

Poetry in Teaching French Descriptive Texts Writing

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ABSTRACT

This study aims to identify, analyse, and describe: 1) the steps of learning to write descriptive text based on poetry text with a genre-based approach; 2) students' ability in writing a descriptive French text before and after the application of poetry media; 3) the effectiveness of the application of poetry media in learning writing descriptive texts through genre-based. The subjects are those students of the second semester at a state university. The research method used in this study was a pre-experimental research method with a pre-test post-test design. The data collection instrument used in this study was a descriptive text writing test in French with the aim of knowing the student's ability to write descriptive texts. The results of this research are (1) learning descriptive writing skills using poetry as a medium and a learning resource is effective; (2) the writing learning steps used turned out to have a positive effect, namely the descriptive text created by the subjects which led to the ability to write more descriptive text in quality.

Keywords: *Descriptive text, French, learning to write, poetry*

1. INTRODUCTION

Writing skills as creative writing are very difficult skills both in foreign and native languages. In a state university in Indonesia, French learners (as the subjects of this research) also experience difficulties in writing skills. Various attempts have been made to improve writing skills according to the French language learning approach, namely communicative competence. The results of the literature survey give new hope, namely the use of poetry as a source and media for learning and developing writing skills. Mittal (2014), Çetinavcı and Tütüniş (2012), and Darmawati (2017) say that the use of poetry as a medium in skills learning is a tool to improve language skills and the expression of ideas that are very meaningful to learners since writing poetry skills can improve creative writing skills such as writing fiction, including narrative and descriptive texts. The use of poetry as a medium and learning resource has never been used for French writing skills because previous research concentrated (a) on the use of the image (Ikhtianti, 2012), (b) Collaborative Writing techniques (Darmawangsa, 2014), (c) *Écriture Créative* Method by Sunendar, Cahyani, and Mulyadi (2014), (d) Reciprocal Method (Mutiarasih et al., 2016), Task-Based Language (Anshary et al., 2019), Duolingo (Ananda et al., 2019).

This study is concerned with the use of poetry as a learning medium for teaching writing skills in the

courses of Production Écrite (PE) 1 and 2. Both are subject areas of study which must be followed by students. One of the competencies that students must have is the ability of students to write French descriptive texts by using everyday expressions.

Husna, Zainil, and Rozimela (2013), Inderawati, Ariani, and Hambali (2018), Faisal and Suwandita (2013), Masitoh and Suprijadi (2015), Arianto, Sari, and Wahyuni (2018) said that descriptive text is made to describe, for example, how cold concept is described by the author which is usually written using the form of the finite verb of the simple present tense, how to describe some information about the place, the location of the place, the size of the place, the weather and how to describe the feeling of the place or the size of the place. Some of the ideal criteria for descriptive writing as follows (a) the content of the text must be in accordance with the title/theme, (b) the organization of the text must be in accordance with the title, (c) the content of the text must be in accordance with the procedural text framework and everything is related to the content and the sentence, (d) the use of sentence structure is very precise, (e) the use of vocabulary is very precise and varied, (f) there are no errors in the use of conjunctions and various conjunctions are used.

This research includes efforts to describe (a) the steps for applying poetry in learning to write French descriptive text, (b) the ability of students in writing

descriptive text before and after the application of poetry media and (c) the effectiveness of poetry media applied in learning to write descriptive text in French. In general, this research is expected to improve the quality of learning to write, and in particular, the students are able to understand the rules the basis of writing descriptive texts in French through the use of poetry media with genre-based approach. There are also the outputs of this research are (1) compilation of poetry collections suitable for learning French as a foreign language at elementary level (A1) and (2) the paper presented in an international seminar on French affairs.

2. METHODS

The research subject for this study is the learning process French as a Foreign Language (*Français langue étrangère / FLE*). This research was conducted at the French department for approximately six months from preparation to report preparation. The main process, namely data collection and treatment, is carried out around the month of July to August 2020. The research subjects were 20 students of semester 2 of the 2019/2020 Academic Year divided into ten students from class A representatives and ten students from class B. There is also a pre-test-post-test design paradigm in this study that can be described as follows:

O1 (pre-test) X (treatment) O2 (post-test)

O1: Pre-test

X: Treatment in the form of application of poetry media in learning to write text descriptive genre-based method

O2: post-test

The test assessment criteria used were the one from Tagliante (2005, p.70) as presented in Table 1.

3. FINDINGS AND DISCUSSION

3.1. Findings from Tests

In accordance with the method used in this study, namely Pre-Post Test, the data collected is in the form of a set of pre-treatments (pre-test) and final data after treatment (post-test), with respondents as many as twenty students consisting of ten class A students and ten grade B students.

The whole research process is as follows. 1) Pre-test. The pre-test was carried out on August 8, 2020. During this period, students were asked to describe what their room was like and what it was like.

