

# THE CORRELATION BETWEEN THE STUDENTS' INTEREST IN READING POETRY AND THEIR ABILITY TO ANALYZE POETRY AT SMA KARTIKA I-2 MEDAN

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## ABSTRACT

This study is a correlational design with the aim of finding out if there is any positive correlation between the students' interest in reading poetry and their ability to analyze poetry at SMA Kartika I-2 Medan. The study was conducted at SMA Kartika I-2 Medan. The product moment correlation formula was used to determine the correlation between the students' interest in reading poetry and their ability to analyze poetry. The hypothesis was tested by comparing the value of  $r_{\text{count}}$  to  $r_{\text{table}}$  on the degree of freedom ( $df = 30 - 2 = 28$  with  $\alpha = 0.05$  significance level and  $df = 28$  (0.361). It was found that  $r_{\text{count}}$  was higher than  $r_{\text{table}}$  ( $0.726 > 0.361$ ), and thus null hypothesis was successfully rejected. The result of the study shows that there was any positive correlation between the students' interest in reading poetry and students' ability to analyze poetry at the eleventh grade students of SMA Kartika I – 2 Medan. The correlation coefficient was 0.726, and the regression line was  $Y = 12.07 + 0,948x$ . The contribution of the students' interest in reading poetry to their ability to analyze poetry is 47.29%.

*Keywords:* Ability, Analyze, Correlation, Interest, Poetry

## A. INTRODUCTION

Language teaching and learning process focus on the four skills namely reading, writing, listening and speaking. One alternative way of learning English can be expected to evoke a sense of pleasure in studying English is by using poetry as a medium. Using poetry in the teaching and learning process is expected to be useful in increasing the students' achievement in four skills. Students are expected to be able to develop their reading and speaking (pronunciation) skills when they are asked to recite poetry. They are also expected to be able to listen well when the teacher reads the poetry as well as develop their writing skills when they are asked to analyze the poetry and find out how the poetry built up. This way has been used by English teachers in SMA Kartika I-2 Medan.

Although teachers have implemented the method, it is found that the students' interest in reading poetry was still poor. They have not realized the benefits they can gain by reading poetry, that reading poetry also can improve their ability in reading, writing, listening and speaking.

Reading poetry is also a path to optimize students' ability to analyze the structure of poetry. Hence, with the students' interest in reading poetry, it is expected that they are able to diagnose and discover the elements that built up poetry. According to Nunan (2003) reading is fluent process background knowledge to build meaning. It means reading is a process that expects the readers to gain

information and add knowledge by reading the text. In addition, Chatton (2010:5) writes that poetry is the act of paying thoughtful attention to language to carefully express thoughts, feelings, and observations. In other words, the poetry is regarded as a part of the language used to describe the feelings, thoughts, and observations of a poet and expressed lyrically or in such a beautiful way.

Andrew in Dean (2004) writes: “poetry presents particular problems for teachers and students alike in that it is not widely read – like Shakespeare – comes at the bottom of young people’s preferences in reading literature; the language diction of poetry often seeming impenetrable; the range of poems studied is often narrow; it is taught in conventional way that presupposes the purpose of teaching is to elucidate ‘difficult’ language and for students to gain appreciation of ‘high culture’; and it is often reduced to a hunt for similes and metaphors, as if they were the sine qua non of poetry (when in fact they are features of many different types of writing).” It means the difficulties are found in learning poetry because poetry is still regarded as something that is stern and only demanded by certain of people only.

In teaching how to analyze poetry, a teacher should guide the students through the poetic language comprehension, critical and analytical reading, and also the development of aesthetic appreciation.

Based on the data gained from pre-observation in SMA Kartika I-2 Medan, the poetry was awkward to analyze because the students were only taught how to read poetry. They were not taught how to analyze it. It was also found that students were not interested in reading poetry because the method used was the traditional one in which the teachers were the main source of poetry reading. The students found poetry extremely arid and behind the times.

