

**THE USE OF POETRY TO FACILITATE STUDENTS' LEXICAL ENRICHMENT
IN A JUNIOR HIGH SCHOOL**

Best Practice Report

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, 1 Desember 2023



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MOTTO

“There are only two ways to live your life. One is a though nothing is a miracle. The other is as through everything is a miracle.” – Albert Einstein

DEDICATION

Alhamdulillah, praise be upon Allah SWT on His blessing. A great greeting is highly dedicated to our prophet Muhammad SAW. I dedicate my deepest thanks and appreciation to my beloved parents who always pray and encourage me during the completion of this study. Your kindness, patience, and responsibility will not be forgotten forever.

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ABSTRACT

Poetry and literacy play an important role in improving the students' lexical enrichment. This best practice teaching used poetry as a medium of learning English. The purpose of this best practice teaching describes how the poetry writing program was implemented in a junior high school. This is a two-cycles classroom best practice implementation. In the first cycle, students wrote a word and then placed it in the box. In the second cycle, students utilized the same media to assemble a series of words into a poetry sentence. The participants involved in this classroom best practice were eight-grade students. During the implementation, observation and documentation were conducted. This best practice teaching was conducted for three months. Following three months of implementation, literacy activities continue to be regularly conducted every Thursday morning. These activities commence with the collective reading of non-educational books in the field. The implementation of this literacy activity required the cooperation of numerous stakeholders, including teachers and school leaders. The program's conclusions benefit all parties involved, including schools, students, and supervising lecturers.

Keywords: Junior High School, lexical enrichment, poetry

CHAPTER I

BACKGROUND

Poetry plays a crucial role in education as it serves as instructional material that aids students in enhancing their comprehension of lexical enrichment. This is because poetry is a form of writing that emphasizes the selection of words for their beauty and sound, and their careful arrangement, frequently in concise lines that exhibit rhyme (Cobuild, 2001, as cited in Finch, 2003). The structure of poetry sentences renders poetry a chosen medium for learning English. Farrah & Bakri (2022) assert that poetry is an effective instructional technique for vocabulary acquisition. This is due to the fact that studying vocabulary within the context of poetry facilitates comprehension of sentence meaning and its semantic and linguistic functions. Poetry, unlike many texts seen in class, has the capacity to be expressed in diverse forms. Poetry holds significant importance as a kind of writing that effectively enhances students' creativity and vocabulary, contributing to their lexical enrichment.

Poetry learning certainly cannot be separated from literacy. Poetry is closely connected to literacy. Reinforced with the statement by Chamcharatsri (2013); Hanauer (2012); Iida (2012), as cited in Fithriani (2021) that poetry writing is a highly effective method for developing profound and meaningful literacy skills. With students thinking, analyzing and compiling sentences in poetry, this is included in literacy. Undoubtedly, this offers advantages for acquiring knowledge of poetry in an English classroom. Rochmah (2021) defines literacy as the process by which pupils acquire, comprehend, and utilize knowledge obtained during their schooling. This pertains to the development of poetic sentences that can be directly applicable to the practical experiences of students. Poetry can be

utilized in the writing classroom to facilitate effective and collaborative language and personal learning (Finch, 2003). Utilizing poetry as a method of introducing lessons is a very efficient technique. The inclusion of unusual vocabulary and topics in poetry helps to build students' confidence when they come across comparable vocabulary and concepts in the future (Hahn and Wong, 2015). Through the act of composing poetry, individuals will acquire proficiency in discovering novel vocabulary to construct sentences that align with their personal experiences.