Table 1. Assessment criteria for French descriptive writing test

Aspects	Score and Assessment Criteria				
	0	0,5	1	1,5	2
Understanding of the commands given	Text content does not match the title/theme.	The text content does not match the title/theme.	The text content is in accordance with the title/theme.	The text content is in accordance with the title/theme, although there are a few things that are not quite right but have no effect.	The text content fits perfectly with the title/theme.
Overall writing results	There is no text organization related to the title and the body of the text.	The organization of the text is not in accordance with the title, the content of the text is not in accordance with the framework of the procedural text and everything is less related to the content and the sentence.	The organization of the text is sufficiently in accordance with the title, the content of the text is sufficiently in accordance with the framework of the procedural text and everything is related between the content and the sentence.	The organization of the text is in accordance with the title, the content of the text is in accordance with the procedural text framework and everything is related to the content and the sentence although there are a few things that are not quite right but have no effect.	The organization of the text is in accordance with the title, the content of the text is in accordance with the procedural text framework and everything is related to the content and the sentence.
Use of appropriate descriptive text structures	The use of sentence structure is completely inaccurate.	The use of sentence structures is often inappropriate.	The use of sentence structure is quite appropriate.	The use of sentence structure is right even though there are a few things that are not quite right but have no effect.	The use of sentence structure is very precise.
Selection of the right vocabulary	The use of vocabulary is completely incorrect.	The use of vocabulary is not precise and does not vary.	Use vocabulary quite precise and quite varied.	The use of vocabulary is precise but less varied.	The use of vocabulary is very precise and varied.
(Very simple use of conjunctions, such as "and", "or".	There are many misuses of conjunctions and conjunctions that are used only one.	There are many misuses of conjunctions.	There are few misuses of conjunctions and they are not diverse.	There are a few misuses of conjunctions, but they still vary.	There are no mistakes in the use of conjunctions and conjunctions that are used variously.
Total Score					10

This took place three times, virtually through the google meeting application on August 11, 12, and 13, 2020. The given description writing skills test with the topic 'Describe Your Room'. 2) Post-test or final test, a test that is done after treatment. This test was carried out on August 14, 2020. Just like the initial test, at this stage the respondents to give a descriptive text writing test. Students are asked to describe the city the origin of each respondent. The given description writing skills test with the topic 'Describe Your Home Town'

There are three poems used in this research, namely 'Dans Paris' by Paul Éluard, 'Dans le Regard d'un Enfant' by Claude Haller and 'Il y a' by Guillaume Apollinaire. The following is an example of a poem.

Dans Paris... de Paul Eluard

*Dans Paris, il y a une rue;
 dans cette rue, il y a une maison ;
 dans cette maison, il y a un escalier;
 dans cet escalier, il y a une chambre;
 dans cette chambre, il y a une table ;
 sur cette table, il y a un tapis;
 sur ce tapis, il y a une cage;
 dans cette cage, il y a un nid-;
 dans ce nid, il y a un œuf ;
 dans cet œuf, il y a un oiseau.
 L'oiseau renversa l'œuf ;
 l'œuf renversa le nid ;
 le nid renversa la cage;
 la cage renversa le tapis;*

*le tapis renversa la table ;
 la table renversa la chambre ;
 la chambre renversa l'escalier ;
 l'escalier renversa la maison ;
 la maison renversa la rue;
 la rue renversa
 la ville de Paris
 Entre Bar-sur Aube et Troyes, le 5 avril 1915
 Guillaume Apollinaire, Poèmes à Lou*

The three poetries above were used as materials for a research treatment.

From Table 2, it can be concluded that the pre-test average value (1) is 16.5 and the post-test average value (2) is 18.8 which is sought by the following formula.

$$\bar{X}_1 = \frac{\sum X_1}{N} = \frac{330}{20} = 16.5 \tag{1}$$

$$\bar{X}_2 = \frac{\sum X_2}{N} = \frac{376}{20} = 18.8 \tag{2}$$

Based on the distribution of pre-test and post-test values, three things can be stated, namely: 1) the value obtained by the respondent is in the series of numbers 14 to 20 from the post-test score of 16 to 20; 2) the range of values for the two tests. The range of pre-test scores was 6 and 4; 3) the frequency of occurrence of the lowest pre-test score (14) was 4% and the highest value frequency (20) was 1 respondent. Meanwhile, the frequency of occurrence of the lowest post-test value (16) was 10% and the highest value frequency (35%).

