

Motivation in Understanding Figure of Speech in Poetry and the Performance in English Subject of Junior High School

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Abstract- Worldwide, COVID-19 has caused school closures. As a result, there have been drastic changes in education, including the advent of e-learning, which involves teaching remotely and through digital platforms. Teachers and students can interact, present course materials, and communicate with each other in a virtual classroom, an online teaching and learning environment. The main way that a virtual class was different was that it was held in a live, synchronous setting. Although an online course may include pre-recorded asynchronous content, the nature of the digital platform enables real-time teacher-student interaction. In order to enable student learning, the researcher had developed a new strategy, which was her own project, in that this project was viable for virtual teaching. This study was conducted to assess the Motivation in Understanding Figure of Speech in Poetry and the Performance in the English Subject of Junior High School at Paete Science and Business College, Inc. in Paete, Laguna, S.Y. 2021-2022. The researcher used the educational research experimental design. A unique method known as the FLIP (Figurative Language in Poetry) project was used to collect data from 20 respondents who were Grade 8 Philipppians students, utilizing a self-made summative test as a pre-test and post-test. According to the survey, the majority of the 20 respondents were female, and the parents of the majority of the respondents had college degrees, while some had just completed high school or college. Additionally, the respondents said that studying English was engaging since it was beneficial and significant. The study also found that respondents' level of Performance in the English subject during the pre-test was below expectations,

while they performed very well in the post-test, where they achieved excellent levels. This means that the researcher's own strategy, the FLIP project, successfully made the study possible, and the respondents eventually learned and understood the lesson. At the beginning of the study, the respondents were not really well informed about the lessons, although most of them were motivated. On the other hand, the implementation of the FLIP project made it easier for them to learn and understand the lessons that made them highly motivated at the end of the study. This implies that the performance levels of the English subjects before and after the test were significantly correlated. Furthermore, it was shown that their drive to understand figures of speech in poetry and their performance in the junior high school English course differed in a significantly significant way.

I. INTRODUCTION

Since it facilitates communication with others, particularly those from different nations, the English language is essential to our daily life. Rastafara (2011) asserts that language serves a variety of purposes in society, including identifying people, collaborating with them, and communicating with them. It is the main language used for studying all subjects worldwide. Learning English helps students because it expands their horizons, develops their emotional intelligence, and improves their quality of life by providing them with more employment alternatives. Gaining knowledge of English could also help us understand our native tongue and other languages better. Furthermore, the process of sharing additional information and concepts also heavily

relies on communication. For this reason, learning more about English and taking an English course are crucial.

Figures of Speech are part of the study of English. A figure of speech is a way to make words more powerful by deviating from their typical usage. It is essentially a figurative language that may be expressed with just one word or phrase. Gaining knowledge of English figures of speech aids students in better comprehending the language's metaphorical aspects. They exhibit a deeper comprehension of English's nuances. According to Gautam (2014), a figure of speech is a method of expressing an idea that is not literal. It makes language more complex and uses analogies to illustrate concepts.

Figures of speech are used extensively in all forms of verbal expression. Whether in written or spoken form, in formal or casual settings, or in ordinary speech or slang, the many figures of speech are used extensively. Thus, it is clear how important it is to understand and use them if one wants to be able to function in a society where English is the primary language of communication. The goal of employing figures of speech is to enrich literature and influence the reader.

Poetry uses figures of speech to convey the poet's subjective emotions as well as his descriptions of objects. There may be more efficient ways for poets to express, develop, and explore their feelings, creativity, and observations. Poetry is the chiseled marble of language, according to Flanagan (2013). The poet employs words in place of paint, and the canvas is you. It's a paint-splattered canvas.

Understanding poems well is not an easy thing to do. Sometimes, people do not know the figurative language used in poems. Thus, they hardly understand the meaning of the poems. As we know a poem is one of the literary works, and many famous poets express their ideas through poems. A poem is like a picture shaped by words. Poets use choices of words to express their feelings. Poem emotionally affects the reader's feelings, such as joy, sorrow, love, and anger. There are several characteristics of poems, which are figurative language, rhythm, rhyme, and tone. Figurative language is an expression

used to express something in an unusual way (Flanagan, 2018).

