EXPLORING STUDENTS' PERCEPTION IN TEACHING TENSES THROUGH POEM IN ENGLISH LITERATURE STUDENTS OF PAMULANG UNIVERSITY

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ABSTRACT

This research aims to investigate students' perceptions of learning tenses through the use of poetry and its effectiveness among students majoring in English literature at Pamulang University. Data was collected through analysis of responses from 30 students in the third semester using a questionnaire. Data analysis was used reduction of the data, display the data, and drawing conclusion and verification. The results of the analysis show positive student responses to this learning method, with the majority of students finding it to be an interesting and rewarding experience, the use of poetry in teaching tenses increases understanding of grammatical concepts, increases students' learning motivation, and strengthens their understanding of the everyday context of the tenses being taught. Thus, this research supports the use of poetry as an effective learning tool in improving English grammar learning at university level.

Keyword: Student Perception, Poetry in Teaching, Tenses Learning

INTRODUCTION

Teaching strategies in English education have continuously evolved, with educators exploring innovative approaches to improve students' understanding of linguistic structures. One approach that has attracted attention is the merger of literature, especially poetry, as a means of conveying grammatical concepts such as tenses.

Parkinson (2000), proposed several benefits of literature in language learning. Literature provides a good writing model that offers the learner a large chunk of classical writing. Literature is also memorable where words stick to the mind without conscious effort like songs and poetry. In line with this statement, according to Saricoban & Metin, (2000), poetry, like songs, contextualizes grammar lessons effectively, because poetry is often spoken, repeated, handled, and considered, poetry acts as an effective tool for practicing certain grammatical structures.

This has been proven by research conducted by Cetinavcı & Birsen (2012), with the title, "Making use of poems to teach English", which was taken from English Language Teaching Journal, published by Association of Gazi Foreign Language Teaching, shows that there were statistically significant differences between the group and that the experimental group preferred poetry more than the other as a multifunctional

and multipurpose tool for teaching foreign languages. Besides, Deepa, P & Ilankumaran (2018), in the International Journal of Engineering and Technology, entitled "Teaching poetry enhances speaking skills- an analysis based on select poems," shows that poetry is one of the fascinating genres of literature that constantly stimulates the senses and encourages literary things. Also Haryadi (2023), the use of technology in education has become a rapidly growing trend, including in learning English. It serves not only a model of literature but also a model for teaching skills of language such as reading and writing. Teaching language with poetry is a successful strategy. Being able to communicate in the language and grasp the culture is beneficial. The readers enjoy it as well, and it provides them with new role models to aspire to in life. A platform for enhancing pupils' communication abilities is provided by learning literature. The vocabulary, sentence structure, syntax, fluency, and creative abilities of students all improve when they read poetry. The four talents—listening, speaking, reading, and writing—as well as communication skills are enhanced by genre poetry.

This research will prove this statement, whether it is effective or not if used by Pamulang students in studying tenses by asking for their perceptions of this teaching method. This is supported by their difficulties in understanding tenses, such as difficulty understanding the different rules and patterns for each tense; have difficulty determining when to use a particular tense in a particular situation. Moreover, they also have limitations in practicing and applying tenses in the context of everyday life, so it is difficult for them to internalize the rules and concepts of tenses. In short, the problem in this research is: what are students' perceptions of learning tenses through poem? and how effective is the use of poetry in teaching English grammar (tenses)? Then, the aim of this research is to evaluate the effectiveness of this learning method in stimulating interest in learning and improving understanding of English grammar. The benefit of this research is that it provides direction for the development of more innovative and student-oriented learning strategies. In addition, the results of this research can contribute to the development of more effective curricula and teaching methods in the context of English language learning at the university level. By knowing students' perspectives, educators can improve their teaching methods and create learning environments that are more engaging and effective in teaching tenses.

Additionally, according to Slameto (2003), perception is the process by which the human senses continuously build relationships with their surroundings and input messages or information into the brain. The senses of sight, feeling, smell, and touch are the five senses that carry out this relationship. Besides, according to Robbins (2003), perception is the method by which a person controls and interprets their sensory perception to assign meaning to their surroundings. Moreover, according to Millikan. R. G (2004), also states that perception is a way of understanding natural signs or, better of translating natural signs into intentional signs. In conclusion, perception is the way people understand their surroundings by interpreting the messages they receive.