Increasing the students’ interest in reading poetry and their ability to analyze poetry cannot be separated from a various factor that related to inhibiting factor and supporting factor to the students’ interest in reading, obiter: internal and external factors. The internal factor is that the students have less interest in reading. The external ones are parental, teachers, economic, facility factors, the difficulty in reading material and so on.

The following are data gained from pre-observation:

1. the students’ interest in reading poetry seems low,
2. it is assumed that the students’ ability to analyze poetry is affected by students’ interest in reading poetry,
3. the interest in reading poetry can increase the students’ ability to analyze poetry.

The students of SMA Kartika I-2 Medan are not able to both interpret or discover the content of poetry and find out the structure that builds a poem up so that students perceive learning poetry is very difficult and drab and thus to ascertain whether the interest in reading poetry correlates to the ability to analyze poetry, the researcher conducted a study, entitled “The Correlation between the Students’ Interest in Reading Poetry and Their Ability to Analyze Poetry at Eleventh Grade Students of SMA Kartika I – 2 Medan”.

The problem of the study is “Is there any positive correlation between the students’ interest in reading poetry and their ability to analyze poetry at eleventh grade students of SMA Kartika I – 2 Medan?”

Regarding the problem, the objective of the study is to find out whether there is any positive correlation between the students’ interest in reading poetry and their ability to analyze poetry at the eleventh grade students of SMA Kartika I – 2 Medan, and thus the hypotheses of the study are:

Ha : There is any positive correlation between the students’ interest in reading poetry and their ability to analyze poetry at eleventh grade students of SMA Kartika I – 2 Medan.

Ho : There is no any positive correlation between the students’ interest in reading poetry and their ability to analyze poetry at eleventh grade students of SMA Kartika I – 2 Medan.

## **B. LITERATURE REVIEW**

### **1. Interest in Reading Poetry**

DeGarmo (2009) writes interest seems to indicate a state of feeling, yet it is often extended to the objects toward which the feeling extends. He also writes interest is a feeling accompanies the idea of self expression. In addition, Ostermann and Shaw (2009), the word interest is derived, as is well known, from Latin verb “*interesse*” being a compound of the preposition “*inter*,” signifying between, and the verb “*esse*,” signifying to be, its original and proper meaning is “to be between” in space. Moreover, according to Dewey (2009) interest is the accompaniment of the identification, through action, of the self with some object or idea, because of the necessity of that object or idea for the maintenance of a self-initiated activity.

In conclusion, interest is the feeling of wanting to give attention to something or to be involved with something.

### **2. Reading Poetry**

Reading is a process of looking at words or symbols and understanding what they mean. Nunan (2003) states that reading is a fluent process of readers to combine information from a text and their own background knowledge to build meaning. Similarly, Seylar (2004) state reading as the process of obtaining or constructing meaning from a word or cluster of words. Moreover, Wineburg (2001), reading is not merely a way to learn new information but becomes a way to engage in new kinds of thinking.

In reading poetry, a reader learns new information obtained through the written words. It is a literary work that arranged to create a certain effect to communicate ideas, and feelings that actually exist in a poet’s mind.

Poetry is a beauty. Many people have an interest in poetry. They can feel the beauty of the poetry and take pleasure in reading it. Alden (2012) describes poetry is the art of representing human experiences, in so far as they are of lasting or universal interest, in metrical language, usually with chief reference to the emotions and by means of imaginations. Moreover, Chatton (2010) defines poetry as the act of paying thoughtful attention to language to carefully express thoughts, feelings and

observations. Similarly, Stedman (2004) state that poetry is rhythmical, imaginative language, expressing the invention, taste, thought, passion, and insight, of the human soul.

Wordsworth in Alden (2012) explain that poetry is the spontaneous overflow o powerful feelings: it takes its origin from emotion recollected in tranquillity: the emotion is contemplated till, by a species of reaction, the tranquility gradually disappears, and an emotion, similar to that which was before the subject of contemplation, is gradually produced, and does itself actually exist in the mind. Besides, Chapman and Welton (2010), poetry is writing that communicates intensely and intimately through and beyond language, using rhythm, sound, style and meaning.