The use of a term or phrase that does not have its typical, literal meaning is known as figurative language. Instead of using literal language, which merely communicates facts, writers employ figurative language to add interest or drama to their writing (Kidskonnnect, 2017). Numerous literary works, including novels, poems, and song lyrics, frequently employ figurative language. The poetry sounds more lovely when it uses figurative language.

Words, phrases, and sentences would have been meaningless without the skillful application of figures of speech; they convey the author's meaning and transport the reader to the author's experiences, imaginations, and perceptions of a particular time or era. The reader is better able to comprehend and visualize the conditions that are presented in the writing when these parallels are used. Figurative language introduces and contrasts one item with other, more general things, which is a lovely way to enhance the impression of emotion, Tarigan (2013).

In poetry, figures of speech add to the writing's beauty. It gives the reader a sense of wonder and enhances the sentence. Brings the author's words to life and shows not only the writer's intention but also his intention to use that language.

Moreover, figures of speech are way of expressing one's mind and feelings via way of means of including depth to the phrases used. It is a rhetorical manner of talking that makes use of phrases in exceptional ways. In simpler terms, figures of speech are used to add color and interest to engage readers or listeners.

English is regarded as one of the most crucial subjects that students can study in school. When it comes to learning the English language, each of us ought to be knowledgeable.

The two primary disciplines that make up the English course can help students become more proficient in the language. English literature and the English language are two subjects. Simply said, English literature is the study of various works by both

contemporary and historical authors. The opportunity for each student to develop their own views and ethical points of view is one of the key benefits of studying English literature. The study of the English language focuses on the language itself. It is a form of human communication that is written or spoken and makes use of words in a traditional and structured manner. This is important because it helps pupils become proficient readers and writers, make the most of the English language, and be creative with it. Combining these two primary disciplines has shown them that learning about both can improve one's vocabulary, foster creativity, and explain the history of the language and culture that inspired the works of great authors.

English has been considered an international language for the vast majority of countries where it is the main language of instruction and communication. British invaders, not Americans, were the first to employ English as a teaching language in 1762. Section XIV of the 1987 Constitution of the Republic of the Philippines contains language provisions. Laws 6 and 7 established the foundation for the many language policies that are currently in place throughout the nation. The policy was first put into effect in 1974 when DECS published Department Order No. 25. Implementing Guidelines for the Policy on Bilingual Education first appeared in 1974. According to the Philippines' Bilingual Education Policy (BEP), the distinctive employment of English and Filipino as teaching languages in certain subject areas is its operational definition. According to the DECS Order, Filipino will be utilized to teach home economics, music, the arts, physical education, social studies and social sciences, practical arts, and character education. English, on the other hand, is taught science, math, and technology.

Figurative language regularly performs a vital role in condensing language and increasing meaning. Most generally, figurative language refers to language that isn't always literal and creates meaning by comparing one thing to another. It indicates an assessment of something else, so that one issue is visible in terms of another. To accomplish a certain meaning or effect, there is a discernible deviation from what language users consider to be the conventional meaning of words, or the standard arrangement of words.

Although figures are frequently categorized as fundamentally poetic, they are crucial to all forms of speech and an essential component of language function. Since it is the result of the creative imagination, it does, after all, belong to a language of the phenomenon, which makes it intriguing to investigate.

The use of figures of speech carries a risk of misunderstanding. Furthermore, it would be a challenge for a reader or listener to be able to convey the meanings of figures of speech in the source language into their equivalent in the language of the recipient. This study aims to find out the techniques and the strategies utilized in translating the poem, and also to discover the most applied strategies and identify translation procedures.

Figures of speech enhance writing's attractiveness and lend the text its individuality. It provides a deeper meaning and piques the reader's curiosity, which fosters more original thought. It makes the author's words come to life. The writer's objective and purpose in utilizing that phrase are both demonstrated by the figure of speech. As a result, both the writer and the reader value it. One of the best examples of the creative use of language is the skillful application of figures of speech.

