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LITERARY TECHNIQUE IN ENHANCING STUDENTS' SKILLS IN POETRY WRITING

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Abstract

Poetry is a type of literature where it uses more on figurative languages to address the expressive and persuasive characteristic of a writer. Different strategies are observed in writing poetry and it focuses on one goal. That is to express in an emotional manner and gain the readers' interest on the writer's convention of emotions, thoughts and expressions. To enhance students' skills in poetry writings different techniques should be presented. This study shows great innovation in the implementation of different techniques to enhance students' literary skills. The study was conducted in a classroom based activity where the methods of assessment are measured by the use of criteria based assessment that includes the following: creativity style and originality, coherence of form and structure (harmony of words and presentation) and clarity of imagery and language. Where students from III BSEd English A and III BSEd English B participated in the two poetry writing activities, which are the Impromptu Poetry Writing and the Follow the Last Word in Line. These type of activities allows students to create a poem by group and individually. These activities will measure the students' creativity in writing a poem by not looking on technical elements of a poem such as meter, rhyme scheme and other poetic devices, but looking at the students' expressive skills in poetry writing. These study aims to make students of literature become more competent in writing literary works especially in poetry writing. This study can also prepare students to future competition in poetry writing. Also, it will be a great reference to future literature teachers whose aim is to enhance the students' skills in poetry writing. Other alternative techniques may apply in developing students' skills in poetry writing as long the teacher will think of a technique where students can learn more while being entertained, where students can have the opportunity to express individually in a creative way. For literature is not all about how students analyze the literary piece but to create a piece of their own by being inspired of others literary piece.

Keywords: Literary Technique, Impromtu Poetry Writing, Follow the Last Word in Line

INTRODUCTION

Learning poetry at school has started intensified since elementary school. Poetry is a language essay short, dense, beautiful, and touching. The shape is arranged arrays and stanzas, so that it contains rhythm and poetry with emphasis of meaning (Tsiaras, 2016). Compared to the traditional methods of teaching poetry techniques like "impromptu poetry line creation" or "follow the last word in line" is a kind of activity for students to think critically and align their ideas to create a soulful poem and to experience the sense of shared creativity in the class. After presenting the activity, a reflective class activity will follow to measure the students' comprehension skills and will evaluate the poem created. These techniques can be an aid to literary facilitators where it will open the creativity skills of their students. In enhancing students' skills in poetry writing, variety of techniques should be applied if considering the technicalities of the poem. Considering the figurative languages used, the meter of the poem and its rhyme scheme its type and the possible approaches to found in writing a poem. These literary techniques are a traditional way of teaching poetry to students. Literature, then, is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned (Ferdinand Bulusan 2019).

Writing poetry is one of the most important basic competencies that must be mastered by students. This view is supported by Mastromattea, who said poetry is figurative language that can describe the world. This statement proves that writing poetry is a way for a person to express freely their emotions and emphasizes their points of view in enhancing their skills in poetry writing. Through writing, students can express feelings, opinions, and ideas and communicate them with readers. Through writing, imaginative writing skills can be enhanced. (Nurgiyantaro 2016). Advantage in improving poetry writing skills was stated by Aljehani (2015, p. 77), which can improve vocabulary. Zainurrahman (2013, p.7) affirms that the scope of writing skills is very broad and requires accuracy in using punctuation, language structure, word selection, and writing format mastery. However, students find poetry writing difficult and boring (Creely, 2019; Kangasharju et al., 2021; kovalik & Curwood, 2019)

METHODOLOGY

This research employed classroom action research applying the observation method using the John Elliot model. The research consisted of three stage cycles: Presentation, Practice and Production (Arikunto et. Al., 2011). The research consisted of three stage cycles: Presentation, Practice and Production. In the first stage, the researcher introduces the techniques to the class. The subjects in this research were the 44 students of III BSEd English A, consisting of 9 males and 35 females, and 40 students from III BSEd Engish B consisting of 29 females and 11 males for a total of 84 students. After presenting, the students will now practice the skills presented in groups. After practicing and having less error, the production of poem individually will occur. The process of assessment is based on creativity style and originality, coherence of form and structure (harmony of words and presentation) and clarity of imagery and language.