Poetry is a form of literature as Beatty (1992) explains that poetry is a special type of literature in which words are arranged and chosen to create a certain effect. A poet has a very well-chosen of words for their sounds and meanings. The selected words are combined in different and unusual ways to deliver ideas, feelings, and new ways of looking at things, experiences, and sometimes stories.

The statements explained come to the conclusion that the interest in reading poetry is the feeling of wanting to read and to learn poetry, and also to understand the contents of the poetry by reciting and analyzing the it.

Reading poetry requires strategies. According to Beatty (1992) here are the strategies to read poetry: (a) read the poem loud, (b) visualize the images, (c) figure out who the speaker is, (d) carefully at individual words and phrases, and (e) think about the poem's message or theme.

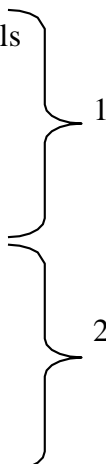
### 3. Analysis of Daffodils by William Wordsworth

The poem Daffodils, also known as "I Wandered Lonely as a Cloud", was written by William Wordsworth. Here the poem is quoted from Poem in Two Volumes by William Wordsworth (2009).

a. Stanza

Wordsworth's poem "Daffodils" consists of four stanzas.

I wandered lonely as a Cloud  
That floats on high o'er Vales and Hills  
When all at once I saw a crowd  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.  
Continuous as the stars that shines  
And twinkle on the Milky Way,  
The stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,



Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Outdid the sparkling waves in glee:  
A Poet could not but be gay,  
In such a jocund company:  
I gazed---and gazed---but little thought  
What wealth the show to me had brought:

For oft when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

#### b. Rhyme Scheme

Scot (2003:101), rhyme scheme is a regular pattern of the ends of lines, indicated by using letter in alphabetical order to signify lines that rhyme with each other.

I wandered lonely as a Cloud	A
That floats on high o'er Vales and Hills,	B
When all at once I saw a crowd	A
A host, of golden daffodils;	B
Beside the lake, beneath the trees,	C
Fluttering and dancing in the breeze.	C

The rhyming scheme of the above stanza is ABAB (A - cloud and crowd; B - hills and daffodils) and ending with a rhyming couplet CC (C - trees and breeze)

#### c. Meter

According to Scot (2003:101), meter is the rhythm of a poem, usually scanned and counted in a feet. The meter of "Daffodils" is iambic tetrameter, which just means that each line has four ("tetra") iambs.

I **wan**|-dered **lone**|-ly **as** | a **cloud**  
That **floats** | on **high** | o'er **vales** | and **hills**.

#### d. Sense

The sense of "Daffodils" poem is happiness that inspired by nature. Wordsworth expresses his feeling of seeing a group of daffodils when he is wandering alone. He expresses his bliss of seeing such beautiful daffodils.

#### e. Intention

A poet undoubtedly writes certain poetry for he/she has an intention. Wordsworth in "Daffodils" emphasizes that finding new friends in the world around you, even when you are by yourself and lonely and missing your friends, can be by your imagination. He makes a heaven out of a windy day and a bunch of daffodils. The intention to be conveyed by Wordsworth on "Daffodils" is that sometimes the loneliness may bring happiness or pleasure in human life.

f. Tone

Wordsworth uses "I wandered lonely as a cloud" it first implies a negative mood. "Lonely" gives the reader a connotation of sadness, being left alone or not with other people. But in the two last stanzas, Wordsworth personifies they "dance" and have "glee". It is used to highlight the tone that comes from depressing to enjoyment or pleasure.

g. Title

The title 'Daffodils' reminds the arrival of the spring season in which the field is full of daffodils. A daffodil is commonly seen in the spring. It is a yellow bell-shaped flower with a long stem, having an amazing shape and beautiful fragrance. A bunch of daffodils symbolizes the great happiness of life.

h. Speaker

The speaker in "Daffodils" is metaphorical compared to a cloud, "I wandered lonely as a cloud". The speaker becomes a part of nature. He floats above and experiences a kinship with the gentle elements. The daffodils are considered as people dancing and "tossing their heads" gently swaying in the wind.

