The Analysis of Students' Critical Thinking Through Poem in The Scheme of Informal Class

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Abstrak
Penelitian ini menganalisis data untuk mengetahui tingkat pemikiran kritis siswa kelas 6 serta sikap dan tanggapan mereka terhadap kelas. Tiga siswa dari klub Bahasa Inggris Karang Taruna RW.05 dengan kemampuan kognitif yang berbeda diambil sebagai sampel. Data diperoleh melalui puisi, dengan data utama diambil dari observasi dan dokumentasi, sedangkan data sekunder diambil dari wawancara. Hasil penelitian menunjukkan bahwa setiap anak memiliki perbedaan dalam cara berpikir dan memahami suatu masalah, yang berada pada tingkat satu dan dua menurut taksonomi Bloom.

Kata Kunci: *Pemikiran Kritis, Puisi, Taksonomi Bloom*

Abstract
This study analyses the data to knowing level of 6th grader students' level of critical thinking and their attitude and responses towards the class. Three students from the English club Karang Taruna RW.05 with different cognitive abilities were taken as samples. The data were obtained through poem, which the prime data were taken from observation dan documentation, while the secondary data were taken from interview. From the research results it was found that every child has differences in the way of thinking and understanding a problem, which are at levels one and two according to Bloom's taxonomy.

Keywords: Critical thinking, Poem, loom's taxonomy.

Introduction

Education is not merely a process of teaching and learning in the term of exchange of information about mathematical or grammatical theory. Education though is a process of building and nurturing student's character along with fostering their thinking framework to make students understand the meaning of life, have good judgment towards an issue, and enable people to function as a good-charactered adult in a specific society in terms of both nationally and religiously (Lipman, 2003, hal. 18 & 23; Peters, 2010, hal. 1; UUD RI RI No. 20 Tahun 2003, 2003).

A thinking framework is a structured approach or set of principles that guides and supports the thinking process. It provides a systematic way to organize thoughts, analyse information, and make decisions. The good thinking frameworks help pupils approach problems, generate ideas, and engage in critical or creative thinking in a more structured and effective manner. Eventually, to educate students is to make them thinking critically.

Based on (Dummett & Hughes, 2019, hal. 2–4) in their book, Critical Thinking in ELT:

A Working Model for the Classroom, there are no a solid definition of critical thinking since people define it based on their understanding, but they compress all the definitions into a compact meaning, it is a mindset that entails thinking reflectively, rationally, and reasonably. The mindset that helps students to comprehend the ideas and lessons deeply and enables them to use their knowledge wisely.

Moreover, Dummet described critical thinking in three themes. The first item is when a person is able to questioning an assumption and has it as a habit, and he/she inquiring it deeper than others. The second item is when a person is able to follow arguments in a logical and disciplined way. And the last is when a person is open-minded and has an objective view about some issues.

Furthermore, Bloom had categorized critical thinking into a certain level to measure people's ability to think critically which is visualized in a pyramid form. Benjamin Bloom was an influential American educational psychologist and researcher known for his significant contributions to the field of education. He is best known for developing Bloom's Taxonomy, a hierarchical framework that categorizes different levels of cognitive learning and thinking skills. Thistaxonomy has been widely used by educators to design instructional objectives, assessments, and curricula that promote higher-order thinking skills.