Literacy provides numerous significant advantages. According to Huettig and Pickering (2019), proficient readers can learn a lot of important information, widen their knowledge of syntax, and improve their ability to predict spoken language to aid comprehension. The main issue with literacy over years of schooling has been that many children survive long periods of formal education without developing their ability to read and write, while others learn to read and write outside of the school system (Elley, 1989, in Rintaningrum, 2009). As a result, they struggle to realize their full potential, lack concern about the environment around them, and become increasingly preoccupied with their gadgets. Lack of motivation to acquire knowledge and enhance one's skills through information will result in an apathetic attitude. This behavior will induce the individual to isolate themselves and get preoccupied with their own thoughts, disregarding their surroundings. In Indonesia, literacy is quite low. Indonesia is ranked 72nd out of 78 countries, and it is one of the ten countries with the lowest literacy rate (OECD, 2019). This survey was conducted by the Program for International Student Assessment (PISA) which was launched in 2018 by the Organization for Economic Co-operation and Development (OECD). Indonesia has participated in PISA surveys since 2000, but the obtained ranking results were not significantly different to the previous year. However, the most current survey data in 2022 which was participated by 81 countries shows that Indonesia has observed a rise of 5-6 ranks

in comparison to the preceding year (OECD, 2023). This gain represents the most significant achievement in Indonesia's history following the PISA assessment.

To increase literacy and numeracy abilities in schools, the Ministry of Education, Culture, Research, and Technology uses a variety of strategies to foster this literacy culture among students. This is driven by the inadequate level of literacy culture in Indonesia. Since its inception in 2016, the National Literacy Movement has been implemented; however, the findings conducted during that period do not indicate any significant disparities (Situmorang, 2022). In order to address this issue, the Ministry of Education, Culture, Research, and Technology presenting to establish a *Kampus Mengajar* by the end of 2020. *Kampus Mengajar* is one of the most effective programs for promoting literacy and numeracy in schools. *Kampus Mengajar*, which is part of *Merdeka Belajar – Kampus Merdeka* (Freedom of Learning Independent Campus [MBKM]), is here to accommodate students in helping elementary school (SD) and junior high school (SMP) students to help develop learning, especially to improve literacy and numeracy competencies, adapt technology, and actualization of student interests and potential according to their respective fields of study. Student-teachers as agents of change who will help increase the quality of education in schools. The *Kampus Mengajar* promotes students as teacher partners in the development of learning creativity and innovation. Student-teachers who participate in this program will be able to polish their leadership skills, soft skills, character, and obtain teaching experience that can be recognized and equated in the form of semester credit units (credits). The presence of student-teachers in the target schools is supposed to boost student's motivation to read and write.

In general, the *Kampus Mengajar* program can assist educators in teaching elementary and junior high schools. According to Direktorat Pembelajaran dan Kemahasiswaan (2022), one of the specific objectives of implementing this program is to help students improve their

literacy and numeracy skills. The significance of this context is growing as Indonesia continues to face low levels of literacy and numeracy as a top priority on the national agenda. In addition, student-teachers, who act as agents of change, are anticipated to enhance the standard of education at the primary or secondary school level, particularly in the domains of literacy and numeracy. Through this program, students propose to hold literacy activities in target schools to increase students' interest and motivation in reading material. In this best practice implementation was promoted poetry writing to facilitate students' lexical enrichment by making poetry based on words as the main goal of this learning. Koch (1990), as cited in Honeyghan (1999), highlighted those aspects of poetry to which young readers/writers will be able to connect, helping them discover perception, ideas, emotions, and new ways of perceiving things. As stated by Hanauer (2004), poetry also helps students acquire linguistic abilities uniquely. Reading and writing poetry requires a unique method of utilizing language to generate meaning. Consequently, poetry can facilitate their ability to employ and comprehend language. The primary objective of teaching poetry is to facilitate students' lexical enrichment. Therefore, poetry has the power to explain the unexplained and communicate what is unspoken. The benefits of implementing poetry into English language education, Kurniawati (2012) asserts that communicative skill is determined by vocabulary or lexical enrichment. Inadequate vocabulary hinders effective communication and the expression of ideas through written or spoken language. It empowers an individual to communicate with confidence and proficiency in speaking, writing, and reading. It is hoped that the literacy habit is not just reading, but goes further in understanding the reading that is read.

CHAPTER II

CONSTRUCT

In practice, the author used poetry as an instrument of learning. In addition to assisting students in gaining language development insights, teaching poetry necessitates the development of students' creativity. Teachers play a crucial part in facilitating the lexical enrichment for composing poetry. The role of teachers as facilitators in the facilitation of student learning processes. According to Bahtiar (2017), teachers need to possess knowledge, interest, and experience of participation in the development of literature. It is imperative that educators possess the capacity to impart comprehensive literary competence, especially poetry, to students as one of their basics in poetry writing activities. The familiarity of poetry writing can be effectively facilitated through a strong collaborative relationship between the instructor and learners. During this instructional session, the teacher delegated the task of learning in the classroom to the student-teacher. Teachers entrusted the student-teachers with the responsibility of effectively conveyed the subject matter to their students.

