Building Students' Literacy and Technology Mastery through Digital Poetry Project

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Abstract

Poetry the course has been integrated in EFL/ESL curriculum for many years. Unfortunately teaching and learning of poetry seemed to be difficult activity to be achieved. This study aimed to describe how students' literacy and technology mastery build through digital poetry project. Descriptive method was applied in this study. The subjects of the study were 48 students of English Department of Muhammadiyah University of Pringsewu Lampung who joined poetry class. The instruments used were informed of observation and students' digital poetry products. The data gained was analyzed though interactive model which consisted of data collection, data reduction, displaying data, drawing conclusion and verification. The result of this study showed that digital poetry project could be used to build students literacy through the activities of composing and reading the poem aloud. Those activities are lead into literacy. Moreover, students' technology mastery was able to build since in creating digital poetry the students used applications such as kinemaster pro application and movavi video editor 2020.

Keywords: digital poetry project, literacy, technology mastery

INTRODUCTION

In the ESL/EFL teaching and learning context, poetry has been integrated in the curriculum for many years. Poetry is taught with the aims enabling students to comprehend and to analyze the linguistic structure, literary style, figures of speech and rhetoric and to develop students' cultural understanding and expressive abilities. Through learning poetry, students gained a lot of beneficial as many scholars had proved such further conservation scientists' engagement and learning (Hartley, 2018), language and cultural enrichment, personal involvement and literary enjoyment (VK and Savaedi, 2014), developing oral proficiency (Bell, 2005), improvement of students' vocabulary (Ozen and Behbood, 2012) and improvements in both oral reading fluency and comprehension (Newsome, 2008).

Although poetry gave many benefits for students' academic improvement, teaching and learning of poetry seemed to be a difficult activity to be acquired for both of practitioners and learners. It was supported by the evidence where most of English teachers were not being willing to teach poetry writing since they were not incorporating poetry in

the curricula, not being trained/finding it difficult to teach poetry writing, and finding it difficult for students to write poetry (Masbuhin and Yu Liao, 2017). Moreover, often language art teachers report feeling uncomfortable teacher poetry either because they are not sure how to teach if effectively (owing lack of pedagogical role models), or because the find it elusive themselves (Hughes, 2007). Furthermore, most of poetry teaching was done conventionally where the teacher practiced teacher centered approach which neither aroused students' genuine interest in the subject being taught nor involved the students in any meaningful interaction (Dutta, 2001, Yusef, 2016). As the consequence, the majority of upper secondary students were reluctant to learn poetry since they thought learning poetry gave little contribution to language skill development and they probably considered it insignificant to any advancement in their studies or their future carriers (Sharminie, 2018).

In overcoming the problems happened in the poetry classroom, the new teaching paradigm should be proposed and practiced. Actually poetry teaching and learning activities in 21st century is not only tried to gain the objectives of the course but it should also improve students' competencies inform of literacy and technology mastery. Cronin (2014) defined literacy as the ability to decode text, and to produce text to make meaning. It is both a science and skill and it is the mechanic of reading and writing. Meanwhile Dahlman and Westpal (1981) defined acquisition of technology mastery as the ability to make effective use of technological knowledge. Moreover, Literacy acquisition could be gained through students' based project inform of writing literary book which leads the students into better writing and reading (Langer, 1997). .

Project based learning is an instructional technique that transforms learning from 'teacher telling' to 'students doing' in which students are provided with task based on challenging questions or problems that involves the students problem-solving, decision-making, meaning making, investigative skills and reflection, that includes teacher facilitation but not direction. (Capon &Kuhn, 2004). Project based learning has the following advantages that makes it stand out among other pedagogies; it engages learners, boost cooperative learning skills, improve academic performance, develops high order thinking skills and builds positive relationship between students and teachers (Thomas: 2000).

This study aimed in describing how digital poetry project build students' literacy and technology mastery. There were some researches articles used as the previous study which have correlation to the issues being discussed in this study. The first Hughes (2007) mentioned poetry as a powerful medium for literacy and technology development. In her monograph she explained about poetry's important role in improving literacy skills inform of reading and writing or constructing texts in multiple genres and suggested a variety of ways to make poetry teaching effective though using new media like writing hypermedia responses and creating

digital poetry. Then, Dredger, Nobles and Martin (2017) conducted a qualitative study to investigate how graduate pre-service teachers engaged in a digital practicum experience with a geographically distant secondary English language arts classroom. The graduated PSTs, enrolled in a Masters of Arts, English Education program at a university in the mid Atlantic United States. The finding showed that online spaces can develop dispositions of new literacy and can bridge theory and practice in teacher preparation programs. Different with the previous studies, this study aimed in describing how digital poetry project build students' literacy and technology mastery.

RESEARCH METHODOLOGY

A descriptive method was applied in this study. The subjects of this study were 48 students of English Education Study Program of Muhammadiyah University of Pringsewu Lampung who joined poetry class which consist of 46 female and 2 male. The instruments used in this study were observation and students' digital poetry products.

The collected data was analyzed by using interactive model proposed by Miles and Huberman (1994) which consists of four steps namely data collection, data reduction, displaying data , drawing conclusion and verification. In data collection, the writer collected all the data needed informs of observation and students' digital poetry product. Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. Then, data display goes a step beyond data reduction to provide an organized, compressed assembly of information that permits conclusion drawing. The last activity is conclusion drawing where the writer involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Meanwhile verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions.

