

THE ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY OF ENGLISH DEPARTMENT AT BUNG HATTA UNIVERSITY IN UNDERSTANDING ENGLISH POEM

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Abstract

The goal of this research was to describe the second year students' ability in understanding English poem at English Department at Bung Hatta University. The design of the research was descriptive in nature. The population of this research was the second year students of English Department of Bung Hatta University. The total number of population members was 97. The researcher used cluster random sampling technique to select the sample and the total number of sample was 56; class B (30 students) was as the class for tryout test, and class C (26 students) was as the class for real test. To make the test become reliable, the researcher used split – half method. The result of the test was reliable with coefficient correlation .84. It was categorized as very high correlation. Then the test was valid in term of content validity because it has covered all materials which students had learned. Generally, the result of data analysis showed that the students' ability in Understanding English poem was moderate. Based on the result above, the researcher suggests the lecturer to introduce many kinds of poem to the students, guide them to understand it and ask them to do some exercises in order to they understand the general meaning, detailed meaning, theme, poet's intension, and poetic devices in English poem. The researcher suggests that the students should listen and read many English poems and try to enjoy learning it.

Key words: Ability, Understanding, Poetry, Poem.

A. Introduction

Riko (2007: 223) says that poetry can be used as the central focus of a language-teaching lesson, integrated with other forms of reading, writing, speaking, listening, and critical/ creative thinking to teach English in a satisfying manner. Ollila and Jantas (2006:1) say that poetry is any kind of verbal or written language that is structured rhythmically and it is meant to tell a story, or

express any kind of emotion, idea, or experience. Poetry is used to achieve these artistic expressions in several ways.

A result of poetry is a poem. Nowadays, people freely download and upload poems from internet without paying attention whether those are suitable with their ages, religion and culture. People commonly enjoy poems without understanding the poems. It is not good if people of English

department take a part also. Understanding poems is important because the poet writes a poem not only for the purpose to entertain but also to communicate. To communicate his idea, the poet arranges some unique words to get attention from the reader. In contrast, the use of them often makes the readers feel confused to understand the poems. The statement above was supported by the English students who interviewed by the researcher on February 24th, 2014. One of them said that she commonly just enjoy to read or listen the poem but difficult to understand the poem. The another also added that they have problems in understanding English poems.

Based on the problems above, the researcher had to prove it scientifically. Therefore, the researcher was interested to describe students' ability in understanding English poem. The researcher chose the second year students as the sample for this research because they had learned about English poetry.

In general, the purpose of this research is to describe the ability of second year students of Bung Hatta University in Understanding English poem. The specific purposes of this research were as follows:

1. To describe the second year students' ability of English Department at Bung

Hatta University in understanding the general meaning in English poem.

2. To describe the second year students' ability of English Department at Bung Hatta University in understanding the the detailed meaning in English poem.
3. To describe the second year students' ability of English Department at Bung Hatta University in understanding the theme in English poem.
4. To describe the second year students' ability of English Department at Bung Hatta University in understanding poet's intension in English poem.
5. To describe the second year students' ability of English Department at Bung Hatta University in understanding the poetic devices in English poem.

B. Research Method

The design of this study was descriptive research. It described the students' ability in understanding English poem. Gay (1987: 189) states that descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study. The purpose of this method is to determine and report the way things are. Therefore, this study is designed to describe the ability of the students in understanding English poem, specifically in understanding English poem

Gay (1987: 122) states that, population is the group in which the

researcher would like the result of the study to be generalized. The population of this research was the second year students of English Department the Faculty of Teacher Training and Education at Bung Hatta University. The total number of the population will be shown on the table 3.1 below:

Table.1 Total Students

No	Class	Students
1	A	40
2	B	30
3	C	27
Total		97

Source: *English Lecturer of Bung Hatta University*

Gay (1987:101) states that sampling is the process of selecting a representative number of individual out of a larger group. She also says that sample is representation of the population from which it is selected. In this study, the researcher used cluster random sampling technique. Cluster random sampling is sampling in which groups are randomly selected (Gay, 1987: 110). The researcher used this technique because the

students homogenous, such as they have the same curriculum, syllabus, materials, and lecturer in learning English Poetry subject.

The sample of this research was Class C. One of the members in class C is senior (bp 09). In addition, the researcher took 26 students (26.80%) as the sample of this research.

To collect the data, the researcher used reading poetry test in the form multiple choice. The researcher prepared 30 questions, consist of test about understanding *general meaning, detailed meaning, theme, poet's intension, and devices*. The test taken for 60 minutes. To enlarge students' knowledge of poem, the researcher put more than one poem in the test. The poems are *a Narrow Fellow in the Grass, Apparently with no Surprise, Patriotism, The seven ages of Man, To Autumn, Nobody Comes, The world is too much with us, dream horses, night mares*. The researcher chosed these poems because the poems is easy to find in poetry books.