2.1 Poetry as a Medium of Learning

Poetry is an oral or written expression of feelings that arise by adding a little style of language so that the sentences transmitted seem beautiful and meaningful (Pratama, 2019). Learning poetry is a fascinating experience. This is because poetry can be learned through singing, writing, and other means. Through the experience, the author discovered an intriguing technique to teach poetry, namely through a poetry writing program using box to facilitate students' lexical enrichment for teaching poetry as well as interacting with students. A lot of students believe that learning poetry is tedious. Therefore, educators often prefer classroom activities that stimulate active learning to help students acquire such deep

knowledge (Selvi & Çosan, 2018). Students will appreciate poetry instruction if the teacher can create a pleasant environment.

Learning poetry in school is very significant and beneficial to students since it can help them become more compassionate and thoughtful people. Learning poetry in school is very significant and beneficial to students since it can help them become more compassionate and thoughtful people (Syafii & Adiansha, 2023).

2.2 Strategies of Lexical Enrichment through Poetry Learning

Poetry teaching is considered not to have a positive impact on students. The benefits of poetry are many, especially for students. Poetry can help students develop familiar or unfamiliar vocabulary, poetry learning can accommodate students in increasing their creativity in composing sentences, and students can convey their thoughts well which can be understood by the public with their appreciation. In addition, poetry also trains students in choosing the right diction. Diction is the selection of the right words in a sentence according to the ideas conveyed. By training students to choose the right choice of words, they will get used to speaking politely and politely by using good and correct language.

Mastery of poetry composition is a fundamental skill that students must acquire. Rosenblatt (1982), as cited in Punusingon, Polii, & Rotty (2022), asserts that the capacity to create poetry is not an inherent talent, but rather a behavior cultivated via consistent and frequent rehearsal. Habits that must continue to be practiced include sentence structure and skills in interpreting vocabulary correctly. Linse & Nunan (2005) emphasized that vocabulary development plays a crucial role in students' language proficiency. The reason for this is that a strong vocabulary can effectively address the difficulties that students encounter in real-life situation.

Various strategies can be used to learn and write poetry with a focus on lexical enrichment at school. Mahmud & Idham (2017), as cited in Andajani, K., Widartono, D., & Kusmiati (2023), the quality of learning can be determined by choosing the right strategy. Various ways can be used to teach poetry in schools. According to Andajani et al. (2023), there are two strategies used by teachers, namely during lesson hours and after lesson hours. During class time, students can play with language and write, quiz, and create or change stories into poetry. After class time is over, the strategy is for students to write every day, create a bulletin board, or make clippings, all of which are directed at making students enjoy writing. To get upper-class students used to writing poetry, exercises are needed that can improve students' lexical abilities, example of exercises can be pictures, experiences, proverbs, and poetry. Another strategy for learning poetry was also mentioned by Rahmawati, Amir, & Budiharto (2016) through Think Talk Write (TTW) approach. This method involves prompting students to engage in a process of thinking, speaking, and subsequently transcribing their thoughts on a particular topic. The aim is to enhance their writing fluency and provide an opportunity for language practice prior to committing their ideas to writing. This approach enables students to develop and shape ideas prior to expressing them in a structured manner, therefore equipping students with the ability to analyze poetry. Baki & Mohammadzadeh (2012) in their approaches regarding poetry-based vocabulary teaching activities. Within this instructional session, a vocabulary assessment in the form of a multiple-choice test is administered both before and after the exercise. This lesson comprises a total of forty vocabulary and forty grammar questions, which specifically include the vocabulary items that are the focus of the training. The study utilized a collection of five poems authored by the researcher, alongside a range of vocabulary-teaching activities produced by the researcher. Utilizing poetry as a means of teaching vocabulary in EFL lessons proves beneficial for students' lexical enrichment as it enhances their vocabulary proficiency by

engaging them in activities that focus on a wider range of vocabulary.