Table 2. Results of pre-test and post-test

No.	Name	Pre-test (X ₁)	Post-test (X ₂)	Gain(d) = X ₂ -X ₁	d ²	Xd (d-Md)	Xd ²
1	ASA	17	19	2	4	0,3	0,09
2	AD	18	18	0	0	2,3	5,29
3	AS	17	19	2	4	0,3	0,09
4	CY	16	17	1	1	1,3	1,69
5	DM	17	19	2	4	0,3	0,09
6	ENS	15	18	3	9	0,7	0,49
7	FAI	14	20	6	36	3,7	13,69
8	FSP	17	19	2	4	0,3	0,09
9	FA	14	16	2	4	0,3	0,09
10	FH	14	16	2	4	0,3	0,09
11	GNS	17	19	2	4	0,3	0,09
12	MCAV	18	20	2	4	0,3	0,09
13	MK	16	19	3	9	0,7	0,49
14	NAAP	18	19	1	1	1,3	1,69
15	NS	14	18	4	16	1,7	2,89
16	RFAS	20	20	0	0	2,3	5,29
17	SEP	17	20	3	9	0,7	0,49
18	SND	17	20	3	9	0,7	0,49
19	VYHN	18	20	2	4	0,3	0,09
20	WNH	16	20	4	16	1,7	2,89
Total Overall Score		∑X ₁ 330	∑Y ₂ 376	∑d=46	∑d ² = 142	∑Xd=19,8	∑Xd ² =36,2
Average Value		16,5	18,8				

Thus, there is a significant difference in scores between the average pre-test score and the average post-test score of students through a professional translation-based learning model to improve students' ability in translating French into Indonesian.

3.2. Findings from Test of Writing

Qualitatively, all pre-test results generally have the following descriptive writing characteristics.

(1) Data 1 (example)

Salut Ludwig!

Je suis heureux que vous vouliez venir en Indonésie. Ma maison est à Taman Cikas, Bekasi. Ma maison est près du centre commercial, ma maison a un mur blanc et une clôture noire. Ma chambre n'est pas grande, mais je passe mon temps dans ma chambre à dormir ou à jouer au téléphone. Je cuisinerai pour vous si vous venez!

The pre-test essay above contains weaknesses and strengths. The weaknesses consist of (1) the conjunctions used are very simple and very few, namely *mais* [but] namely in the sentence *Ma chambre n'est pas grande, mais je passe mon temps dans ma chambre à dormir ou à jouer au téléphone* [My room is not big, but I spend my time in my room sleeping or playing on the phone] so that ideas are realized by single sentences.

The second weakness is the absence of a concordance between the subject and the adjective based on gender, namely the word *heureux* [happy (masculine)] should be *heureuse* [happy + masculine]. Apart from these two weaknesses, the subject manages to show (a) the compatibility of the text with the title or theme in his writing, (b) Organization of the text according to the title, the content of the text according to the framework of the procedural text and everything related to the content and the sentence. The use of sentence structure is very precise where the subject succeeds in showing the ability to form sentences with various finite verbs.

(2) Data 2 (example)

J'ai une belle chambre avec des murs bleus. Là, il y a le lit en face de la porte. À droite du lit, il y a le pupitre bleue pour j'étudié ou lis un livre. Et puis, il y a le placard noir. Il y a aussi des poupées et des photos ornant ma chambre.

Similar to the sample data in (1), the sample data in (2) above contains advantages that show (a) the title or theme is in accordance with the content of the text, (b) the procedural text framework is also in accordance with the title, the text content is appropriate so that all sentences related, (c) the use of sentence structures is still able to realize ideas appropriately. Another advantage is the various conjunctions consisting of *ou*

[or], *et puis* [and then], *aussi* [also] and *il y a* [it exists.]. However, there are grammatical weaknesses which consist of (a) the use of the *pour* [for] conjugation, which should be followed by an infinitive verb such as *pour j'étudié* [for me to study] so *pour étudier* and (b) errors due to the influence of Indonesian, namely the loss of the subject element *ou... lis un livre* [or I read a book] should be *ou je lis un livre* [or I read a book] because French always requires subject. However, the subject managed to have the ability to form sentences with various finite verbs.

Qualitatively, all posttest results generally have the characteristics of descriptive writing which is sharper in describing the place and also involves the effect of place on the emotions of the subjects.

(3) Data 3 (example)

Ma maison est dans une petite ville de l'ouest de Sumatra. il comprend 3 chambres, 1 salle familiale et 1 cuisine. J'y ai vécu avec ma mère et mes deux sœurs. on passe toujours du temps dans la chambre de ma mère parce qu'on la dérange toujours après le travail. dans ma chambre, il y a 1 ordinateur, 1 lit king-size, 1 salle de bain. j'y regarde toujours des films avec mes 2 sœurs. il y a beaucoup d'arbres et relaxant.

