

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter is the end part of this thesis. It consists of two points. The first one is the conclusion based on the research questions posed in the first chapter. The second part presents the recommendation for the use of poetry in EFL classroom, especially at school level. The recommendation is directed to EFL practitioner and researcher.

#### 5.1. Conclusion

This study has answered the research questions related to reading engagement in and students' response to the use of poetry in EFL classroom. There are two conclusions can be drawn. Each conclusion is elaborated as follow.

Firstly, poetry as a material has the power to engage students in learning English. It has been elaborated fully in chapter IV that poetry has engaged the students in reading in three ways. First, it has engaged the students behaviorally in which, they invested time in reading to gain comprehension of the poems. They were also engaged through active participation in learning by delivering their own personal interpretation to the poem. Secondly, poetry has engaged the students emotionally in which students involve their affective or emotional feeling during reading and giving response. Lastly, it has engaged students cognitively through a response - based approach. At this point, the poems have driven students' habit of thinking from low to high order thinking in making interpretations or inferences.

Secondly, the students' responses to the use of poetry as materials in learning English are mostly positive. There are at least four factors affecting students' response to the use of poetry in EFL reading. They are:

- 1) Interest and enjoyment in reading poetry

The use of poetry in this study has attracted students' interest and motivation to read.

- 2) Students' own preference as teaching materials

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Students liked poems which convey strong feeling such as happiness, sadness, hope, love, poverty, and friendship.

### 3) Teaching method

The students argued that the use of a response based approach in teaching poetry has given them independence in responding to the meaning of the poems that they could explore individually and collaboratively.

### 4) Students' raising awareness on the usefulness of reading poetry.

The students perceived that the use of poetry in EFL reading has enriched their vocabularies and developed their reading comprehension and oral language skills. They also said that poetry is beneficial to develop students' personality through the moral value in the poems and critical thinking through making inference.

From the elaboration above, it can be said that poetry has the potential to be used as materials in English classrooms of senior high school. Poetry as materials is able to engage students in learning and participating in the class. It is also able to attract students' interest in reading. Nevertheless, there are some points to think about when using poetry as materials. They are explained in the recommendations.

## 5.2. Recommendations

During the working in this study, it has been noticed some recommendations dealing with the implementation of poetry in EFL classroom especially at school level. The recommendations are directed to EFL teachers and researchers.

For teachers, role as facilitators is very important in incorporating poetry in the classroom. Here are some suggestions for teachers.

- 1) Teachers have to work hard in selecting poem which should fit students' interest and level of language competence. Otherwise, students will get bored.
- 2) It is good to implement response-based approach interactively to promote the use of the language.

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- 3) Since poetry can be very challenging, teachers should actively guide the students to help them gain comprehension of the poem.

For researchers, there are several recommendations offered for further research on the use of poetry in EFL classroom especially in school level. They are listed below.

- 1) Doing other related studies would help giving further comprehensive view of reading engagement through poetry at school level.
- 2) Researching on the use of poetry for critical thinking through response-based approach would be demanded.

Accordingly, the potential of poetry as materials should be accompanied with appropriate implementation from the teachers to achieve the best learning process and result. It also is suggested for teacher to conduct research implementing poetry in their class in order to gain comprehensive understanding on the best way in the implementation.