His most popular theory about critical thinking is called the hierarchy of Bloom's taxonomy which was popularized in 1956 in his book, A Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain. He explored the correlation between various forms of thinking and the process of acquiring knowledge. His research aimed to construct a categorization of student actions within the cognitive domain. Bloom's taxonomy was progressive in nature, where each behaviour or cognitive process was constructed upon the one before it, commencing with the most basic and concluding with the most complex. The lowest hierarchy of Bloom's taxonomy is "Knowledge", followed by "Comprehension", then "Application", "Analysis", "Synthesis", and finally "Evaluation" at the apex of the taxonomy. The following is a pyramid of Boom's taxonomy:
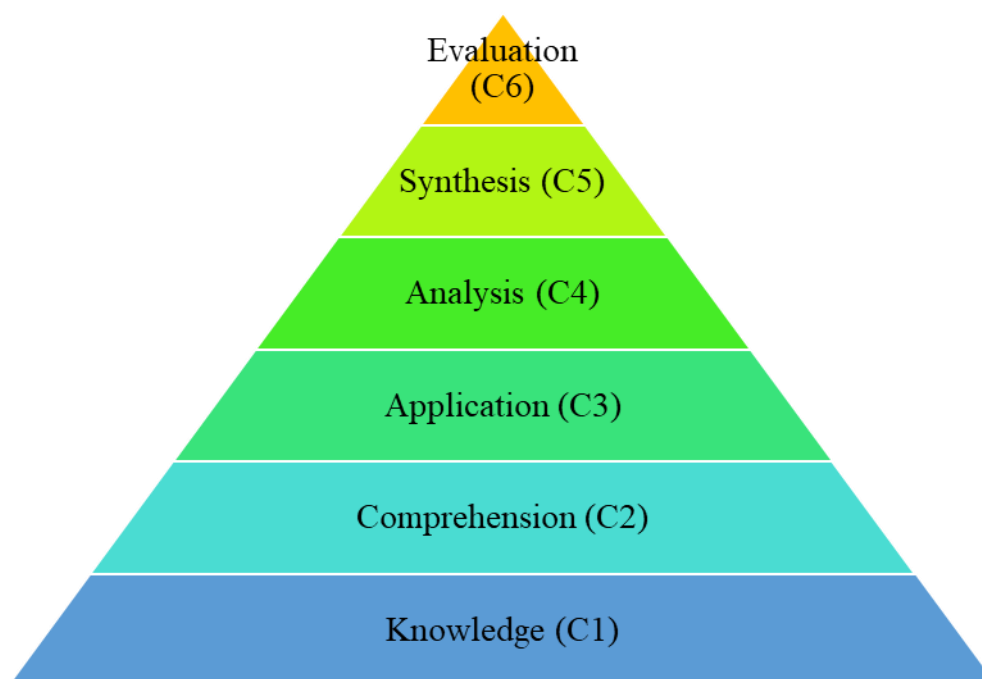
Figure 1. Bloom's Taxonomy 1956 (Benjamin, Bloom, & Krathwohl, 1956)

In the very base level of this first edition of bloom's taxonomy, "Knowledge", students

are only knowing about information from the lesson. To check students' knowledge, it is enough to ask the WH-questions or closed-ended question. The "Comprehension" level of Bloom's Taxonomy has students go past simply recalling facts and instead has them understanding the information. In "Application" level, students are expected to actually apply, or use, the knowledge they have learned. They could be given a problem to figure out, and they'd need to use what they learned in class to come up with a real solution. At the "Analysis" stage, students will need to do more than just remember and use what they've learned. They will need to find patterns in the information that help them understand and solve problems. In the "Synthesis" part, students need to use the facts they have to make new ideas or guesses. They might have to gatherinformation from different subjects and put it together to figure things out. The highest part of Bloom's Taxonomy is "Evaluation". This is where students are supposed to look at information and decide things like how good it is or if it's unfair in some way.

To make Critical thinking more realistic and easier to be measured is by comprehend it comprehensively in every level of education (Irawati, 2014, hal. 3). In school, teachers play the core role to build students' critical thinking through lessons and subject materials by combining the materials and critical thinking in the course design. Therefore, students can understand the concept of critical thinking and start to think critically, consciously or unconsciously, and so teacher can measure it properly. Certainly, this activity can also be carried out in all subjects, such as religion, math and science, PE, and even languages.

Critical thinking also has a big impact for teaching English especially for EFL learners. Since critical thinking can help students to understand, analyse, until create a product from what they thought, students can be more confident to explore the language and make it easier for them to comprehend the four English skills (reading, listening, writing, and speaking). It also can widen the students'perspective about the world around them when they use English as a target language. To make 'the big impact' to the students, teachers have to combine critical thinking and the material hand in hand at any phase of EFL session, from presentation to practice and production as well as for assignments, term papers, and examinations.