CHAPTER III

IMPLEMENTATION

This section describes the implementation of the results of teaching and learning activities that have been carried out in Junior High School.

3.1 Cycles of Implementation

This classroom best practice consisted of two cycles. In the first cycle, students wrote a word and then put it in the box. In the second cycle, students arranged a series of words into poetry using the same media which placed more emphasis on indicators whose improvement have not been optimal.

The method used was the preparation of poetry writing with the selection of words that students have arranged. The word was obtained by the students themselves. The method of implementation was carried out by directing each student to write a single word on a piece of paper and then from each word that was collected, arranged, and made into a sentence of poetry by the students. Certainly, with the assistance of student-teachers in the preparation of poetry writing. Through poetry writing, it is hoped to facilitate students' lexical enrichment. The implementation of poetry writing to facilitate students' lexical enrichment using a box was conducted during one time a synchronous English class. Poetry writing was taught in the eighth grade. Literacy enrichment sessions were conducted weekly on Thursdays as part of the *Kampus Mengajar* program, with a total of three times completed.

3.2 Cycle 1

The learning exercises employed during the first cycle focus on the comprehension of

words that are subsequently incorporated into sentences. It is crucial for students to be able to determine the right words according to the learning requirements of the student-teacher. In addition to this, it is imperative for students to possess the knowledge of word placement in order to construct a coherent sentence structure. This educational program consisted of three distinct components: preliminary activities, central activities, and final activities. The student-teachers have diligently prepared the necessary materials for instruction in advance for the poetry writing pre-learning session. In order to facilitate students' lexical enrichment for the learning process, student-teachers initiated classroom activities with an ice-breaking exercise. Then asked again about the subject matter and the constituent components of poetry that have been previously discussed. Once the students have prepared themselves, the student-teacher commenced the implementation of instructional activities. During this phase, the student-teachers ensured that students are adequately prepared both intellectually and mentally. This is demonstrated by the proactive efforts of the student-teacher in developing instructional materials and facilitating ice-breaking activities prior to the commencement of the learning session.

Prior to commencing the instructional session, the student-teacher initiated an apperception process by established a connection between the forthcoming learning content and the student's prior experience, specifically pertaining to the fundamental elements of poetry. This served as a reminder to the students regarding the previously discussed material. The process of apperception, as executed by student-teachers, was intended to stimulate and inspire students to engage in critical thinking, recollect prior knowledge, and recognize the connections between previously acquired information and the subject matter now being studied. In order to foster a receptive attitude among students, it is imperative to cultivate their cognitive abilities in responding to questions by student-teachers.

During the subsequent activity, the student-teacher imparted the learning objectives that students were expected to attain following their engagement in the instructional session. The process of learning encompassed significant objectives to be attained and served as a reminder to students of the inherent benefits associated with the learning efforts. Students listened to the student-teacher's explanation. Once students have comprehended the information conveyed, the student-teacher allocated a period of time for students to write a single word onto a sheet of paper. The use of words reflects the thoughts, feelings, and personal experiences of students. Student-teachers chose words in the teaching of poetry composition due to their significance in language theory. The implementation of this best practice prioritized a student-centered approach in order to facilitate their lexical enrichment of writing skills.



Picture 1 Explaining the procedure for implementing poetry writing using the box



Picture 2 Collecting words from a sheet of paper by each student

3.3 Cycle 2

During the second cycle of the learning process, students focused on arranged the words into a cohesive unit within poetry. This lesson utilized a box and whiteboard to facilitate learning. The box served as a tool for gathered word from students. This box was created by student-teachers to facilitate the learning process of collected written words on paper by students. During the executed of the program, the student-teachers walked around the classroom collected the students' written words. In addition, student-teachers employed

whiteboard media as a means to document the outcomes of the process of organized words into sentences with the students. Students actively engaged in the learning process by effectively and efficiently utilized media.