i. Imagery

The following is the Daffodils imagery:

I wandered lonely as a Cloud  
That floats on high o'er Vales and Hills,  
When all at once I saw a crowd  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

The poem is rich with imagery. In the first stanza, Wordsworth describes the scene as he wanders "as lonely as a cloud". He compares himself to a solitary cloud that is floating over the valleys and the hills and then he sees a "crowd" of golden daffodils which are under the trees and beside a lake and are "fluttering and dancing in the breeze". His soft and gentle choice of words expresses as if there is a silent music in the background to which the daffodils are dancing. He forms a mental picture for the daffodils as things that come alive just for him and they have a human like quality in the way they are behaving.

In the second stanza, he compares the daffodils to the shining stars that twinkle in the Milky Way as the numbers of daffodils lined near the river seems to be thousands in number. In the third stanza, he sees the waves of the river move as if they are dancing better than the "sparkling" waves in a way that is giving strong feelings of happiness and excitement to him as he looks at the scene and the "jocund" company he is in.

In the last stanza, he describes how that scene has affected him because whenever he is indoors in his home and on his own "in the bliss of solitude" the memory of those flowers makes him full of enjoyment or pleasure. He feels his heart "dances with the daffodils". Again the use of words like "bliss" allows the readers to feel his happiness each time the memory of those flowers and the way they dance that day comes back to him.

j. Figure of Speech

The figures of speech of "Daffodils" are:

1. A personification means treating something as if it were in the form of a human being by giving human qualities to non human ideas or objects.

a) The waves beside them danced;

A personification is used here to give such a sense of a living situation. *Waves* here is said to have an ability to dance. In fact that wave is arising line of water that moves across the surface of water. It is a figurative sense which does not literally dance like a dancer does.

b) Beside the lake, beneath the trees, Fluttering and dancing in the breeze.

The last sentence in this stanza of the second poem also uses personification. The dance here is personified by the wind blowing daffodils that makes that daffodils move as if they were dancing. The feeling of bliss is mixed with the magnificent view that people see, makes the flower here seem to dance as they were alive.

c) Tossing their heads in sprightly dance.

Wordsworth personifies the daffodils as a group of dancers performing energetically for someone on a stage.

2. A hyperbole is a way of speaking or writing which uses exaggeration or overstatement to emphasize meaning. In "When all at once I saw a crowd, A host, of golden daffodils", he conceives the beauty of the spring that will come soon. Here hyperbole is used to give a sense of a magnificent view how lovely daffodils are.

3. A metaphor is an expression which describes a person or object in a literary way by referring to something that is considered to have a typical quality with the person or object that are trying to describe. The comparison helps make a mind picture. In "When all at once I saw a crowd, A host, of golden daffodils", Wordsworth speaks metaphorically as he compares the sets of daffodils to crowd which most likely pertains to people. The lines represent the quantity of the flowers to that of a crowd of people

4. A simile is the use of an expression comparing one thing with another using the words *like* or *as* to show how the items alike. In "I wandered lonely as a cloud", he uses a simile to make a mental picture of how he wants to wander around like the cloud. Cloud here is said to have a slow, relaxed, and tranquil movement.

### C. RESEARCH METHODOLOGY

The design of this research is a correlational study that aimed at finding out the relationship between two independent variables; the interest in reading poetry and the ability to analyze poetry. The data of this research are the interest in reading poetry and the ability to analyze poetry.

This research was conducted at SMA Kartika I-2 Medan, located on Jalan Brijend.H. A. Manaf Lubis Kelurahan Helvetia Tengah Kecamatan Medan Helvetia, and the population of this research was the eleventh graders of SMA Kartika I-2 Medan. Data were gained from 30 students taken as the samples of the study.

The instruments of the study were questionnaire and test. The questionnaire was scored with attitude scale by Likert in Mar'at (1981:166). A set of test consisted of 20 multiple choice item, with reference to the poem "Daffodils" by William Wordsworth, was administrated to measure the students' ability to analyze poetry.