Furthermore, according to Robbins (2003), there are three types of perception, as follows:

a. Person Perception

Person perception describes the two processes by which individuals learn about and form opinions about others. including their traits, attributes, and internal

condition. Perceptions of other individuals are created in ways that help to maintain, regulate, and simplify our grasp of the social environment to the point where we ascribe to them stable circumstances and enduring character features.

b. Social Perception

Understanding people, whether they are professional athletes, politicians, leaders, criminals, defendants, entertainers, or loved ones closer to home, can be challenging due to how individuals are perceived in society. Utilizing the knowledge stored in the mind, analysing new information about individuals becomes a complex task influenced by the social environment. To navigate society successfully, it's necessary to do more than just react in the moment. Information must be remembered to maintain long-term relationships and recognize patterns of interaction. Even if specific details are forgotten, the ability to think and reason remains crucial. Otherwise, every situation risk being approached as if entirely new.

c. Perception of Situation

According to social psycholinguistic theory, a situation is made up of all the social elements that give rise to and affect an individual's experience or behaviour at a certain moment. It is an interplay between place and time in which humans behave in particular ways. The interpretation of stimuli is influenced by the situational context in which they arise. Any word, or several ones, could surface. Based on the cues that pick up on. The connection drawn between these cues and how they are interpreted.

Besides, According to Qiong (2017) the perception process consists of three stages: selection, organization, and interpretation:

1) Selection
The first phase in the perception process is selection, when people transform environmental cues into experiences that have meaning for them. People encounter a wide range of stimuli in their daily lives, such as the words they are hearing, an accident witness, or the sound of a clock ticking, to mention a few. The world accepts everything, thus an endless stream of inputs is simultaneously reaching the sense organs and awaiting processing. People can't, however, process all the information that is accessible to them because doing so would lead to information overload and chaos.

2) Organization
Organization is the second step in the perceiving process. Once people have chosen their knowledge from the outside world, they must find some sort of meaningful pattern to help them arrange it. Because this level of organization is achieved by classifying objects or individuals, some academics also refer to it as classification. The social and physical events or things met at this stage of perception will have specific shape, colour, texture, size, etc. right away. When asked to define a human being, for example, some people might do so based on skin colour, while others might do it based on race or nationality. When people close their eyes and see a university library, they see a structured space with both an interior and an exterior framework.

3) Interpretation

Interpretation, the process of giving the chosen stimuli meaning, is the third stage of perception. However, different individuals may interpret the same signal in various ways. The arrival of a police officer at the scene of a crime, for example, can be taken in various ways. The criminal will undoubtedly be scared by it, even though the victim may find it comforting and relieving. Another example is that in some western countries, giving each other a big hug or kiss when they greet each other in public serves the purpose of saying "Hello!".

METHODOLOGY

This study employs a qualitative approach. The foundation of qualitative analysis is the idea that theories and methods should be appropriate for the topic under investigation. Context and case are taken carefully in qualitative research in order to comprehend the issue being studied. Through the subjective experiences of participants, qualitative research employs an interpretive methodology to better understand the meanings and behaviours of particular social phenomena. According to Moeloeng (2013), the goal of qualitative research was to comprehend phenomena related to the research subject's experiences, including behaviour, perception, action, motivation, etc. The subject of this research is students in third semester of English Department University of Pamulang, they are 30 persons. The data collection used questionnaire. Sugiyono (2010) defines, a questionnaire as a method of gathering data in which participants are given a set of written answers to complete. Ten close-ended questions formed this research questionnaire because the answers had been determined. Then, the data analysis are: reduction of the data, display the data, and drawing conclusion and verification.

a. Reduction of the Data

 Reduction is the process of choosing points to emphasize, establishing study topics, and summarizing data. Subsequently, the three operations involve choosing, concentrating, and streamlining the gathered resource data, as well as abstracting and converting the data that still needs to be gathered.

b. Display the Data

 At this step, a methodical description of the data is developed in order to decide and act. The data described previously classified information about students' perception.

c. Drawing Conclusion and Verification

 A conclusion is reached and validated through an analysis of the significant symptoms derived from the study's subject. At this point, inferences are taken from the previously examined data and contrasted with the annotations and observations that were made throughout the examination procedure.