One of the EFL materials that can be taught parallel with critical thinking and can boost students' comprehension in English using all English skills is poem and poetry. A poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme (Collins Cobuild, 2001). Poem widely known as poetry, but they are slightly different. Poem is a specific type of literary work that uses language artistry, symbolism, and rhythmic techniques to express a thought or an emotion, or to describe a story. On the other hand, Poetry is a form of literature that uses language to evoke emotions, thoughts, and images in the reader's mind. It is characterized by its use of rhythm, sound, and imagery to create a concentrated imaginative awareness of experience or an emotional response.

In other words, poetry is the broader term that encompasses various forms of literary works that use language to evoke emotions and thoughts. Poem is oneof the many forms of poetry that uses language artistry to create a literary piece. Poetry can be found in many different forms, including sonnets, haikus, free verse, and more.

However, fewer elementary teachers chose poetry as their teaching material than those who chose prose, drama, or song, especially in Indonesia where English curriculum is omitted for elementary level. This is due to the idea that poetry is difficult to understand, as (Brindley, 1980) stated, poetry is hard to understand because of its elliptical, metaphorical, and highly allusive language, therefore, poetry is more suitable for higher education level students. Yet, Brindley (1980) also stated that students can easier to learn poetry by these four methods:
1. Stress enjoyment and teach poems at the appropriate maturation level.
2. Offer a wide range of both old and contemporary poems, but ones that are easily

understood, and are relevant to the students' background, experience, or attitudes.

3. Relate the fundamental human concerns that many poets deal with to the students' lives.
4. Present poetry through media and methods that provide maximum student involvement and interest.

The journey of comprehend poetry to be able to mastering English can be started since the early age, when a child can understand a meaning of a word. But, in Indonesian education curriculum, poetry is taught in the English department at the university. Since elementary to high school, students just learn English by remembering its vocabularies, sentence structures, and kinds of text. This condition seems to be normal because English is a foreign language here inIndonesia. Nevertheless, what if poetry is taught in elementary level to help students remembering the words and explore the meaning by analysing a poem and trigger them to think critically?

The question above appeared when writer taught English in the neighbourhood of RW. 05 Sukabungah for elementary school-aged children. Writer also saw them hard to understand and memorize words, lack of confidents because they think they never be able to speak English, think that English is difficult and boring, hard to express what they like and hate, what they understand and confused, and what they think based on their heart. The experience that writer had during teach the children shows that they have low ability in comprehending English skills, lack of self-esteem and motivation, hard to handle their problems in understanding the material, and finally it indicates that their level of critical thinking is low. Therefore, this research focus on The Analysis of Students' Critical Thinking Through Poem in The Scheme of Informal Class and their responses towards poem learning to develop their critical thinking level.

Method

In this research, researchers used descriptive qualitative methods since the main focus of the researcher is to find out specific findings on the research object, as (Creswell, 2015, hal. 13) stated, one of the qualitative characteristics is exploring a problem and developing a detailed understanding of a central phenomenon. (Heigham & Croker, 2009, hal. 9) define qualitative research as an exploratory approach that aims to uncover new ideas and insights, and even generate new theories. The purpose of this research is not necessarily to predict what may happen in the future or in another setting. Instead, it focuses on understanding the phenomenon, participants, or events in the setting itself. Qualitative research mostly emphasizes understanding the particular and the distinctive, and does not necessarily aim to generalize findings to other contexts.

Moreover, (Lambert & Lambert, 2012, hal. 255) described about descriptive qualitative research design. Descriptive qualitative studies are often based on naturalistic inquiry, which is committed to studying something in its natural state as much as possible within the research context. This means thatthere is no pre-selection of study variables, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon. A descriptive qualitative study may have some similarities to grounded theory, as it uses constant comparative analysis when examining the data. However, it is not grounded theory because it does not produce a theory from the data that were generated.

This research method would be easier for the researcher to analyse students' critical thinking through poem, because the results of the research would be explained in a good and detailed descriptive way.

Setting of Research

In this section, the researcher would explain the place and the time of the research. Consisting of the place and the time that study would carry out.

The place of the research

This research is conducted at English Club Karang Taruna RW. 05 which is located in Kelurahan Sukabungah, Kecamatan Sukajadi, Kota Bandung. The organization has an educational program where elementary-school-aged children are gathered to learn English every weekend.