In the core learning activities, student-teachers carried out several activities that showed that the learning process is carried out well. This activity of teaching used games as a pedagogical tool to impart knowledge, hence facilitated student engagement and mitigating the potential for monotony in the learning process. Following the students' completion of penned a single word, the accumulated papers are then unfolded individually. The student-teacher instructed two students to unroll the papers and wrote them on the whiteboard. Based on the student performance, total of twenty-three words were collected. The collected words consisted of impossible, have, twilight, we, beauty, friend, my mother, best, you, woman, great, my favourite, dear, I am, read, book, be careful, on the river, thank you mom, mother, already, become, and rainbow. The whiteboard is separated into two sections. The left side is used to penned the words produced by the students while the right side is used for writing off the completed poetry phrases. Each student is instructed to contribute in turn to the composition of a logical poetry sentence by freely combining one or two words that have been gathered on the whiteboard. Certainly, this freedom of compounding is not employed in selecting arbitrary words; rather, it must be exercised in combining words with explicit meanings. For example, combining words the terms "beauty" and "twilight" will get a descriptive connotation. Some students contributed additional words, such as "of the", that were not originally included in the word set. To avoid any confusion in meaning, they inserted several words between these two words, with the result of the coherent sentence "I was lost in the beauty of the twilight". The result of this program, the student-teacher offers an opportunity for students to exercise their creativity by crafting poetry through the arrangement of randomly selected words displayed on the whiteboard. Out of the numerous words

gathered, only a selected few are incorporated into the poetry, as this arrangement adapted to the grammatical rules used in writing poetry. There are additional words that are not included in the words gathered from students. This served as an indicator to make sure that the wording used in each sentence of the poetry was in agreement and balanced.

Table 1

A Sample of Word Arrangement Results into Poetry Segment by Students

Collection of Words from Students				
Impossible	You	Great	Already	My mother
Best	Twilight	My favourite	I am	Be careful
Read	Woman	Became	Dear	Beauty
Have	Thank you mom	Rainbow	Mother	
Book	We	Friend	On the river	

In composing poetry, student-teachers provided some assistance to the students. The reason was that the words gathered possess distinct connotations that, if incorporated into the poetry, would have yielded divergent interpretations. Certain words were unsuitable for constructed poetry phrases. In addition to that, there was a synonym term that should be minimized, such as "my mother," as other similar expressions like "mother" and "thank you mom" has already been noted. Upon gathering all the words, students decided to compose poetry that depicted the essence of the maternal figure. The results of the project showed the particular arrangement of the poetry as follows.

I was lost in the beauty of the twilight
Accompanied by the roar of flowing river water

Like a rainbow that is impossible to appear at night
That's how I am...
It's impossible for me to be a great person
Without your best education, mother...
Thank you mom...
You have become the best woman



Picture 3 Box to collected words



Picture 4 Poetry sentence structure from random words by students

During the final activities, a designated student was assigned the task of reciting from the word arrangement that resulted in poetry. The student was instructed to read poetry with completed sentence. After read the poetry, student-teachers engaged in a discussion regarding the composition and subject matter of the poetry. This topic pertained to the semantic significance of each word, the grammatical structure of the poetry, and several other words that have not been explicitly mentioned. When composing poetry, it is important to avoid fixated on a single idea. As a result, student-teachers recommended that students have a broad perspective when selecting the appropriate words to incorporate into their poetry. Following a discussion on the poetry's substance, the student-teacher initiated an intermezzo by inquiring, "Do you harbor affection for your mother?" and subsequently posed other questions such as, "To what extent did your mother make sacrifices to help you achieve the way you are now position?" The student-teacher randomly selected students to answer the question. The

assigned student provided an enthusiastic response. They enthusiastically characterized their mother as a resilient and formidable presence. Based on the outcomes of this intermezzo, students actively participated in the learning process. Prior to concluding the lesson, student-teachers played a crucial role in offering feedback to students related to their learning activity. Therefore, it is important to remember that student-teachers offered feedback on the performance outcomes of students who have made significant contributions throughout the process of learning. Many students were given comments specifically on how to correctly compose poetry. The feedback provided allows students to learn about the poetry they have composed in the core activities of this program. Upon the completion of the conducted actions, the student-teacher provided learning conclusions. This conclusion encompasses all the undertaken activities, ranging from writing a word on a slice of paper to organizing words into coherent poetry phrases. The objective of this poetry writing program is to facilitate students' lexical enrichment and provide them with immersive poetry experiences.