The implementation of the learning styles was done by the researcher in several stages: 1) beginning the class; 2) stating the outline of the study; 3) presenting the techniques to be used; 4) asking the students to form a group; 5) display different images for students to create their own line; 6) A five minut es time span is given to every group in creating a whole poem based on the image provided; 7) the facilitator will ask one representative to recite the poem; 8) each group will give an incite about the techniques presented; 9) after giving incites, students will create a poem individually based on the word cited by the facilitator; 10) evaluation of individual poem following the criteria; 11) giving feedback to students about the poem they created; 12) students' feedback on use of the techniques in writing the poem individually; and 14) closing the learning session.

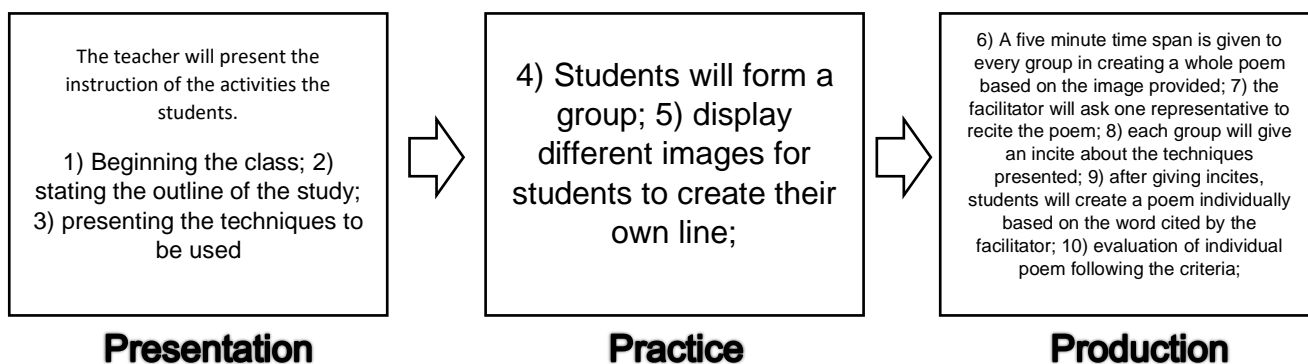| The teacher will present the instruction of the activities the students. 1) Beginning the class; 2) stating the outline of the study; 3) presenting the techniques to be used	4) Students will form a group; 5) display different images for students to create their own line;	6) A five minute time span is given to every group in creating a whole poem based on the image provided; 7) the facilitator will ask one representative to recite the poem; 8) each group will give an incite about the techniques presented; 9) after giving incites, students will create a poem individually based on the word cited by the facilitator; 10) evaluation of individual poem following the criteria;
Presentation	**Practice**	**Production**

Figure 1. Presentation, Practice and Production Flow

Data collection used in this research is the techniques presented by the researcher which is the "impromptu poetry writing" and the "Follow the last word in line" activity. The follow the last word in line activity is where the students form a group and in five minutes students of each group will contribute a line of a poem based on the image presented and on the last word of the other member recited. The activity was a form of written and oral poetry presentation. The impromptu poetry writing is a form of activity where students write a poem individually based on the images provided by the researcher. The data of the learning outcomes were analyzed to see how the techniques functions effectively in the teaching of poetry to students in literature. It also analyzes the students' understanding level on following instructions and their literary skills.

The data collection technique used in this research was activity-based poetry writing. The test was in a form poetry writing test. The poetry writing tests was assessed based on creativity style and originality (CO), coherence of form and structure (CT) (harmony of words and presentation) and clarity of imagery and language (CML). The observation was used to see the engagement of students in the activities during the learning process.

The data of the learning outcomes were analyzed to see the students' understanding level on the poetry writing using the impromptu poetry writing and follow the last word in line activity. The collected data were analyzed by quantitative data analysis technique. Data analysis carried out since the activity took place. The categories of students' poetry writing skills were grouped into three categories which are: very good (100-80), good (79-65), poor (64-50). The criteria used in this research are said to be successful if the poetry successful if the poetry writing skills of students have met the

score of 65 to 80% and above, which tells that the techniques used is effective in enhancing students' poetry writing skills.