The researcher decided to choose this place because the researcher had been entrusted to teach there by the head of RW 05 and found several interesting findings about how the students from different school learn and understand things.

The Time or Research Schedule

This research is conducted in the 1 st semester in the academic year of 2023/2024. Specifically, this research is conducted on 14 to 16 October 2023.

Research Participant

The participant of this research are three six-grader students of elementary school, which have different stage of ability to processing information. This particular level is chosen because they are already able to read, identify, and understanding basic words and sentences in English. Therefore, they are predicted to be able to follow the poetry lesson well.

Table 1. Participants Data

No	Name Code	Age (year)	Grade	School Adress	Cognitive Achievement
1	A	11	6	Sukajadi, Bandung	Low
2	N	12	6	Sukajadi, Bandung	Middle
3	R	12	6	Sukajadi, Bandung	High

Data Collection

1. Observation

Observation is the process of watching the daily life and behaviours of participants in their natural setting to record aspects such as social position and function, or actions and interactions (Lopez & Whitehead, 2013, hal. 132). Researchers have to observe and take detailed notes, called field notes, about the place, people, and interactions that occur while experiencing a research site (Heigham & Croker, 2009, hal. 167).

In the process of observation, the researcher plays two roles as the researcher itself and the teacher who thought the class, which called complete participant observation. It gives the researcher best opportunity to observe behaviours as the researcher is part of the community (Lopez & Whitehead, 2013, hal. 133).

This observation process is carried out with the following framework:

1. The research is conducted in three days. The researcher thought student about poem and its correlation with students' real-life events to observed their critical thinking.
2. Researcher also pay attention to students' behaviours during learning to get the data of their response towards poem class.
3. In order to re-reviewed the entire learning process, the researcher records it.
4. From all the experience in the class, researcher gathered the information in a form of

field note.

2. Document

A document is a collection of student assignment or what is often called a portfolio. In this research, document play a significant role as a media to collect data. Researcher can see student's critical thinking from the task carried out by the students. In observation, researchers see how students answer questions, whereas the real written data from students are collected as a document.

3. Interview

Interview is a method of collecting data where participants are questioned by researchers. It is not limited to asking questions and receiving answers, but it also involves exploring people's experiences and perspectives in various ways. Interview is also the most straightforward and direct method of collecting detailed and rich data about a specific phenomenon.

In this research, the researcher wants to know the deeper understanding of the students and their feeling while learning poetry which researcher asks unstructured questions to the participant. Since then, this type of interview is called open interview (Heigham and Croker: 2009, p. 183&185). The questions of the interview about participants' understanding and critical thinking will be asked based from the observation and document analysis. If it is necessary, then theinterview will be carried out.

Data Analysis

According to Miles & Huberman in (Sugiyono, 2019) suggests thatdata analysis techniques can be carried out in the following way:

1. Data reduction

After getting the data, the next step is analysing the data through datareduction. To reducing the data is to summarizing the data, selecting and sortingthe main things, focusing on the important things, and looking for themes andpatterns.

2. Data presentation

Data presentation involves simplifying data through methods like narrativesentences or tables. Data display involves clustering and transforming it intopatterns, which aids researchers in comprehending the data they need to analyseand conclude it in the end to be able to answer the research questions.

3. Data conclusion

In this stage, the researcher formulates and presents new findings from theresearch, followed by repeated examination of the available data. The datacollected in the field is quite extensive, so it needs to be recorded meticulouslyand in detail through data reduction. Reduction involves summarizing, selectingessential elements, focusing on important aspects, identifying themes and patterns. After data reduction, the next step is to display the data (data presentation) toorganize it and arrange it into patterns and relationships, making it easier tounderstand. Finally, conclusions are drawn.

Research Findings

This research was conducted for three days with three participants in aclass containing five students, with one poem discussed each day. All the poemchosen in this research are suitable for children's needs and young learners'characteristic that was written by Barbara Vance in her book Suzie Bitner Was Afraid of the Drain (2010). The topic that the researcher wanted to convey wasmanners, which specifically are responsibility and respect for others. From all thepoems they learn, they are expected to be able to recognize the meaning andinterpret the poem by themself in English to answer the research questions, whichare "What is the critical thinking level of 6th grade students of English ClubKarang Taruna 05 through poem learning in the scheme of informal class?" and"What are the students' responses towards poem learning to develop their criticalthinking level?".