The specification of the test is shown in the table 3.2 bellow:

Table .2Test Item’s Specification

No	Indicators	Item Number	The Number of Items
1.	Understanding <i>general meaning</i> of English poem	1, 9, 11, 16, 17, 23	6
2.	Understanding <i>detailed meaning</i> of English poem	5, 7, 8, 10, 14, 22	6
3.	Understanding <i>theme</i> of English poem	2, 18, 20, 21, 24, 25	6
4.	Understanding <i>poet’s intension</i> of English poem	3, 4, 6, 12, 13, 15	6
5.	Understanding <i>poetic devices</i> of English poem	19, 26, 27, 28, 29,3	6
TOTAL			30

Before giving the real test on June 24th, 2014 the researcher did the try out test on June 19th, 2014. The purposed as to know whether the students understand the instruction of the test, the time affectivity to do test is enough or not and to identify the validity and reliability of the test. The result of try out test used to analyze item difficulties, item discrimination. After gave try out test, the researcher found that the

students were understand the instruction of the test, the time affectivity to do test was enough, and also the test was valid and reliable.

In selecting good items of the test after try out, the researcher analyzed the item difficulties and items discrimination of the test. The researcher used the formula by Arikunto (2012:223) as follows:

$$P = \frac{B}{JS}$$

Where:

P = item difficulties

B = the total number of the students who gets correct answer in each item

JS = the total number of students who follows the test

The item difficulties range between 0.00 – 1.00 and it is symbolized as “P” that refers to “proportion” in the evaluation term. According to Arikunto (2012:225), index for item difficulty is as follows:

P > 0.00 – 0.30 = Difficult

P > 0.31 – 0.70 = Moderate

P > 0.71 – 1.00 = Easy

According to Brown (2010:71), appropriate test items will generally have item difficulty the range between 0.15 – 0.85. He also adds two good reasons why including a very easy item are two build in some affective feelings of “success” among lower ability students and to serve as warm – up test, and for difficult items can provide a challenge the highest ability students. Based

on these statements, the researcher took the test item which had range item difficult index between 0.15 – 0.85.

The item discrimination is a test measurement which separates the student into high and low groups. The researcher sort the data from high to low score, a half sample who got high score become high group and a half low score became low group. To determine item discrimination, the researcher used the formula as stated by Arikunto (2012: 228) as follows:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:

D = the discrimination

B_A = the number of high group students who answers the item correctly

B_B = the number of low group students who answers the item correctly

J_A = the number of high group students

J_B = the number of low group students

In the evaluation term, item discrimination is symbolized as “D” which refers to “discrimination”. The result of the item discrimination is classified into the following classification:

D = 0.00 – 0.20 = Poor

D = 0.21 – 0.40 = Satisfactory

D = 0.41 – 0.70 = Good

D = 0.71 – 1.00 = Excellent

According to Brown (2010:71), practical use for item discrimination indices is to select items from a test bank that

includes more items than you need. He also states, you might decide to discard or improve some items with lower item discrimination because you know they won’t be as powerful an indicator of success on your test. Therefore, among the ranges of item discrimination above, the researcher used the items that have $D > 0.21 - 1.00$ as test items which were included in the instrument in order to find a good test items for the real test.

After analyzing the students’ try out test the researcher found that the difficulties of the try out test item is appropriate. It is proved that the lower range is not lower than .15 and not bigger than .85. In analyzing items discrimination, the researcher found that 5 items should be discarded. Then, the real test the researcher took 25 test items. The researcher thought the number of the test item was enough to measure the students’ ability in understanding English poem.

The specification of instrument is shown in table below:

Table.3 Specification of the Test (Real Test)

No	Determiners	The Total Number of Items	Item Specification
1	Understanding <i>general meaning</i> of English poem	5	1, 9, 14, 15, 19

2	Understanding <i>detailed meaning</i> of English poem	5	5, 7, 8, 10, 12
3	Understanding <i>theme</i> of English poem	5	2, 17, 18, 20, 21
4	Understanding <i>poet's intension</i> of English poem	5	3, 4, 6, 11, 13
5	Understanding <i>poetic devices</i> of English poem	5	16, 22, 23, 24, 25
Total		25 items	

A test is used as instrument must be valid and reliable. A test is valid if the test measures what it is supposed to measure (Arikunto 2012: 80). The researcher used content validity.