3.4 Results and Reflection

Based on the implementation, the utilization of poetry writing using box media as an innovative approach to teaching poetry has the potential to facilitate students' lexical enrichment. This occurrence can be attributed to the active engagement of students in the learning process. Student-teachers have given students the freedom to construct poetry phrases, thus facilitating the effective conveyance of their intended message. Nevertheless, there exist certain suboptimal aspects in the execution of the learning process, such as the constrained time frame allocated by teachers to student-teachers for delivered material, hence resulting in curtailed teaching and learning efforts.

3.4.1 Observed Benefit

The result of the implemented program was the instruction of literacy skills through

the practice of poetry writing. Empirical evidence demonstrated that students have a high level of enthusiasm in embracing the program introduced to student-teachers. A positive attitude can support the optimization of student learning by facilitating the assimilation of new knowledge. The activities in class seemed beneficial for the implementation of this program. In practice, students accepted new information and insights. Through writing poetry, it is hoped that students can facilitate their lexical enrichment.

The inclusion of game elements in this activity played a vital for promoting active learning, as they possess interactive and differentiated aspects. This game not only made the activity enjoyable to study, but it also promoted active participation in the classroom and cultivated students' attitudes towards learning. The provided game consisted of word groupings that will be afterward put into poetry. The students were elated due to their first experience of participating in a game of this type. The students were quite enthused as this was their inaugural encounter with a game of this type.

3.4.2 Implementation Challenges

The challenges encountered by student-teachers in executing the material were surmountable, such as limited teaching time and student indifference. Student-teachers have a limited time frame for delivering this program. This was due to the several holidays during which student-teachers engaged in school service. Furthermore, student-teachers have a restricted number of occasions presented this program during class. The reason is that the teachers at the school were highly engaged and consistently attended the class. Aside from time limitations, approximately three students were indifferent toward the instruction in this poetry writing program. They prioritized socialization with their colleague above focused on the lessons.

3.4.3 Practical Recommendations

From the results of the implementation of best practice that have been implemented, several things have been found that can be used as discussions and suggestions. There are several efforts made by student-teachers in overcoming the obstacles above, including making the best use of time in implementing programs at school. As the intensity of teaching poetry to facilitate students' lexical enrichment seems to have to be increased more frequently for maximum results. To maximize the teaching of poetry writing, it needs to be more specific, such as the choice of words that can and cannot be written. So in composed poetry sentences, all the word choices that have been collected were used properly without any being unused. Regarding the theme of poetry, it must also be determined from the beginning of learning so that teaching and learning activities are more focused. As previously the students studied poetry in the previous meeting, to review the material they had to focus on one or more things, such as the meaning of poetry, characteristics of poetry, or types of poetry. Apart from that, the assessment techniques provided to students should be carried out in three stages of assessment consisting of diagnostic assessment, formative assessment and summative assessment. At the end of learning, it is best to give rewards for activities that have been carried out by students so that they are more active in participating in the learning process and one way to foster students' enthusiasm for learning. The last practical recommendation is to try to convey poetry writing material to students in grade seven or nine according to the level of learning carried out. With this technical advice, the student-teacher suggested to other parties to organize a more detailed discussion topic because it was on a broader subject, more general material, and more relevant methods so that generalizations could be drawn. The obstacles for students who do not pay attention to the lesson are given a subtle warning. These warn students by eye contact and the teacher's gesture to the student.

CHAPTER IV

CONCLUSION

The purpose of this Best Practice is to facilitate lexical enrichment in the study of poetry with different methods. The technique used was to write down one word and then collected it in a box, from some of the collected words it was made into poetry composed by the student. The introduction of the *Kampus Mengajar*, in the form of a poetry writing program, in junior high schools is believed to have a significant influence on facilitating students' lexical enrichment. Through the act of composing poetry, students have the opportunity to cultivate and expand their imaginative and creative faculties. This aligns with the objectives and advantages of utilizing poetry as an educational instrument for students. In addition, assistance and guidance from teachers and education practitioners are essential in fostering creativity development activities. During this educational exercise, students expressed satisfaction with the poetry composition task facilitated by the student-teacher, who provided poetry writing using a box. This is evident from the students' engagement in the learning process. By bringing students to learn directly from real applications, it makes them understand the knowledge they have gained.