RESULTS

This study was conducted to showcase alternative techniques to develop students' skills in writing most specifically in poetry; the techniques are utilized in two sections the III BSEd English A and III BSEd B. First is the Follow the last word in line activity where the researcher announces the instructions on how to execute the activity. The students form a group and in five minutes students of each group will contribute a line of a poem based on the image presented and on the last word of the other member recited. The III BSEd English A has three on the first activity and the III BSEd English B has also three groups. The class of each section is presented with an image, and they are given five minutes to create a poem based on the image provided. After five minutes each group will present their poem and will be evaluated by the researcher based of the criteria.
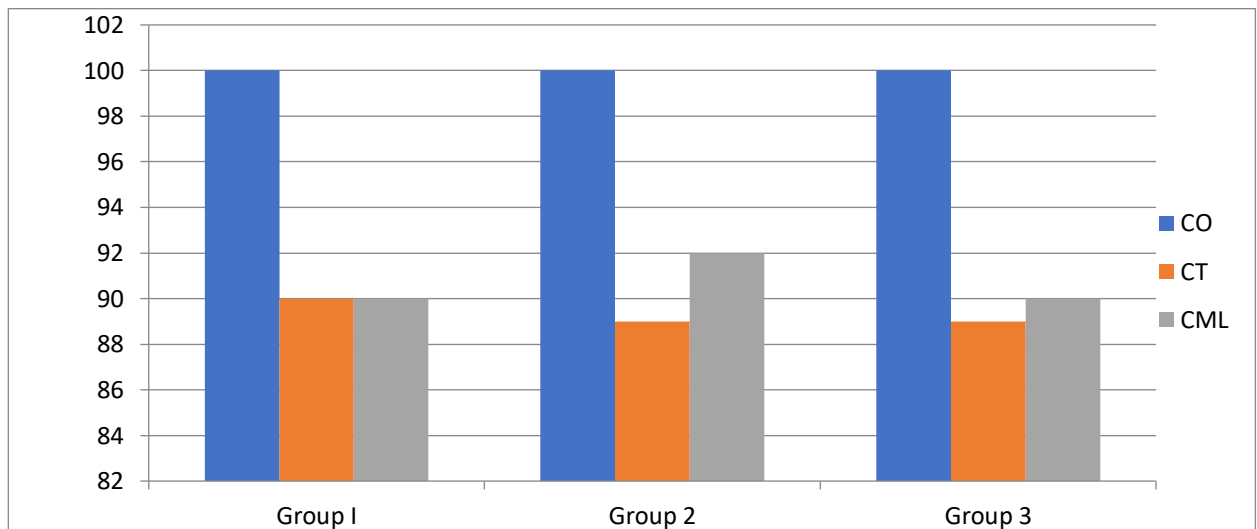

Figure 2. Result of the Follow the Last Word in Line Activity in III BSEd English A
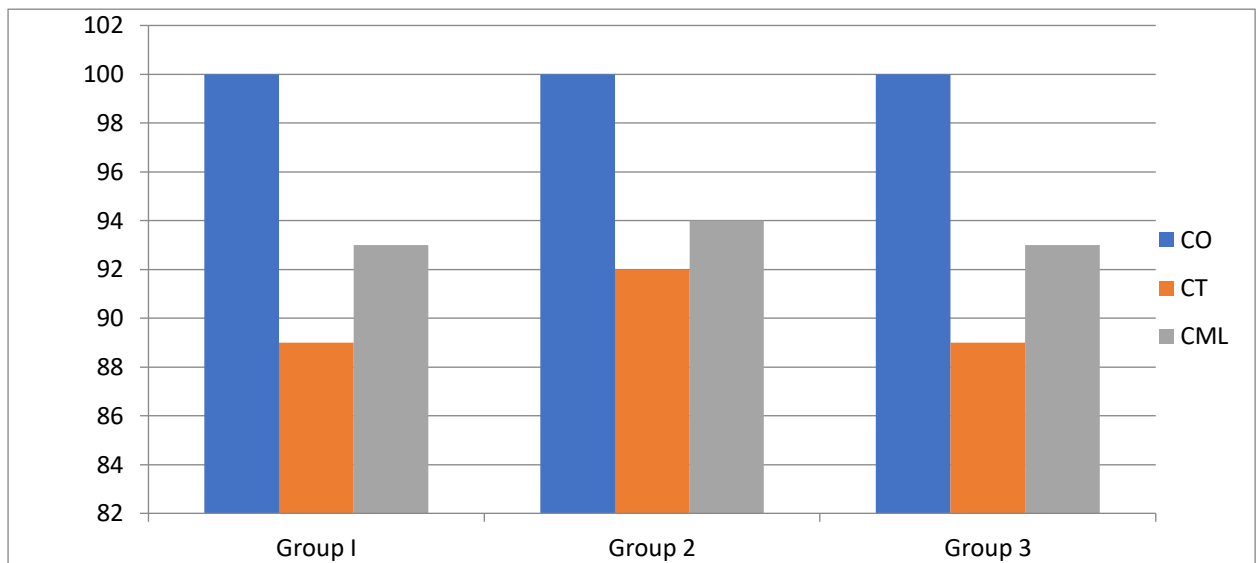
Figure 3. Result of the Follow the Last Word in Line Activity in III BSEd English B

Note: it is given that all the poems presented by group is created originally and lines are given by every member of each group.