FINDINGS AND INTERPRETATION

The findings of this study described how digital poetry project could be use to build students' literacy and technology mastery. It divided into two main discussions; students' literacy through digital poetry project and students' technology mastery through digital poetry project. In doing the project, the students made some groups who worked together in accomplishing the project.

Students' Literacy through Digital Poetry Project

Literacy in educational had engaged teachers and other professionals' educators in the study of rich language and literacy practices from early childhood through adolescence and adulthood. As defined by Cronin (2014) literacy is the ability to decode text, and to produce text to make meaning. It is both a science and skill and it is the

mechanic of reading and writing. In gaining the literacy, the students' literacy on digital poetry project focusing into two main activities consisted of composing a poem and reading aloud of a poem.

Composing a Poem

Learning to write a poem is undoubtedly one of the hardest forms of creative writing to master. The students have to follow many steps in composing it. And in composing a poem on digital poetry project, the students did some activities as follows:

Table1. Students' activities in composing poem

Elements of Poem	activities
Theme and Subject matter	Notice the theme and the subject matter underlined the poem
Kinds and types of poem	Be specific with kinds and types of poem to be composed
Poem Punctuation	Ensures coherence and the presentation of meaning
Elements of Poem	Choose the rhythm, sound, imagery, figurative language, and form
Sound devices of poem	Using correct rhyming pattern, meter, repetition, alliteration and onomatopoeia
Composing and refining the poem	Revising and refining the poem composed

The first step did by the students in digital poetry project was composing a poem. Before composing their own poem, the students have to realize the benefits of learning to compose a poem like giving skills in writing solid imagery, poetry is concise and impactful, poetry helps them to connect with emotions in a tangible way, and the most important is through composing writing regularly the students can become a professional poet and earn a living writing. Then, the students have to make sure kinds of a poem to be composed like narrative and lyrical, types of poem like sonnet, haiku, acrostic, limerick, epic, couplet or free verse and also the theme and subject matter of the poem. The poem punctuation is the next important element to consider. There are essentially three ways to punctuate the poem grammatically, stylistically, and a combination.

Moreover, in composing a poem the students have to use many elements like rhythm, sound, imagery, figurative language and form. Rhythm is the flow of the beat in a poem. It gives a musical feel and can be slow or fast depending on mood and subject of the poem. Another important element in composing a poem is sound devices which including rhyme, meter, repetition, alliteration, and onomatopoeia. Last but not least, the students have to comprehend kinds of imagery and figurative language to be used.

After following some steps in composing poem, the students' final works of composing poem are as follows:

Table2. Students' final poem composition

Title of Poem	Group
Opportunity	1
Daddy	2
Spirit of the death	3
Our friend	4
Wonderful today	5
Why I do love my country	6
Black storm	7

From the table above there were seven groups joined in digital poetry project in poetry classroom. The first group for example composed a poem entitled opportunity. This poem tells about opportunity around us that can be achieved and tells the readers that it never too late to accomplish or attain something. The other poem entitled why I do love my country. Through this poem, the writers want to express how they love their country with the reasons behind.

Reading a Poem

One of the distinctive features of poetry is that it is meant to be read aloud. Reading a poem is uneasy activity since the reader should use various techniques to make the message of the poem delivered well to the audiences. In reading the poem the students had already red the poems correctly. Most of them used a relaxed, conversational voice which means that they may be tempted to try a poetry voice that's serious and formal, but they have to know that most poems are meant to be read like a natural conversation. The second is the students followed the punctuation, not the line breaks. The next is the students read the poem with emotion, but do not overdo.

Technology Mastery through Digital Poetry Project

Students learn in many different ways and in different time frames. Technology can provide differentiation in the classroom; giving all students the opportunity for success by allowing them to work through project or concepts at their own pace. The purpose of digital poetry project is to build students' technology mastery. In this era, teaching and learning activity has to use technology devices. Some application like movavi video editor 2020 and also kine master pro application were used by students in creating digital poetry. The programs were choosing since it promoting a very simple usage and provide students with simple instruction through the creation process. For kinemaster pro application for example the students could use it through their own smart phone. More over the kinemaster pro application has some interesting features which enables the user to add videos, audios,

texts, and pictures. And the video produced could be share in various platforms of social media like whatsapp, youtube and facebook.

CONCLUSION AND SUGGESTION

Teaching and learning poetry class seemed to be a difficult activity for both practitioners and students. Lack of pedagogical knowledge and the implementation of conventional teaching methods became the reason behind the failure of poetry teaching. The utilizing of technology, today's tools and new method is much needed. Digital poetry project could be used as an alternative in teaching poetry. Through digital poetry project, the students' literacy could be built through activities such as composing poem and read it aloud. Besides the literacy, the implementation of digital poetry project was able to be used for improving students' technology mastery. The students may use and varied application in creating digital poetry like kinemaster pro application and movavi video editor 2020. From the result of the study, there writer proposes suggestion through using technology devices for teaching others genre of literature like drama and fiction to make the teaching of literature becoming more interesting.

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