The implementation of composing poetry can also encourage students to delve into unfamiliar or infrequently utilized English vocabulary. Writing poetry grants students the freedom to select English words without being restricted by feelings of worry about embarrassment or fear. Through the utilization of new vocabulary, students can employ these words to describe their experiences, their thoughts, or their feelings in the form of poetry. Composing poetry not only improves the scope of the English vocabulary but also broadens its variety.

Nevertheless, there were inherent difficulties associated with the learning process, one of which was the constraint of time imposed on the student-teachers to effectively transferred knowledge. Such circumstances posed a challenge for student-teachers to convey lessons about poetry writing activities in one meeting. In addition, three students showed a lack of attentiveness towards the instruction, as they were engrossed in conversation with their peers. Nevertheless, students-teachers and then teachers had consistently engaged in the regular practice of literacy task every Thursday. The execution of poetry composition using the box proceeded seamlessly with minimal obstacles.

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Sekolah : SMP Negeri 1 Mande
Kelas/Semester : VIII/Genap
Materi Pokok : Teks Puisi
Alokasi Waktu : 40 menit (1x pertemuan)

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Peserta didik mampu memahami definisi puisi
- Peserta didik mampu memahami tujuan dan manfaat puisi
- Peserta didik mampu menulis puisi dengan pilihan kata yang sesuai
- Melalui kegiatan pembelajaran menggunakan action research, peserta didik mampu menulis teks puisi dengan memperhatikan unsur-unsur pembangun puisi yang tepat

B. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Karakter/4C/Literasi	Waktu
Pendahuluan			
1. Orientasi	1. Guru membuka pelajaran dengan memberi salam melakukan doa bersama menanyakan kabar, dan mengecek kehadiran peserta didik. 2. Guru mengingatkan peserta didik untuk selalu mengutamakan sikap disiplin khususnya dalam masa Covid-19 yaitu dengan menerapkan	Religius	

	protokol kesehatan.		5 menit
2. Apersepsi	<ol style="list-style-type: none"> 1. Guru mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya. 2. Guru menyampaikan tujuan pembelajaran yang akan dipelajari. 	Collaboration 4C	
3. Motivasi	<ol style="list-style-type: none"> 1. Guru dan peserta didik melakukan tepuk 1, 2, 3, 4, 5 untuk membangkitkan semangat dalam belajar. 2. Peserta didik diberikan motivasi belajar di tengah pandemi Covid-19. 		
Kegiatan Inti			
<ol style="list-style-type: none"> 1. Peserta didik menyimak penjelasan yang disampaikan guru. 2. Peserta didik menuliskan satu kata dalam kertas selembur. 3. Peserta didik menyusun susunan kata yang telah dikumpulkan menjadi rangkaian kalimat puisi. 4. Peserta didik diberikan kesempatan untuk menanyakan hal-hal yang belum dipahami. 		Literasi Creativity Critical Thinking Tanggung jawab	25 menit
Kegiatan Penutup			
<ol style="list-style-type: none"> 1. Peserta didik membaca hasil puisi yang telah dirangkai. 2. Guru memberikan umpan balik kepada siswa. 3. Guru menutup pelajaran dengan berdoa dan mengucapkan salam. 		Communication Religius	10 menit

C. Penilaian Pembelajaran

- a. Penilaian Sikap: Penilaian sikap terhadap peserta didik dapat dilakukan selama proses pembelajaran berlangsung.
- b. Penilaian Pengetahuan: Penilaian pengetahuan dilakukan dengan memeriksa hasil rangkaian kata yang di dapat dari peserta didik.
- c. Penilaian Keterampilan: Penilaian keterampilan dilakukan dengan memeriksa hasil kerja uraian kata yang menjadi sebuah kalimat puisi.

Mengetahui,
Kepala Sekolah

Cianjur, 11 Mei 2022
Guru Mata Pelajaran

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