All three students showed some indications of their level of criticalthinking from the way they were involved in the learning process that had beenobserved and their answers to the questions given. Their critical thinking level isat levels one and two, namely "knowledge" and "understand" based on theoperating verb of Bloom's Taxonomy as the scale.

1. Observation

The teaching steps carried out by the researcher every day are the same, namely introducing the poem, reading aloud, translating some words that thestudents do not understand, discussing the meaning of the poem, and evaluating. From these activities, some obvious things have been discovered.

All of the students understand the difference between poetry and shortstory because they have learned *puisi* in Bahasa Indonesia when they were in thirdgrade, so, they are familiar with the form of poetry. Since poetry is written inEnglish, there were some problems they faced. First, they have difficultypronouncing some words, especially, Student A. For example, he pronounced 19words below with incorrect pronunciation even though it had been demonstratedbeforehand.
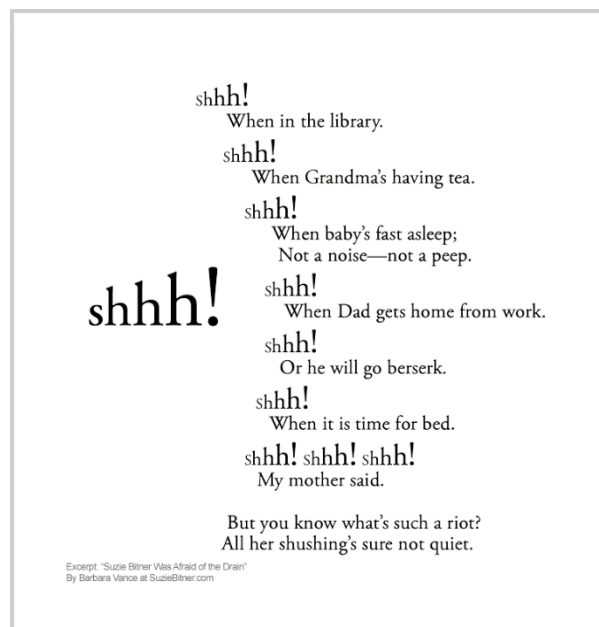
Table 2. Pronunciation

No	Words	Oxford Learner's Dictionary'sphonetics	Student A'spronunciation
1	seed	/si:d/	/sɛd/
2	library	/laibrari/	/librari/
3	said	/sed/	/said/
4	might	/mart/	/mig/
5	leaving	/li:ving/	/lefing/
6	but	/bot/, strong form /bat/	/but/
7	burn	bɜ:n/ or /bɜ:rn/	/burn/
8	left	/left/	/lɛfing/
9	to	/tə/, before vowels /tu/,strong form /tu:/	/to/
10	quite	/kwait/	/kuwait/
11	touch	/tʌtʃ/	/totʃ/
12	adieu	/ə'dju:/	/ə'dɛw/
13	much	/mʌtf/	/mutf/
14	you're	/jɔ:r/	/ju:r/
15	peep	/pi:p/	/pɛp/
16	he	/hi/, /i:/, /i/, strongform /hi:/	/he/
17	mouth	/maʊ0/	/mut/ or /mot/
18	waste	/weist/	/wɛs/
19	home	/həʊm/	/hum/

Translating English to Bahasa Indonesia is also quite challenging for them. Again, Student A has difficulty translating some words and remembering the words which have been translated. Different from Student A, students N and Student Rare more familiar with the vocabulary and they remember some words they just knew from the poetry they were taught. For example, in the first poetry, there was a word "silly". Student N asked the meaning of it, which is "*konyol*". At the end of the meeting, Student A told his experience at school which according to Student N and Student R did not make sense, then they said to Student A, "You are so silly."

When it came to evaluation time in the first and third meetings, they were asked to write their thought and their assumption about the meaning behind the poetry as a whole in English. However, because their answer was formed in a long sentence and in Bahasa Indonesia, and they are not exposed to English in everyday life, they feel confused and complicated to translate each word into English. So, they wrote their answer fully in Bahasa Indonesia. In the second meeting, they were able to give the answer in English, and their answer was all the same, which is "afraid of disturbing others."