Reliability is the degree to which a test consistently measures whatever it measures (Gay, 1987:135). Reliability indicates that instrument is used as means of collecting data. The researcher used technique split half method. According to Gay (1987:138), split half method refers to a form of internal consistency reliability and this method requires the test to be divided into two groups. The researcher calculated the coefficient of correlation of the odd items and even items by using Pearson Product Moment formula as suggested by Arikunto (2012:87) as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = the coefficient variable of x and y (odd and even items)

n = the number of the students who follows the test

$\sum x$ = the sum of scores of the odd test items

$\sum y$ = the sum of scores of the even test items

Furthermore, to find out correlational coefficient for the whole test, the result analyzed by using Spearman Brown formula (Gay, 1987:139) as follows:

$$r_{ii} = \frac{2r_{xy}}{1+r_{xy}}$$

Where:

r_{ii} = the reliability coefficient of the total test

r_{xy} = the coefficient of the odd and even items

The researcher used the degree of correlation coefficient based on Arikunto's idea (2012:89):

0.81 – 1.00 = Very high correlation

0.61 – 0.80 = High correlation

0.41 – 0.60 = Enough correlation

0.21 – 0.40 = Low correlation

0.00 – 0.20 = Very low correlation

As the result of try out test the researcher got the r counted was **.84**. It means that the test was significant and

categorized in very high correlation. It could be concluded that the test was reliable and could be used in gathering the data.

The researcher collected data by giving multiple choice tests to the students. The procedures of gathering data as follows:

1. The researcher gave the test to the students.
2. The researcher asked the students to do the test in 60 minutes.
3. The researcher collected the students' answer sheets.
4. The researcher checked the students' answer sheets.
5. The researcher gave score 1 for the correct answer and 0 for incorrect. The highest score is 25 and the lowest score is 0.
6. The researcher counted the total score for each student.

In analysing the data, the researcher used the procedures as follows:

1. The researcher presented the raw score of each sample.
2. The researcher calculated the mean by following formula (Arikunto, 2012: 299).

$$X = \frac{\sum X}{N}$$

Where :

\bar{X} : Mean

$\sum X$: The total number of x score

N : The total number of sample

3. Calculated the standard deviation by using the formula (Arikunto, 2012: 299).

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where :

SD : Standard deviation

N : The total number of sample

$\sum X$: The total score

4. After calculating M and SD , the researcher classifies the students' ability into criteria below:

$> M + 1 SD = \text{High}$

$(M - 1SD) \rightarrow (M + 1SD) = \text{Moderate}$

$< M - 1SD = \text{Low}$

5. The researcher calculated the percentages of the students who get high, moderate and low ability. The following formula is used based on Arikunto's formula (Arikunto, 2012: 298)

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of the students' score

R = The sum of the students who get high, moderate, or low ability.

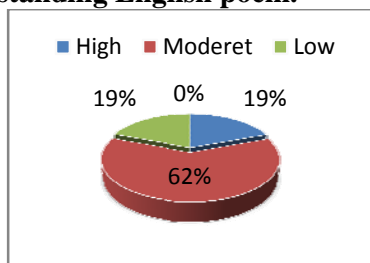
T = The sum of the students.

C. Findings and Discussion

Findings

Based on the result of data analysis, the researcher found that the highest score got by two students were 22 and the lowest score was 3 got by one student. The researcher presented the raw scores from the highest to the lowest. The researcher got 12.35 for mean and 5.40 for standard deviation. It was found that the ability of the second year students of English Department of Bung Hatta University in English poem was moderate. It was proved by the fact that 5 students (19.23%) got high ability, 16 students (61.54%) got moderate ability, and 5 students (19.23%) got low ability.

Chart 1. The students' ability in Understanding English poem.



The researcher found the highest score got by students in understanding *general meaning* in English poem was 5 and the lowest score got by students was 0. The researcher got 2.56 for mean and 1.22 for standard deviation. Based on the result of the data analysis, it was found that the ability of the second year students of English

Department of Bung Hatta University in understanding *general meaning* in English poem was moderate. It was proved by the fact that 8 students (30.77%) got high ability, 12 students (46.15%) got moderate ability, and 6 students (23.08%) got low ability.

The researcher found the highest score got by students in understanding *detailed meaning* in English poem was 5 and the lowest score got by students was 0. The researcher got 2.50 for mean and 1.45 for standard deviation. Based on the result of the data analysis, it was found that the ability of the second year students of English Department of Bung Hatta University in understanding *detailed meaning* in English poem was moderate. It was proved by the fact that 8 students (30.77%) got high ability, 10 students (38.46%) got moderate ability, and 8 students (30.77%) got low ability.