The first activity shows results to a score of 100 in the creativity and originality (CO), where students of each group constructed a line of their own. Where all students from Section A and B of III BSEd English constructed a poem of their own, gaining the score of 100 in the creativity and originality (CO). In the second category the students from the III BSEd English A and B gained the score not lesser than 90 even if some students of each group could not provide a rhyme that follows the last word of each line, still the content of each line still follows the theme of the poem. In the last category (CML), students of each group presented well the quality of imagery and language used in poem. Where most of the students in each group creatively constructed a unique line with unique choice of words which made them gain a score of not lesser than 90.
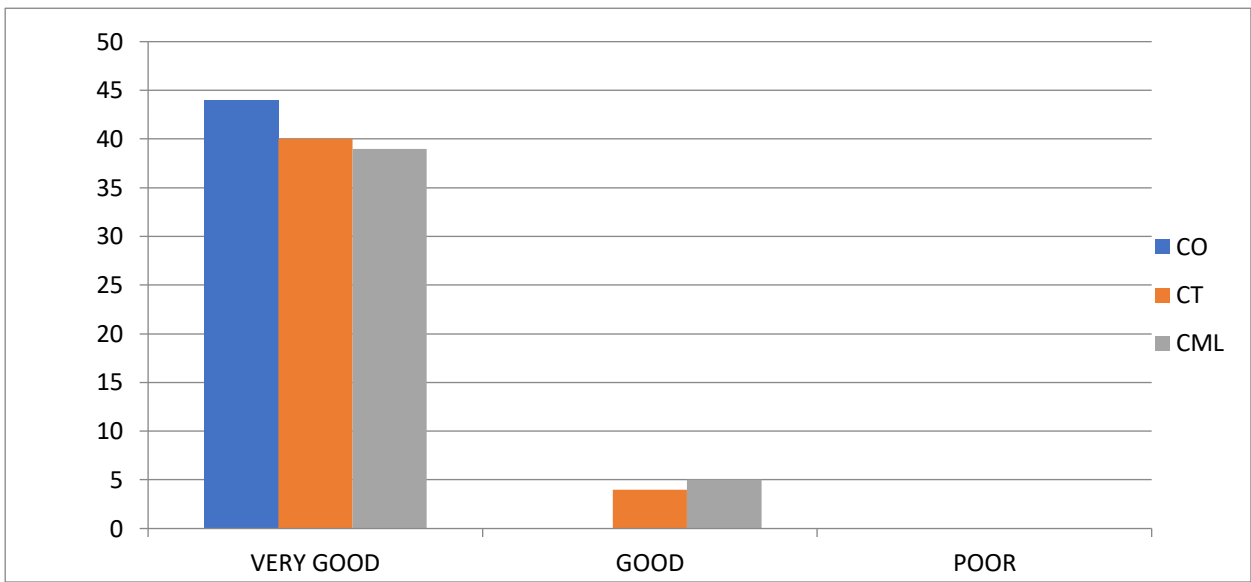
Figure 4. Result of the Impromptu Poetry Writing Activity in III BSEd English A
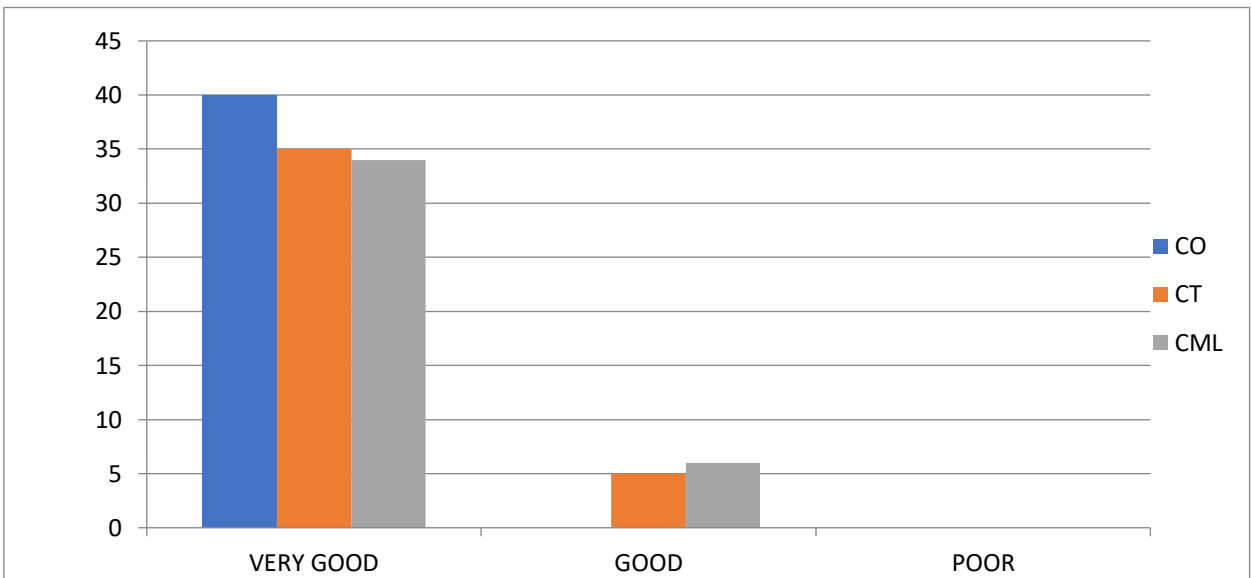