Despite their difficulty in using English, they were able to understand the content of all the poetry and correlate it with their experiences. Student N was the most enthusiastic among all students. She was brave to express what she taught, she always asked some words she didn't know, she often tried to answer some questions in the discussion section even though she was not sure whether her answer was right or wrong, and she often told her experience that have some similarities with the topic. Every time she talked; she used various gestures to help her deliver the idea. She can also analyse and interpret the form of writing in the second poem.

shhh!
When in the library.
shhh!
When Grandma's having tea.
shhh!
When baby's fast asleep;
Not a noise—not a peep.
shhh!
When Dad gets home from work.
shhh!
Or he will go berserk.
shhh!
When it is time for bed.
shhh! shhh! shhh!
My mother said.

But you know what's such a riot?
All her shushing's sure not quiet.

Excerpt: "Suzie Bitner Was Afraid of the Drain"
By Barbara Vance at SuzieBitner.com

Figure 2. shhh! By Barbara Vance in Suzie Bitner Was Afraid of the Drain, 2010

She was asked, *"Kenapa ukuran huruf pada shhh! Berbeda? Dan apa maknanya?"* ("Why is the size of the letters for shhh! Are different? And what the meaning of it?")

She answered spontaneously*, "Soalnya orang kalau ngesyutin itu bunyi pertamanya pelan dulu, nanti nya weh tarik sambil molotot. Jadi ditulisnya dimulai dari huruf s yang kecil sampai h nya besar."* ("it is because if we do shush, it will be started with a soft sound then louder, while glaring. So, it was written with small s and the letters turn bigger

gradually.") Then, she demonstrated the shushing she meant.

Student A was passive at the first time. He tried hard to understand poetry and get used to the forms and words. However, after he saw Student N actively involved in the discussion, he started to speak up. Then, the researcher found various similarities between these two students. Both of them were able to identify and analyse the story of the poem through the picture and its shape, they also gave their comments on the character and the situation, and compared the condition of the characters with their experience in real life, they can think and imagine another scenario of the character so the story would be better. Besides, every time they give the answers, then they will follow it with the reasons, Student N often explain the reasons broader than Student A who just dared to reveal the reasons after being triggered by Student N.

For example, they were asked about what would they do if one of their friends was sick in class, Student N answered:

"membantu melapor kepada guru, mengabari orang tuanya, mengantar ke UKS, membawakan tas saat menuju ke tempat orang tua berada."("Help report to the teacher, notify their parents, take them to the UKS, carry their bags when they go to where their parents are (when the parent arrives at school).")

Her answer was followed by the reason; *"soalnya aku pernah ditolongin kaya gitu sama temen aku, jadi aku bakal bantu temen aku kaya gitu juga. Kalau aku bawa HP, aku bantu WA orang tuanya. Terus, aku suruh jemput, soalnya kalau pulang sendiri pake angkot pasti lemes banget."* ("because my friend once helped me like that, so I will help my friend like that too. If I bring my cell phone, I help to contact her parent via WhatsApp. Then, I told her parent to pick her up, because if she went home by public transportation herself, she would be really tired.")

On the other hand, Student A answered the question *"membantunya, memberi makan roti/makanan, antar ke UKS."* ("(I will) help them, give them a slice of bread/food, and take them to UKS.")

Then he stated his reason after being asked "why?" by researcher. His answer was *"yaaa, soalnya kalau yang sakit kan lemes, jadi aku kasih teh manis sama makanan, terus bawa ke UKS supaya bisa istirahat."* ("Yaaa, because when someone is sick, they feel weak, so I give them sweet tea and food, then take them to the UKS so they can rest.")