RESULT AND DISCUSSION

In this section, an analysis will be carried out of the results of research regarding "Student Perceptions of Teaching Tenses through Poetry to English Literature Students at Pamulang University". Data obtained from questionnaires filled out by 30 third semester students of the English Department will be analysed. This analysis aims to understand: students' perceptions of learning tenses through poem? and how effective is the use of poetry in teaching English grammar (tenses)? By knowing students' perspectives, educators can improve their teaching methods and create learning environments that are more engaging and effective in teaching tenses. By knowing

students' perspectives, educators can improve their teaching methods and create learning environments that are more engaging and effective in teaching tenses.

1) What are students' perceptions of learning tenses through poem?

Based on questionnaire, there are positive and negative students' perception of learning tenses through poem but the most of students answer positive. The explanation is as follows:

Question 1:

Bagaimana pendapat Anda terhadap pembelajaran tata bahasa (grammar) melalui puisi? (What do you think about learning grammar through poetry?)

Positive Answer:

"Pembelajaran tata bahasa melalui puisi merupakan pengalaman yang menarik dan bermanfaat. Puisi memberikan kesempatan untuk belajar struktur bahasa secara kreatif dan menyenangkan, sambil juga memperdalam pemahaman tentang nuansa bahasa dan mengembangkan keterampilan menulis. Ini merupakan cara inspiratif untuk memahami bahasa dengan lebih baik". (Learning grammar through poetry is an engaging and beneficial experience. Poetry provides an opportunity to creatively and enjoyably learn language structure, while also deepening understanding of language nuances and developing writing skills. This is an inspirational way to better understand language).

Analysis

Analysis of the data revealed that the majority of students appreciated learning grammar through poetry as an interesting and useful experience. They believe that this approach opens up space for creativity and provides an opportunity for deeper understanding of language structures. Apart from that, learning through poetry is also considered to increase understanding of the nuances of language and develop their writing skills. Overall, this method is seen as an inspiring way to deepen your understanding of the English language.

Question 2:

" Bagaimana puisi membantu Anda dalam memahami tata bahasa (grammar), khususnya penggunaan tense?" (How does poetry help you understand grammar, especially the use of tense?)

Positive Answer

"Puisi membantu saya memahami penggunaan tense dengan cara yang kreatif dan menarik. Saya belajar bagaimana tense digunakan untuk menciptakan efek artistik dan mengekspresikan nuansa yang berbeda dalam Bahasa." (Poetry helps me understand the use of tense in creative and interesting ways. I learned how tense is used to create artistic effects and express different nuances in language).

Analysis

Analysis of the data indicates that students consider poetry as a tool that helps them understand grammar, especially the use of tense, creatively and interestingly. They emphasize that poetry is not only a means of conventionally understanding tense, but also of appreciating how tense is used to create artistic effects and express the various nuances of language. This shows that the use of poetry in grammar learning provides an interesting and in-depth learning experience, which encourages students' active involvement in understanding grammar concepts. In conclusion, learning through

poetry provides an opportunity for students to explore grammar in a more dynamic way and connect it with artistic expression and deep meaning in language.

Question 3

"Apakah Anda merasa lebih termotivasi untuk belajar tata bahasa (grammar) melalui puisi daripada metode konvensional?" ("Do you feel more motivated to learn grammar through poetry rather than conventional methods?")

Positive Answer

"Tentu! Saya merasa lebih termotivasi untuk belajar tata bahasa melalui puisi daripada metode konvensional. Puisi memberikan pendekatan yang lebih kreatif dan menarik dalam mempelajari Bahasa".(Of course! I feel more motivated to learn grammar through poetry than conventional methods. Poetry provides a more creative and interesting approach to learning a language.)