To analyze the relationship between the variables X and Y using the simple correlation analysis product moment formula. The hypothesis was tested at level  $\alpha = 0,05$  with criteria compare the score of  $r_{count}$  and  $r_{table}$ . If  $r_{count}$  is higher than  $r_{table}$  ( $r_c > r_t$ ), it means that the null hypothesis is successfully rejected.

#### D. FINDINGS AND DISCUSSION

Having the data acquired, the data then calculated.

**Table 1**  
**The Students' Interest in Reading Poetry**

Category	Interval	Frequency	Percentage (%)
VH	73 – 82	1	3.33
H	63 – 72	2	6.67
M	53 – 62	10	33.33
L	43 – 52	8	26.67
VL	32 – 42	9	30
<b>TOTAL</b>		30	100

The ability to analyze poetry test can be seen in the following table:

**Table 2**  
**The Ability to Analyze Poetry**

Interval	Frequency	Percentage	Grade
80 – 100	2	6.67	A (Very Good)
66 – 79	7	23.30	B (Good)
56 – 65	12	40.00	C (Fair)
40 – 55	8	26.70	D (Less)
<39	1	3.33	E (Failed)
<b>TOTAL</b>	<b>N=30</b>	<b>100</b>	



The mean was 59.5. The students' ability to analyze poetry at the eleventh grade students of SMA Kartika I-2 Medan were on fair (C) category, with the result of the mean was 59.5.

The correlation coefficient obtained was 0.726. It is categorized high. Based on the result of the correlation coefficient calculation, hypothesis was tested by comparing the the result of  $r_{\text{count}}$  to  $r_{\text{table}}$  on the degree of freedom ( $df$ ) =  $30 - 2 = 28$  with  $\alpha = 0.05$  significance level and  $df = 28$  (0.361). It is found that  $r_{\text{count}}$  was higher than  $r_{\text{table}}$  ( $0.726 > 0.361$ ), and thus null hypothesis was successfully rejected.

In accordance with the testing criteria to test the "r" the correlation of the interest in reading poetry and the ability to analyze poetry in this study is a significant correlation, meaning that the higher interest of the students read the poem the better the ability of students to analyze poetry.

The size of the effect between the two variables, the interest in reading poetry and the ability to analyze poetry following, was measured by the size of the coefficient of determination  $r^2$  obtained. The contribution of the students' interest in reading poetry to their ability to analyze poetry was 47.29% through regression equation  $Y = 12.07 + 0,948 x$ .

The problem of the study has been answered by testing the hypothesis stated, and all the null hypotheses has been successfully rejected. The results lead to conclusion that the students' interest in reading poetry contributes to their ability to analyze poetry. It is found that there is any positive correlation between the students' interest in reading poetry and students' ability to analyze poetry at eleventh grade students of SMA Kartika I – 2 Medan.

Moreover, based on the calculation of interest in reading poetry data (questionnaire), found that the results of students' interest in reading poetry at eleventh grade students of SMA Kartika I-2 Medan 2013/2014 academic year categorized as low (L) category, with the result of the mean was 50.03 and the students' ability to analyze poetry at the eleventh grade students of SMA Kartika I- 2 Medan was on fair (C) category, with the result of the mean was 59.5.

Based on the result, the mean score of the students' ability to analyze poetry indicates that there may be other factors that impact the students' ability to analyze poetry. Efforts to increase the students' interest in reading poetry and students' ability to analyze poetry need the teachers' creativity to use appropriate teaching approach and in accordance with the teaching materials, which will create a fun learning environment. Teachers are expected to strive constantly to improve learning conditions for students to obtain maximum score. And do not rule out the existence of other weaknesses are sourced from external factors. However, the results of this study at least able to give us an idea of how important interest in reading poetry to analyze poetry.

## **E. CONCLUSION**

It can be concluded that the student's interest in reading poetry and their ability to analyze poetry are strongly correlated. The correlation is a positive and significant category. That is, the higher the students' interest in reading poetry, the more they are able to analyze poetry.

English teachers should improve the teaching of English poetry by providing activities that can increase students' interest in reading poetry such as poetry reading contest, making the poetry surgical group and so on.

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