The purpose of this study is to comprehend how figures of speech are used in poetry. The reason for using a figure of speech is to emphasize the richness of the writing, a good way to influence the reader. Figures of speech are exciting. If they have to and want to emphasize something clearly when writing, then the use of a figure of speech is a good idea. They can add charisma to their writing. Instead of using ordinary, boring facts, they can liven up the article and engage readers. Using figures of speech adds character to the writing, captures the attention of a passive reader, improves the readability of the writing, and makes the text much more readable.

This study aims to determine the Motivation for understanding figures of Speech in Poetry and the Performance in the English Subject of Junior High School. It specifically looked for responses to the following queries:

1. What is the profile of the respondents in terms of:
 - 1.1. Sex;
 - 1.2. Parents' Educational Attainment; and
 - 1.3. Interest in English Subject?
2. What is the extent of the Motivation in understanding the Figure of Speech in Poetry?
3. What is the level of Performance in the English Subject during pre-test and post-test?
4. Is there any significant relationship between the level of Performance in the English Subject during pre-test and post-test?

In response to the question above, the null hypothesis states that there is no meaningful correlation between the performance levels in the English subject before and after the test.

II. METHODOLOGY

Research Design

The data for the study's areas of examination were collected and processed using an experimental design. Experimental research is a study that employs a scientific technique and two sets of variables. The first set is used as a constant to quantify the differences of the second set. In order to examine the motivation behind comprehending figures of speech in poetry and the performance in the junior high school English course, the researcher chose to employ an experimental design.

Experimental research is often considered the gold standard and is one of the most rigorous study designs. This method entails the researcher randomly assigning participants to different treatment doses, altering one or more independent variables (as treatments), and tracking how the treatments affect outcomes (dependent variables). Experimental research has a special strength in internal validity (causality) since it can manipulate treatments to establish a causal relationship while accounting for the erroneous influence of unrelated factors.

It was not always feasible to select a topic at random when doing educational research. The sort of design employed determined the use and applications of many experiments. In order to quantify the dependent variable or its effect, experimental research requires

manipulating the independent variable or the presumed cause (Thyer 2012).

The method helped the researcher a lot to get an accurate rating that could determine the compatibility found by the respondents.

Participants and Sampling Procedure

The respondents in this study included Junior High School students from Paete Science and Business College, Inc. – Paete, Laguna, who enrolled in the 2021-2022 school year and were in the 8th grade of Philipians.

This study was conducted via an online class. As they were in the middle of the pandemic, virtual classes made this study possible. The study was successfully carried out using the Zoom application. Each student used a different device to participate in the virtual class. Some used cell phones, some laptops, and some desktop computers. During online classes, students prepared in their study area, where they set up their study desk along with their device and materials for online classes. Students without a study area found their most convenient places to catch up and understand their lessons. An internet connection was also considered during the online class. Some students used a Wi-Fi connection while others used a data connection. Throughout the process, it was more convenient for the student to use WIFI for a stable connection rather than a data connection, which was sometimes unstable, causing students to lose focus and misunderstand the lesson.

Research Instrument

The data was collected using the following evaluation tools: A Google Forms questionnaire served as the primary means of gathering data from the respondents about their profile, including their sex, parents' educational backgrounds, and level of interest in the English language.

The two testing methods employed in this study were pre-test and post-test. Before the treatment, the pre-test was designed to gauge students' motivation for comprehending Figure of Speech in Poetry and their performance in the English course; following the treatment, the post-test was designed to gauge students' motivation for comprehending Figure of

Speech in Poetry and their performance in the English course. The assessments were subjective and involved pupils producing poetry to gauge their originality and writing skills.

Data Procedure

As a requirement for the subject Thesis 1, as 2nd year for the Master of Arts in Education, Major in Educational Management, a permission letter was proposed and approved by the Dean of the College and the Junior High School principal. The researcher conducted an observation of the Grade 8 Junior High School students about the Motivation in

understanding figures of Speech in Poetry and the performance in the English subject.