Analysis

Analysis of the answers showed that students positively felt more motivated to learn grammar through poetry than through conventional methods. They emphasized that poetry provided a more creative and engaging approach to learning, which directly increased their interest and motivation to learn the language. This indicates that the use of poetry as a learning tool can be an effective strategy for increasing student involvement in the grammar learning process. Thus, this approach can be an interesting alternative to conventional methods of teaching grammar.

Question 4

" Apakah Anda merasa puisi membantu Anda mengingat dan menerapkan tense dengan lebih baik?" (Do you feel poetry helps you remember and apply tenses better?)

Positive Answer

" Ya, saya merasa puisi membantu saya mengingat dan menerapkan tense dengan lebih baik. Dalam puisi, penggunaan tense sering kali digunakan secara kreatif untuk menciptakan efek artistik, yang membuat saya lebih terbiasa dengan berbagai konteks dan penggunaan tense yang berbeda. Hal ini membantu memperkuat pemahaman saya tentang tense dan memungkinkan saya untuk menerapkannya dengan lebih percaya diri dalam tulisan dan percakapan sehari-hari". (Yes, I feel that poetry helps me remember and apply tenses better. In poetry, the use of tenses is often creatively employed to create artistic effects, which makes me more accustomed to various contexts and uses of different tenses. This helps strengthen my understanding of tenses and enables me to apply them more confidently in writing and everyday conversations).

Analysis

Analysis of the answers showed that students felt that poetry positively helped them remember and apply tenses better. They revealed that in the context of poetry, the use of tense is often used creatively to create artistic effects, which allows them to become more familiar with various contexts and different uses of tense. This results in an increased understanding of tense, which in turn allows them to apply it more confidently in everyday writing and conversation. Thus, it can be concluded that using poetry as a learning tool can help students internalize and apply grammatical concepts more effectively, especially in terms of tense use.

Question 5

"Apakah Anda merasa lebih memahami makna dan konteks tense setelah menggunakan puisi sebagai alat pembelajaran?"(Do you feel you understand the meaning and context of tenses better after using poetry as a learning tool?)

<u>Positive Answer</u>

"Ya, setelah menggunakan puisi sebagai alat pembelajaran, saya merasa lebih memahami makna dan konteks tense dengan lebih baik". (Yes, after using poetry as a learning tool, I feel I understand the meaning and context of tenses better).

<u>Analysis</u>

Analysis of these answers shows that students experience increased understanding of the meaning and context of tenses after using poetry as a learning tool. Even though this answer is short, it shows that the use of poetry in the context of grammar learning has a positive impact on students' understanding of grammar concepts. This illustrates that poetry can help students to understand more deeply how tenses are used in different contexts, as well as enrich their understanding of the meaning contained in these tenses. Thus, the use of poetry as a learning tool can be considered an effective method for increasing students' understanding of grammatical concepts, especially in terms of tense use.

2) **How effective is the use of poetry in teaching English grammar (tenses)?**

<u>Question 1</u>

"Seberapa efektif menurut Anda penggunaan puisi dalam memperkuat pemahaman tentang tense dalam konteks kehidupan sehari-hari?"(How effective do you think the use of poetry is in strengthening understanding of tense in the context of everyday life?)

<u>Positive Answer</u>

"Saya merasa bahwa penggunaan puisi sangat efektif dalam memperkuat pemahaman tentang tense dalam konteks kehidupan sehari-hari". (I feel the use of poetry is very effective in strengthening understanding of tense in the context of everyday life).

<u>Analysis</u>

Analysis of these answers shows that students believe that the use of poetry is effective in strengthening understanding of tense in the context of everyday life. Although this answer is short, it reflects the belief that poetry makes a significant contribution in deepening the understanding of tense in everyday situations. This shows that learning experiences with poetry provide direct relevance to real-life language use, which helps them to better understand and apply tense concepts in practical situations. Thus, the use of poetry can be considered an effective method in integrating grammar learning into the context of everyday life.