Meanwhile, Student R tend to be quiet and passive more often duringlearning. She did not even try to answer questions that made her confused, nor even involved in discussions. She chose to stay silent rather than ask or talk about her idea which was different from others' although she was asked by the researcher directly. The first time she talked was when she was triggered by Student N and Student A when they said *"sok atuh R, ih, Ngomong aja!"* ("Come on, Student R! just speak it up!") and *"iya, da gapapa"* ("it's not a problem. (don't worry!)"), then she stated her thoughts about the first poetry, whispering to Student N. Then the researcher forced her to speak louder by asking her *"iya, tadi ngomong apa R? yang keras dong suaranya!"* ("What did you just say, Student R? Please turn your volume up!"), and then she said *"iyaaa, padahal mah kalau gak kuat pedes, ya jangan makan cabe. Gitu."* ("Yaaa, but if you can't eat spicy food, don't eat chili pepper. That's it.") but still, with a gloomier gesture and a lot of reluctant nodding, a sign of not being confident.

2. Document Analysis

To obtain comparative results from observations, the researcher collected documents in the form of portfolios of student evaluation assignments. At each meeting, students will be asked questions with the same pattern to determine their understanding of the poetry they have studied and they have to answer them in written form. The main questions are:

1. Students were asked to mention spicy foods other than chilli pepper, places they have to be quiet, and what illness makes them feel so bad as much as possible.
2. Students were asked about what are their views of the characters in the poem, and if they were in the same situation as the character, what would they do.
3. Students were asked about their interpretation of the poem.

The number of answers Student A gave for question number one is less than Student N and Student R, but he focused on one main theme. For example, when he answered question number one from the second poem, Student A only wrote six, while his other friends wrote twelve answers. The question was "Write down the places or situations where you have to be quiet as much as possible!" and their answer were as follow:

Table 3. Participants Answers

Students Name Code	Answer	Theme
A	When watching horror, mosque, when we sleep, when in the cemetery, when in a dark (a dark place), when there a *gehoset* (when there is a ghost).	Horror, scary, and stressful event or place. (He included mosque into stressful place because he unusually get scolded by the mosque administrator)
N	When in a *teater* (theatre), when we sleep, when in *a* empty house (an empty house), when in a hospital, when in at night (at night), when we are learning, when praying, when in a big building, when in a hallway, when in school, when in the cemetery, when in the principal's room, when in a forest.	The places and conditions are diverse, from the place for entertain people, horror and medics places, school, to nature.
R	When in the cinema, when in school, when in praying, when we sleep, when in hospital, when at night, when in cemetery, when in *a* empty house (an empty house), when we are learning, when in a hallway, when in the principal's room, when in a forest.	The places and conditions are diverse, from the place for entertain people, horror and medics places, school, to nature.

We can see from the table above that Student A ordered his answer from the less scary to the scariest place/event according to his experience. Meanwhile, Student N and Student R's answers are more diverse although many of their answers are the same. This was because they discussed a lot and looked at each other's answers while doing the assignment.

In understanding the meaning and storyline of poetry, all students can do it well. However, in interpreting and appreciating the moral message contained in the poem, they have different views. In observing learning activities, Student A seemed hesitant (his shoulders were raised and his body leaned forward, but his eyes looked back and forth between the researcher and his friends who was talking) in expressing his opinion. He only dared to speak up after seeing his friends actively asking and answering questions (e.g., *"kak, artinya I don't care teh aku gak peduli, ya?"* ("Miss, does I don't care means *aku gak peduli* in Bahasa?")). However, what was found from the results of the document analysis, was that Student A's answer was more complex and more in-depth in explaining his ideas compared to his two friends. The table below shows their answer:

Table 4. Participants' Answers

Student Name Code	Answer
A	*Jangan menerima tantangan yang aneh2x atau yg tdk sanggupdan jika temennya kepedesan kita jangan menertawai kita harus membantunya.* (Don't accept strange challenges or challenges you can't do. And if any of our friends are burned out, we shouldn't laugh at them, we have to help them.)
N	*Jangan menerima/melakukan tantangan yang tidak masuk akal seperti itu. Jangan mengasih tantangan seperti itu.* (Don't accept/undertake such unreasonable challenges. Don'tgive challenges like that.)
R	*Jangan nekat memakan cabai jika tidak kuat pedas.* (Don't eat chilli pepper recklessly if you can't handle the spiciness)

In Student A's answer, there is advice with polite sentences. In the next sentence, he sees a situation experienced by the character in the poem which is very likely to occur in his everyday life, which is a burning mouth because of eating spicy food. Then he gave advice as a sign of care so that readers can help people who are in trouble. His answer indicates that he cares for other people and has sympathy for people in distress.