The researcher also prepared and conducted a project, FLIP (Figurative Language in Poetry), and personally supervised the administration of the questionnaires to the respondents who expressed their readiness to take part in the research.

The data regarding the respondents' learning performance in the English subject's figures of speech in poetry was based on their responses. All the data gathered were tabulated in preparation for the statistical treatment data.

III. RESULTS AND DISCUSSIONS

Table 1. Frequency, Percentage, and Rank Distribution of the Respondents' Profile

Profile	Frequency	Percentage	Rank
Sex			
Male	9	45.00	2
Female	11	55.00	1
Total	20	100.00	
Father's Education			
High School Graduate	8	40.00	1.5
College Undergraduate	4	20.00	3
College Graduate	8	40.00	1.5
Total	20	100.00	
Mother's Education			
High School Undergraduate	1	5.00	4
High School Graduate	4	20.00	2.5
College Undergraduate	4	20.00	2.5
College Graduate	11	55.00	1
Total	20	100.00	

The distribution of the respondents based on their sex and parents' education, most of them were female, whose parents earned a high school to college degree. Respondents were from the 8th graders of the Paete Science and Business College, Inc., where female respondents outnumbered males. On the other hand, most respondents' parents have college degrees.

The gender issue has seen several notable advancements in recent decades. For example, women are now more likely than ever to be employed globally, the gender gap in primary and secondary

school enrollment rates has narrowed, and women's literacy rates have been steadily increasing.

The gender gap has been significantly reduced, but discrimination against women still exists in many domains, including the fact that women are less able to access resources and economic opportunities than men. In addition, women's mobility was still restricted in many communities, and they had limited access to a variety of services (World Bank, 2012).

Most of the research indicated that parents' educational attainment had a significant impact on their children's educational and financial prospects (Benner, Boyle, & Sadler, 2016). College-educated parents were more likely to spend time with their kids, foster their talents, model achievement-oriented behavior, provide their kids chances to participate in age-appropriate activities, and provide opportunity for achievement-oriented experiences. Generally speaking, these actions contributed to a child's academic achievement.

The development gradient first emerged either directly (mothers gain knowledge about child development in school and use it to raise their child) or indirectly (mothers with higher education have high expectations for themselves and their child). The results showed that children of more educated parents were nurtured differently from those of less educated parents, and that this difference had a long-lasting effect on the children's success in school and the workplace (Kalil et al., 2012).

Table 2. Computed Weighted Mean on the Respondents' Interest towards the English Subject

Interest	Weighted Mean	Interpretation	Rank
I like attending my English class.	3.60	Very Often	2.5
Asked questions in class or contributed to class discussions.	2.60	Often	9
Worked harder than you thought you could to meet an instructor's standards or expectations.	3.15	Often	7
I prefer to take notes during our English discussion.	2.50	Often	10
I submit my assignments in English on time.	3.30	Very Often	5.5
I think the subject of English is very interesting.	3.30	Very Often	5.5
I am excited about English discussions.	3.10	Often	8
I find the lessons of this subject to be helpful and meaningful.	3.70	Very Often	1
I am enjoying English class very much.	3.40	Very Often	4
I listen attentively to my teacher for a better understanding of the topics.	3.60	Very Often	2.5
General Weighted Mean	3.23	Often	

Respondents' interest in the English course was also considered in this investigation. Instead of this, they found that the lessons in this course were helpful and meaningful. Likewise, they like attending classes and carefully and attentively listening to their teacher. Moreover, they usually prefer to take down notes during their discussions.

Based on the respondents' feedback, they were interested in the English subject in view of the fact that it was helpful and meaningful for them. Most of them also liked attending English class, and they listened attentively to their teacher for a better understanding of the topic. They also enjoyed

English class very much. And mostly they submitted their assignments in English on time, and they found that the English subject was very interesting.

Yang (2012) assessed the attitudes and motivation of 20 University Malaya Master students in a second language through a brief study. The study's primary goal was to determine the factors that contributed to some persons learning English more effectively than others. The results showed that students who were very and favorably immersed in their English language skills had favorable attitudes and were very driven to learn the language.

