them with the common objective of discussing in a whole some way. According to Nagarathinam & Lakhsamana (2016), group discussion (GD) is a forum where people sit together to discuss a topic with the common objective of finding a solution for a problem or an issue that is given.

It is conducted to measure certain attributes in a presenter such as content, communication skills, group behavior, and leadership skills. It is also a modern method in testing the fluency of the students' personality. The students have to be very fluent in English if they want to participate in any group discussion, the students are required to speak constantly on a topic, so good communicative skills is a must.

In that case, Nagarathinam & Lakshamana (2016) also add that there are some skills usually assessed in a group discussion. They are communication skills, interpersonal skills, leadership skills, motivational skills, team building skills, presentation skills, listening skills, analytical skills, and tolerance to ambiguity skills.

Moreover, group discussion allows presenter to announce or share idea for among other participants. It also contribute many ideas for others to discuss and reflect upon. Brewer (1997) states that whenever groups of people congregate in the same place, they will talk with one another and itis human nature to be curious about our surroundings and other people, and the best way to find out the answers is to talk with one another.

Brewer (1997) suggests that there are some main procedural steps in using group discussion. First, it has the inroduction by having some background knowledge to discuss the topic given and to contribute that other groups may not have thought of. Then, each group should have a direction to the discussion. The presenter of each group should ask the other groups to give some questions related to the topic. By the questions, the discussion will easily starts expectedly. Finally, after having the points of the discussion, it is necessary for the presenter to summarize so that the others understand what has been discussed because basically summary is helpful for clearing up confusion, covering main points, ending a discussion, and conveying consensus.

To conclude, group discussion is one of the cooperative learning method that leads to make the students/participants work together to achieve a common goal.

3. RESEARCH METHOD

This research applies on descriptive qualitative approach with a case study design. The researcher used group discussion as the cooperative learning method in the class. The students of English Department, Faculty of Teacher Training and Education, University of Prima Indonesia were also taken as the data source. They were totally 20 students, divided into four groups. Each group consists of 5 students. While the data were the scores taken from their abilities in identifying the elements of poetry.

The researcher took the data by (1) giving a an essay test contained of one poem of Frost's entitled *A Patch of Old Snow* in each group, (2) ask them to identify the elements of poetryin that poem based on the previous topics in poetry lecturings.The tasks taken as the requirement to fulfill poetry class, and (3) the researcher instructed the students to identify at least 10 elements poetry within the poem. Finally, the researcher evaluated their works by analyzing their understandings to the poems and the scores referred to ability based on the the formula of Sudjana (1998).

P = f/n x100%

Where:

P   = Score
f   = number of correct items
n   = total maximum of items

Then, the score got by the groups would be classified based on the category (Purwanto, 1990) as it follows:

Score	Grade	Level	Criteria
86-100	A	Excellent	Able
76-85	B	Good	Able
60-75	C	Fair	Able
55-59	D	Less	Unable
0-54	E	Poor	Unable

4. FINDINGS AND DISCUSSION

4.1 Findings

The data in this research were taken from the discussions of all groups with their own sharing opinions in Frost's poem as it could be seen below.

A Patch of Old Snow

There's a patch of old snow in a corner
That I should have guessed
Was a blow away paper the rain
Had brought to rest

It is speckled with grime
As if small print overspread it
The news of a day I've forgotten
If I ever read it

By analyzing the poem, the data taken from the groups represented in the following table:

Table 4.1 Numbers of Elements Identified by the Groups

Groups	Quantity	Elements of Poetry
I	7	Stanza, lines, figure of speech, syllables, mode, tone, and rhyme scheme.
II	6	Stanza, mood,line, quatrain, syllables, and rhyme scheme.
III	4	Stanza, line, syllables, and rhyme scheme.
IV	10	Lines, stanza, rhythm, rhyme, meter, foot, pauses, rhyme scheme, imagery, and figure of speech.

From the table shown, it indicates that there were four groups to identify the elements of poetry. There was one only group could completely identify the elements of poetry While the others could have . To clarify these, the researcher took some representative samples to support the data.

The fourth group identified more elements of poetry analyzed. Firstly, the form of the poem analyzed as it obviously had two stanzas with total lines were eight. The presenter could give the analysis of rhythm and rhyme as the sound, by stressing the meter or foot in each line of the stanza and could explain the meter by naming them based on the number of syllables contained.

There's a patch of old snow in the corner (trochee dimeter)

Then, the presenter also could explain/n that there was pauses, end stopped in each line. It means that the line was not run over the next line. The rhyme scheme analyzed was external rhyme, ABCD. Because they had different sounds in the four ending lines within every stanza.

The figure of speech used in the poem was personification, stated by the presenter as well as personification is the comparison of a dead thing as if were alive.

Was a blow away paper the rain
Had brought to rest.

Imagery that could be identified was in the words of *speckled with grime*. The presenter viewed that was symbolized as the *youth. The news of a day I've forgotten,* was presented as the poet tried to say he was only young, so he forgot all the day.

Meanwhile, the first group almost got the four elements of poetry in identifying the poem. Based on the discussion, the presenter could give the details of form, sound, and figurative language but there was not imagery. The presenter had the same ideas with the fifth one, that there was two stanzas, contained four lines of each.

Therefore, the first group could identified the number of syllables in each line such as follows:
There's a patch of old snow in the corner (10 syllables)
That I should have guessed (5 syllables), etc.

In sound, the presenter could only identify the ABCD rhyme scheme in ending except the rhythm but in this case the presenter could tell the mood and the tone inside of. The mood was a desperate and

the tone was regretful. At the end, the presenter pointed the use of personification as the figurative language with the same ideas issued by the fifth group.

On the other hand, the second and third groups had only a few elements in their discussions. Both argued their opinions in identifying the elements of poetry. The second group identified the form by stating the quatrain but the third one did not. The third group identified the stanzas, lines, and syllables. Furthermore, both groups had the same opinions in rhyme scheme too.

In assessing the student's ability, see analytical rubric score below.

Table 4.2 Rubric for Student's Ability through Group Discussion

Gro-**ups**	Scores	Grade	Level	Cri-teria
I	70	B	Good	Able
II	60	C	Fair	Able
III	40	D	Less	Un-able
IV	100	A	Excel-lent	Able

It is clearly shown that all of groups had their own scales in doing their tasks through group discussion. Based on the table above, there were three among fpur groups said to be able with the percentages of 80% Able and 20% Unable.

4.2 Discussion

By analyzing and identifying the elements of poetry made by the students, it is useful for the teachers of English literature to formulate the better strategy or method in instructional process in order to improve their ability in English especially in studying of poetry.

5. CONCLUSION

The data analysis shows that there were some elements of poetry identified by the students through group discussion. They were stanza, line, mood, tone, rhyme, rhyme scheme, rhythm, imagery, syllables, meter, foot, and figures of speech. Based on all groups divided in identifying the elements of poetry, there were 80% categorized able and 20% remaining was unable. It means, due to the task assigned to, there were three of four groups had been succeed in poetry class. In fact, they could share their ideas to investigate the elements of poetry and to contribute their arguments or ideas with one another without leaving any substances to the team's final project related to the task given through group discussion. Thus, the application of groupdiscussion in student's final assignment of poetry was done as well as the cooperative learning method in instructional process.

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