Student N gave a direct appeal to two parties, which are the person who proposed the challenge and the person who accepted the challenge. In this case, she saw from two points of view, which is a sign that she can see an event from two sides and make a fair judgment covering both sides. To help her generate idea, she was also seen several times discussing with studentR.

Different from the two previous students, Student R does not see the or moral message of the poetry in depth. Moreover, she only saw themeaningexplicit meaning of the poem by writing about the chili pepper which is the title of the poem. She was also seen several times discussing with Student N to help her generate ideas, and so Student N.

3. Interview

Seeing the students' enthusiasm during the learning process, researchers wanted to know more about their impressions of learning English using poetry. Therefore, the researcher conducted interviews to add additional data to answer research question number two.

The researcher asked students A and Student N; "why did they look so active and happy during learning?" and asked "Why are you more silent than your friends?" to Student R.

Table 5. Participants' Answers

Student Name Code	Answer
A	A: *"Seneng kak, soalnya seru."* ("I'm happy, because it is(learning process) exciting.") Researcher: *"serunya gimana?"* ("What do you mean byexciting?") A: *"Yah, sama kaya Student N, hehehe."* ("same as Student N's answer.")
N	N: *"Iya kak, soalnya rame dan belum pernah belajar tentang puisi. Dan belajarnya rame gitu, kita banyak ngobrol, padahal mah lagi belajar,"* ("Yes, because it's exciting and I've never studied poetry. And learning poetry was so fun, we chatted a lot, even though we were still studying.")
R	R: *"gapapa, aku mak merhatiin aja. Hehe."* ("It's noting. I just pay attention. Hehe.")

Student N's response shows that she used informal Indo-Sundanese, suggesting she spoke without planning (She used the words rame and mah). Based on the answer, Student N thought that studying requires sitting neatly and quietly, eyes and ears focused on paying attention to the teacher, and mouth locked in silence. Meanwhile, when it comes to learning poetry, she felt a different way of learning by chatting and discussing casually which made her more comfortable and happy.

However, student R's answer was shorter and she looked like she was covering up what she was thinking or maybe she was hesitant to express it. Though, she also uses the word "*mah*"and she chuckled at the end of her sentence, which indicates she is comfortable, enjoy, and not feeling stressed during thelearning process.

Research Discussion

Poetry is a literary work that is rarely taught in schools in Indonesia, especially at elementary school level. Many people say that it will be difficult to teach poetry to elementary school students whose language skills are not yet fluent. Teacher mostly uses short stories or songs to teach students. However, in this research several things were found that could be an argument that learning poetry can be applied to elementary school students.

First, both passive and active students can enjoy and be actively involved during poetry learning which causes them to be able to understand the meaning of the context as a whole and they can also understand the meaning of each sentence and the contextual meaning of the words. They also feel that learning poetry is fun and can broaden their linguistic or general insight. Apart from that, consciously or unconsciously, students are trained to think and comment on the poetry they arestudying.

Conclusion

Based on the data analysis and the discussion which was received from the observation and interviews, it can be concluded that:
1. Student A has a level of critical thinking at level 2.
2. Student N has a level of critical thinking at level 2.
3. Student R has a level of critical thinking at level 1.
4. Student A and Student N are very enthusiastic in learning English using poem as a medium. Meanwhile, from her attitude, Student R did not really enjoy the learning process.

Therefore, the result of observation, documents analysis, and interviewwhich was done bythe researcher answered the research objective that the three students' thinking abilities are at levels 1 and 2, and they also like learning poem.

Suggestions

The suggestions of the research are proposed to the English teacher and the other future researcher as follows:

1. The English Teacher

Poetry can be an effective tool for teaching English to children, as it provides them with new experiences and helps them develop their analytical skills. For English teachers at all levels, from elementary to high school, integrating poetry into the curriculum is worth exploring. Furthermore, enhancing English literacy can boost students' confidence in expressing themselves and writing in English.

2. Future Researchers

Future researchers can conduct research on the same theme at differenteducational levels and institutions by using this research as an example or comparison.

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