Table 3. Frequency, Percentage, and Rank Distribution of the Respondents based on the Extent of Motivation in Understanding Figure of Speech in Poetry

Level of Motivation	Frequency		Percentage		Rank	
	Pre	Post	Pre	Post	Pre	Post
Motivated	12	7	60.00	35.00	1	2
Highly Motivated	8	13	40.00	65.00	2	1
Total	20		100.00			

Most of the respondents were just motivated to learn the figure of speech before the investigation. During the time of post-assessment, nearly all of the respondents became highly motivated.

This meant that the respondents were motivated at the beginning of the realization of the study to learn the different figures of speech, possibly because they were not so familiar with the topic. During the conduct of the study, the respondents were very motivated, probably considering that they enjoyed the lesson and that they also appreciated the subject.

Motivation catalyzed learning. Since there was no activity due to a lack of motivation, it was difficult to achieve the intended outcome (Demir & Budak, 2016). Since motivation not only contributed significantly to students' accomplishments but also provided energy and guaranteed that behavior was voluntary, it was a crucial component of the efficacy of the teaching and learning processes.

Table 4. Frequency, Percentage, and Rank Distribution of the Respondents based on Level of Performance in English Subject (Understanding Figure of Speech in Poetry)

Level of Performance	Frequency		Percentage		Rank	
	Pre	Post	Pre	Post	Pre	Post
Outstanding	2	12	10.00	60.00	5	1
Very Satisfactory	6	1	30.00	5.00	1.5	5
Satisfactory	3	2	15.00	10.00	3.5	3.5
Fairly Satisfactory	3	2	15.00	10.00	3.5	3.5
Did Not Meet Expectation	6	3	30.00	15.00	1.5	2
Total	20		100.00			

Pre-Test Mean = 80.15, Median = 82.00, Mode = 87.00, SD = 9.15, Sk = -0.11, Ku = -1.07, CV 11.42
Post-Test Mean = 87.75, Median = 92.00, Mode = 95.00, SD = 20.97, Sk = -0.84, Ku = -0.54, CV 12.50

The level of performance was also considered in this study. Before the conduct of the experiment, the learners' performance did not meet expectations to a fairly satisfactory level. While, subsequently, after the investigation, most of them were at an outstanding level of performance.

As a result, the respondents were not really familiar with the topic at first, and the expectation of understanding figures of speech in poetry was largely not met. But with the help of the FLIP project (Figurative Language In Poetry), respondents reached the dominant performance level at the end of the process. On the other hand, those respondents who still did not meet the expectations should be guided by their parents to take down notes in English during the discussion to better understand the lesson.

Mary (2014) asserts that the attitudes developed around a language are often the primary indicator of the status, value, and relevance of that language. Therefore, this study would look for how much teachers and students appreciate the English language and how it affects English proficiency.

Table 5. Test of Difference between the Level of Performance in English Subject (Understanding Figure of Speech in Poetry)

Performance	Mean	SD	t-value	p-value	Difference
Pre-Test	80.15	9.15	4.74	<0.0001	Highly Significant
Post-Test	87.75	20.97			

The test of significant change in the respondents' performance in English with a competency of understanding figures of speech in poetry. It showed that the responders' performance had significantly improved. Thus, the intervention or experimental setup provided an improvement to the understanding of figures of speech in poetry.

This resulted in the experimental study conducted using the researcher's own strategy, the FLIP project, being so successful that the respondents' performance improved greatly at the end of the process. Through the FLIP project, respondents recognized an understanding of the subject, became motivated and interested in the English subject, and had a remarkable understanding of the lesson.

Students developed a stronger comprehension of the material when they engaged in knowledge construction as opposed to reproduction. According to Carpenter and Pease (2013), learning environments that were created with knowledge creation in mind encouraged students to be self-directed and self-regulated while also developing grit.

CONCLUSION

The empirical findings of the investigation lead to this conclusion:

1. It attested to and demonstrated that there was a noteworthy correlation between the English proficiency level on the pre-test and post-test. The FLIP project's implementation made it more feasible because, at the conclusion of the procedure, the respondents' performance significantly improved.

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