<u>Question 2</u>

" Apakah Anda merasa lebih bersemangat untuk belajar tata bahasa (grammar) setelah mengikuti pembelajaran melalui puisi?" (Do you feel more enthusiastic learning grammar after following lessons through poetry?)

<u>Positive Answer</u>

"Iya, puisi dapat membuat pembelajaran tata bahasa lebih menyenangkan dan menarik." (Yes, poetry can make learning grammar more enjoyable and engaging)

Analysis

Analysis of these answers shows that students reflect feelings of being more enthusiastic about learning grammar after participating in learning through poetry. Even though this answer is short, it shows that learning experiences with poetry have a positive impact on students' motivation in learning grammar. This shows that a learning approach that uses poetry can increase students' interest and involvement in understanding grammatical concepts. Thus, poetry can be considered as an effective tool to increase students' enjoyment and interest in learning grammar.

Question 3

"Bagaimana pendapat Anda tentang relevansi puisi dalam pembelajaran tata bahasa (grammar) untuk mahasiswa sastra bahasa Inggris?" (What is your opinion on the relevance of poetry in teaching English grammar to students majoring in English literature?)

Positive Answer

" Puisi dapat memberikan pemahaman yang lebih dalam tentang tata bahasa kepada mahasiswa sastra bahasa Inggris, meningkatkan apresiasi mereka terhadap kehalusan Bahasa". (Poetry can offer English literature students a nuanced understanding of grammar, enhancing their appreciation of language's subtleties).

Analysis

These positive answers highlight the relevance of poetry in grammar learning for English literature students. In the context of learning English literature, poetry is not only a medium for understanding grammatical concepts, but also a work of art that explores the richness of language. By analysing poetry, students can gain a deeper understanding of the structure and use of grammar in creative and complex contexts. This not only helps them understand grammatical concepts theoretically, but also increases their appreciation of the beauty and subtlety of language. As students of English literature, the ability to understand and analyse poetry carefully can also improve their skills in interpreting and expressing meaning in literary texts in more depth. Therefore, the use of poetry in grammar learning is a relevant and valuable approach for English literature students, as it can help them develop a more comprehensive understanding of language and literature.

Question 4

" Bagaimana Anda menilai aspek kreativitas dalam pembelajaran tata bahasa (grammar) melalui puisi dibandingkan dengan metode konvensional?" (How do you assess the aspect of creativity in teaching grammar through poetry compared to conventional methods?)

Positive Answer

"Mengajar tata bahasa melalui puisi mendorong kreativitas dengan mendorong siswa untuk menjelajahi bahasa dengan cara yang tidak konvensional, melampaui batasan metode konvensional". (Teaching grammar through poetry fosters creativity by encouraging students to explore language in unconventional ways, surpassing the limitations of conventional methods).

Analysis

These positive answers highlight the important role of creativity in learning grammar through poetry compared to conventional methods. By using poetry as a learning tool, students are encouraged to think outside the box and explore their creative potential in understanding and applying grammar concepts. Poetry provides greater freedom of expression, allowing students to explore language in creative and unrestricted contexts. This creates a learning environment that stimulates imagination and innovation, which can increase student engagement and motivate them to learn. In contrast, conventional methods often tend to limit student creativity by maintaining a more structured and formal learning structure. Therefore, the use of poetry in grammar learning not only improves students' understanding of grammatical concepts, but also inspires them to think creatively and develop their language skills in a more dynamic way.

Question 5

"Bagaimana puisi membantu Anda dalam mengidentifikasi dan memahami perbedaan subtansi antara tense-tense yang diajarkan?" (How does poetry assist you in identifying and understanding the substantive differences between the taught tenses?)

Positive Answer

" Puisi memberikan contoh-contoh yang halus tentang penggunaan tenses, membantu pemahaman yang lebih dalam dan membedakan di antara mereka".(Poetry offers nuanced examples of tense usage, aiding in deeper comprehension and differentiation between them).