The researcher found the highest score got by students in understanding *theme* in English poem was 5 and the lowest score got by students was 0. The researcher got 2.38 for mean and 1.37 for standard deviation. Based on the result of the data analysis, it was found that the ability of the second year students of English Department of Bung Hatta University in understanding *theme* in English poem was moderate ability. It was proved by the fact that 4 students (15.38%) got high ability, 15 students (57.69%) got moderate ability, and 7 students (26.92%) got low ability.

The researcher found the highest score got by students in understanding *poet's intension* in English poem was 5 and the lowest score got by students was 0. The researcher got 2.23 for mean and 1.23 for standard deviation. Based on the result of the data analysis, it was found that the ability of the second year students of English Department of Bung Hatta University in understanding *poet's intension* in English poem was moderate. It was proved by the fact that 5 students (19.23%) got high ability, 17 students (65.38%) got moderate ability, and 4 students (15.38%) got low ability.

After analyzing the data, the researcher found the highest score got by students in understanding *poetic devices* in English poem was 5 and the lowest score got by students was 1. The researcher got 2.65 for mean and 1.22 for standard deviation. Based on the result of the data analysis, it was found that the ability of the second year students of English Department of Bung Hatta in understanding *poetic devices* in English poem was moderate. It was proved by the fact that 7 students (26.92%) got high ability, 14 students (53.85%) got moderate ability, and 5 students (19.23%) got low ability.

Discussion

Based on the result of the data analysis, the ability of the second year students of English Department of Bung Hatta University in understanding English

poem was moderate. It was indicated by the fact that the majority of the students got moderate ability and few of the students got high ability and some of the students got low ability.

Based on the result of the data analysis, the ability of the second year students of English Department of Bung Hatta University in understanding English poem was moderate (61.54%). It was proved by the fact that 5 students (19.23%) got high ability, 16 students (61.54%) got moderate ability, and 5 students (19.23%) got low ability.

It was found the students' ability in understanding *general meaning* in the poem was moderate. It was supported by the fact that there were 8 students (30.77%) got high ability, 12 students (46.15%) got moderate ability, and 6 students (23.08%) got low ability.

Based on the result of this research, it was found the students' ability in understanding *Detailed meaning* was moderate. It was supported by the fact that there were 10 students (38.46%) had moderate ability. It means that few students still had problem understanding detailed meaning in English poem.

Based on the result of this research, it was found the students' ability in understanding *theme* was moderate. It was proved by the fact that 4 students (15.38%)

got high ability, 15 students (57.69%) got moderate ability, and 7 students (26.92%) got low ability. It means that a few students still had problem to understanding *theme* in English poem.

Based on the result of this research, it was found the students' ability in understanding *poet's intension* was moderate. It was proved by the fact that 5 students (19.23%) got high ability, 17 students (65.38%) got moderate ability, and 4 students (15.38%) got low ability. It means that some students still had problem in understanding *poet's intension* in English poem.

Based on the result of this research, it was found the students' ability in understanding *poetic devices* was moderate. It was supported by the fact that there were 14 students (53, 85%) had moderate ability. It means that a few students still had problem to understand the poetic devices in English poem.

D. Conclusions and Suggestions

Conclusions

Based on the research findings and discussions discussed previously, the researcher would like to draw some conclusion and suggestions.

After analyzing the result of the data, the researcher concludes that the ability of the second year students of English

Department of Bung Hatta University in English poem was moderate. There were 16 from 26 students (61.54%) in moderate ability.

The ability of the second year students of English Department of Bung Hatta University in understanding *general meaning* was moderate. It is proved by 12 students (46.15%) got moderate ability.

In this research, the researcher found the ability of the second year students of English Department of Bung Hatta University in understanding *detailed meaning* was moderate. It is proved by 10 students (38.46%) from 26 students got moderate ability.

The ability of the second year students of English Department of Bung Hatta University in understanding *theme* in English poem was moderate. 15 students (57.69%) got moderate ability.

The ability of the second year students of English Department of Bung Hatta University in understanding *poet intension* in English poem was moderate. There were 17 students (65.38%) got moderate ability.

The last, The ability of the second year students of English Department of Bung Hatta University in understanding *poetic devices* in English poem was moderate. 14 students (53.85%) got moderate ability.

Suggestions

Based on the conclusions as already discussed previously, the researcher would like to propose several suggestions as follows:

In teaching poetry subject, the lectures should give more exercise to the students in understanding *General Meaning, Detailed meaning Theme, Poet's Intension, and Poetic devices* in English poem. They can introduce many kinds of poem to the students, guide the students to understand in order help students to understand the English poem. Lecturers should give various exercises to make the students interested in teaching and learning process.

For students, they are suggested to study more about the *General Meaning, Detailed meaning Theme, Poet's Intension, and Poetic devices* in English poem. In addition, they should try to read or listen many poems and try to understand the English poem. The students can read or listen the poem by online and have fun in learning.

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