Figure 5. Result of the Impromptu Poetry Writing Activity in III BSEd English B

Since the technique is presented and utilized on the spot, all students garnered hundred percent in Creativity and Originality.

The graphs show the result of the second activity, the Impromptu Poetry Writing. This is an individual activity where students of III BSEd English A and B. 100% of students from BSEd English A and B individually show creativity and originality in creating their poem even in a short period of time. The second criteria (CT) shows that 90% of students in III BSEd English A and B wrote their poem having proper structure and coherence to the theme provided and only 10% of the population shows a slight error, like unfinished poem, slightly lack coherence on the given theme.

Through the techniques presented and utilized in the class, students wrote a poem in group and individually. These techniques show the development of students' knowledge in poetry writing where

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even without reminding them the technicalities in writing a poem. The techniques Impromptu Poetry Writing and Follow the Last Word in Line shows how students can produce a poem in short period of time, where students' poetry writing skills does not only base in remembering the technical elements in writing a poem but once elements are introduced writing a will be easy once students are engaged in different techniques on improving their literary skills.

DISCUSSIONS

Based on the observation during the utilization of the techniques in enhancing students' literary skills, the conclusion draws are: 1) Literary Techniques could improve students' literary skills like poetry writing and writing another literary piece. The results in writing poetry by group using the Follow the Last Word in Line activity achieved by the students gaining the score of 100 in Creativity and Originality, both sections gained not lesser than a score of 90 in coherence and structure which still falls on a very good impression and a score not lesser than 90 in clarity of imagery. The second technique utilized in the class is the Impromptu Poetry Writing. This activity show students of III BSEd English A and B. 100% of students from BSEd English A and B individually show creativity and originality in creating their poem even in a short period of time. The second criteria (CT) shows that 90% of students in III BSEd English A and B wrote their poem having proper structure and coherence to the theme provided and only 10% of the population shows a slight error, like unfinished poem, slightly lack coherence on the given theme. 2) as observed different alternative techniques like Impromptu Poetry Writing and Follow the Last Word in Line could enhance students' poetry writing skills and can make a collaborative class where all students in the class are involved in the activity. The result of the students' participation is 100% in the Impromptu poetry writing and follow the last word in line activity which shows a collaborative classroom setting. These techniques are suitable to be used as alternative techniques in enhancing students' poetry writing skills. These literary techniques present a creative class and involves students.

FUTURE DIRECTIONS

According to Jun S. Camara PhD.; Analysis of outputs and performance.To measure more of students' skills in literature, the researcher should also measure the students' self-efficacy, learning styles and background in every literary activity that will be conducted in a literature class.

Ask will greatly provide rich sources of information for inevitable decision-making. By understanding students' learning style and measuring their self-trust different technique can be presented to a literature class.

There should a conduct of mock activity to know the strengths and weaknesses of students in poetry writing. The techniques presented can also be applied not only in poetry writing but also in other creative writing activities for students to be confident in their literature class.

FUNDING

LIMITATIONS

This study is for literature class and did not include other data not related to the teaching literature. The utilization of techniques is limited to literature class and can be conducted only in poetry writing since the presented activities have been participated by the students during poetry writing.

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NOTES; Kindly include in the section on Discussions relevant literature. The References need to contain more cited literature. Please review how APA style is used in writing References.