Analysis

These positive answers highlight the important role of poetry in helping students identify and understand the substantive differences between the tenses taught. In poetry, tenses are often used with subtlety and complexity that present examples rich in nuance. Through studying poetry, students can explore various examples of the use of tenses in different contexts, allowing them to understand the substantive differences between these tenses. Apart from that, poetry also provides interesting and creative examples, which help students to better connect with the subject matter and improve their understanding holistically. Thus, the use of poetry in grammar learning not only helps students to recognize and understand tenses, but also gives them a deeper and more varied understanding of how these tenses are used in practice.

DISCUSSION

The integration of literature, especially poetry, in language learning has attracted significant attention in recent years. This research exploring the teaching of tenses through poetry is in line with broader trends in language education advocating cross-disciplinary approaches. By integrating literary texts into grammar instruction, teachers not only improve students' language skills but also foster a deeper appreciation of the aesthetic and linguistic qualities of literature.

Apart from that, learning tenses using poetry can improve language skills. Literature serves as a rich resource for language learners, offering authentic and nuanced examples of language use. In the context of teaching tenses, poetry provides learners with a variety of examples of tense use, ranging from conventional to creative applications. By

introducing students to a variety of linguistic structures and styles, poetry allows them to develop a more comprehensive understanding of grammatical rules and conventions. Additionally, the contextual nature of literary texts facilitates meaningful language practice, as students engage with language in authentic communicative contexts.

Then, learning tenses using poetry also provides cognitive and affective benefits. Engagement with literature stimulates cognitive processes such as critical thinking, analysis, and interpretation. When students analyze poetic texts for tense usage, they are asked to distinguish subtle linguistic nuances and interpret meaning within a broader literary context. This cognitive engagement strengthens understanding and retention of grammatical concepts. Additionally, literature appeals to students' affective domain by eliciting emotional responses and personal relationships. Poetry, in particular, has the power to evoke images, emotions, and sensory experiences, thereby increasing students' motivation and engagement in language learning.

Moreover, learning tenses using poetry can provide cross-disciplinary learning. The integration of literature in language learning promotes cross-disciplinary connections between language studies and other disciplines, such as literature, cultural studies, and creative writing. English Literature students, in particular, benefit from incorporating poetry in grammar teaching, as it strengthens their understanding of linguistic structures while enriching their appreciation of literature. By examining how poets manipulate tense for artistic effect, students gain insight into the intersection of language and literature, improving their overall literacy skills.

Furthermore, learning tenses using poetry provides cultural and contextual understanding. Literary texts provide valuable insight into the cultural and social context in which language is used. By exploring poetry from a variety of cultural and historical backgrounds, students gain a deeper understanding of how language reflects and shape's cultural identity. In the context of teaching tenses, exposure to diverse literary traditions increases students' awareness of how tense use varies across languages and cultures. This cultural competency is essential for effective communication in an increasingly connected and multicultural world.

In conclusion, the integration of literature, especially poetry, in language learning offers a number of benefits for students, including improved language skills, cognitive development, interdisciplinary learning, and cultural understanding. This research's focus on teaching tenses through poetry is an example of an innovative approach that educators adopt to make language learning more interesting, meaningful, and effective. By embracing literature as a learning tool, educators can shape students' linguistic, literary, and cultural abilities, preparing them for success in an increasingly connected and multicultural world. This explanation can be the answer to the problem formulation in this research.

CONCLUSION

The conclusions of this research reveal that the integration of poetry in learning English grammar has a significant positive impact. Through this approach, students not only deepen their understanding of grammar concepts, but also increase their motivation to learn and develop their creativity. It was found that students felt that learning grammar through poetry allowed them to grasp the nuances of language more deeply and creatively, especially in terms of the use of tense. The poem provides subtle examples of tense use, which helps students understand the substantial differences between the tenses being

taught. Apart from that, this approach also provides significant cognitive and affective benefits, such as improving critical thinking, analysis and interpretation skills, as well as generating student motivation and involvement in learning. The importance of understanding and appreciating literature and culture is also strengthened through this approach, as students can explore poetry from various cultural and historical backgrounds. Thus, the integration of poetry in English grammar learning not only improves students' language skills, but also enriches their overall learning experience, promotes cross-disciplinary understanding, and prepares them for success in an increasingly connected and multicultural world.

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