The treatment results give a better impact in the formation of descriptive paragraphs. The first advantage, the title or theme is in accordance with the content of the text, (b) the procedural text framework is successfully filled with the appropriate title and text content so that all sentences are related, (c) the use of sentence structure is able to realize ideas and emotions appropriately as evidenced by their existence places of origin such as *Ma maison est dans une petite ville de l'ouest de Sumatra* [My house is in a small town in West Sumatra]. Apart from using auxiliary verbs such as *est* [is], the subject is also able to express not only ideas but also emotions, for example *on passe toujours du temps dans la chambre de ma mère parce qu'on la dérange toujours après le travail* [We always spend time in my grandmother's bedroom because we always disturbed her after workday]. The vocabulary used varies, including not only the name of the room but also the contents that show more emotion, for example *I li king size* [A king size bed]. In addition, the formation of the finite verb is more diverse in terms of tense, namely the subject does not only use the finite verb by using the present tense but also the past tense, for example *regarde* [see, present tense] and *J'y ai vécu* [I have lived there]. Also, the subject is able to replace the object element with a pronoun and put it in a place like... *on la dérange* [... we disturb her] where article *la* is a substitute for my grandmother. Another advantage is the various conjunctions consisting of *ou* [or], *et puis* [and then], *aussi* [also]. However, the subject still lacks conjunctions that show the emotional aspects.

(4) Data 4 (example)

Salut Claire!

J'ai entendu dire que tu voulais connaître ma maison. Ma famille et moi habitons avec ma grand-mère et ma tante. La maison est assez grande. Mais, je n'ai pas de la chambre privée. Parcequ'il y a deux chambres et je partage ma chambre avec ma mère, ma sœur aînée et mes deux petits frères. C'est une chambre de taille moyenne. Le mur de la chambre est blanc. Le blanc est très apaisant pour moi. Dans la chambre, il y a un grand lit, un miroir et sous le miroir, il y a une table en bois, et deux grands placards. Surtout, je passe ma journée dans notre chambre. Sur mon lit, je m'allonge toujours en jouant sur mon téléphone portable, en faisant des courses, etc. C'est tout...alors, au revoir Claire!

Bises,

Filla

Another treatment result is the descriptive writing above which shows a development that is very compatible with the treatment. First, the title and content of the text in accordance with the procedural text framework were successfully filled with relevant sentences. Second, the title or theme is in accordance with the content of the text. Third, sentences such as *J'ai entendu dire que tu voulais connaître ma maison* [I heard that you would like to know my house] are standard sentences that the subject succeeds in making to realize his ideas and emotions. Fourth, the subject succeeds in making sentences that use the verb finite which shows knowledge such as the reflexive finite verb, namely *je m'allonge toujours en jouant sur mon téléphone portable* [I always lie downplaying on my cell phone] which expresses her situation. The vocabulary used is a variety of contents that express not only objects or places but also their qualities such as *C'est une chambre de taille moyenne* [It is a medium sized room]. Another advantage is that the vocabulary used is so diverse that it reflects descriptions of time, place and emotions. Likewise, the subject managed to use a wide variety of conjugations.

3.3. Findings from Teaching

The following are the stages of each of the steps mentioned above.

3.3.1. Preparation Stage (teacher)

- (1) Determine learning objectives/themes
- (2) Finding as much French poetry as possible according to the theme

(3) Determine and identify poetry that fits the theme and basic skill level.

(4) Prepare sufficient knowledge of who is the biography of the author of the poetry (if there is it, it would be better if the teacher knows the background of the chosen poetry making)

3.3.2. Implementation Stage

- (1) Display a poem according to the respondent's theme and ability level
- (2) Ask the respondent to see the title of the poem, author and year of manufacture (if any)
- (3) Ask the respondent's knowledge of the title and author (what is the title, have you ever heard the name of the author / do you know who he is?)
- (4) Ask the respondent to guess the contents of the poetry based on the title without reading the entire poem
- (5) Ask the respondent to read the whole poem
- (6) Ask the respondent to recount the contents of the poem
- (7) Discussing the content of the poem by looking at the lexical and grammatical points on each line.
- (8) Develop lexical and grammatical points that are still in accordance with the poetry (synonyms, antonyms)
- (9) Ask the respondent to make several sentences such as a grammatical poetry format but with different vocabulary that is still related to the theme.
- (10) Making joint corrections on sentences made by several respondents.
- (11) Ask the respondent to make related sentences (paragraphs) with the same theme.
- (12) Making joint corrections on paragraphs made by several respondents.

3.3.3. Evaluation Phase

- (1) Ask the respondent to continue to practice making sentences and or paragraphs according to the theme.

4. CONCLUSION

The conclusions that can be obtained from this research are (1) learning descriptive writing skills using poetry as a medium and a learning resource is effective because of the significant differences in the results of the pre-test and post-test. (2) The writing learning steps used turned out to have a positive effect, namely the

descriptive text created by the subjects which led to the ability to write more descriptive text in quality.

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