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STUDENTS' PERCEPTION OF CULTURAL VALUES IN "TRAVEL" POEM THROUGH YOUTUBE

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Abstract

Since the popularity of YouTube as one of the sources to learn language especially English in digital era, students in tertiary education nowadays tend to appreciate a poem through this platform. The research about appreciating the cultural values of English poem is still far on the ground. Therefore, this study focuses to find out the students perception of cultural values in "Travel" as a classical poem by Robert Stevenson. The qualitative method of interview and online survey is conducted to obtain the students' views of cultural values proposed by Schwart. The result revealed that they stated stimulation, self-direction, conformity and tradition as the cultures values expressed in that poem. However students selected youTube as the most preference way in appreciating the poem due to its attractive visual and vast imagination.

Keywords: English classical poem, cultural values, youTube

Travel is one of the literary works in the form of a poem by Robert Louis Stevenson from Scotland. It is categorized as a classical poem as it was written at the late of 19 century. He is a famous writer and created short stories, novels, and essays. This poem described some places around the world magnificently, such as China, Egypt, Eastern cities and Parrot Island and brought the readers to imagine these spots in their mind lively.

Typical poem is the density of the language with its own style in its creation. The style in the poem has beautiful words, rhymes, rhythm, diction, imagination, and typography (Maulidya, F & Lustyantje, N, 2019). A poem may reveal an indirect expression, namely expressing something with another meaning. Indirect expression is caused by displacing of meaning, distorting of meaning and creating of meaning ((Emzir & Rohman, Saifur, 2015). These indirect expressions might contain human values.

Some human values are depicted in that poem through the choice language. According to Kluckhon in (Soelaeman, 2000) five general question posed related to human values are human nature, the relationship between human beings and the natural world, time, human activity, and social relations. These human values should become the guidance when interacting with a community, especially for human nature. In order word, as a human being people should be in harmony with nature which is illustrated in *Travel*.

However, both human values and cultural values can be found literary work.. Cultural values consist of conceptions of life in our mind. Most citizens consider them as norm (Koentjaraningrat, 2016). And, literature teaching has given too much emphasis on the enjoying and understanding of a literary piece, that is to say that merely by understanding the meaning of the language of a text, its cultural references, one is said to be in a position to respond critically to that

text thus there is need for an interpretation beyond that (Mulyoso, 1999). A research dealing with cultural values in literary works are in relation of man with himself, man to man, and man and nature from the aspect of semiotics (Ying L, 2016). The discussion of semiotics includes semiotic icons, indices, and symbols of aspects of human cultural values in conjunction with ourselves, human beings with other human beings, and human beings and nature. Another discussion telling about the symbols that the poet use in the poem of *Daddy, Ariel, Fever 103Degree* by Sylviana Plath. They not only describe women's position in a patriarchal culture which is called as cultural value, but also reflect women's desire for setting themselves free from their womanhood attributes (Subagyo, K, 1999).

Further, another study by (Bakri, M 2019) explained that the mastery of vocabulary significantly influences the quality of students' poem writing skills. The research used a correlational quantitative research method with path analysis techniques. The higher the students' vocabulary mastery is, the better the quality of poem writing skills. It means that poetry has relation with vocabulary mastery in terms of choice of words that hold the values, such as cultural value.

The last study is about *Sekar Macapat* which is famous as a traditional Javanese song or recited poem. It tells the journey of human life. This philosophy illustrates how a person lives from birth, begins to learn during their childhood, maturity and eventually dies. This poem is analyzed through content analysis in finding the cultural values (Saddhono, K & Pramestuti, D, 2018).

There are ten cultural values proposed by (Schwartz, H Shalom, 2012) which is explored in the poem to be perceived by the students. The values are (1) achievement, to achieve personal success with optimal effort and demonstrate competence in accordance with the standards set by the environment, (2) power, to emphasize the achievement of social status and dominance over others, (3) hedonism, to prioritize your own well-being and pleasure, (4) stimulation, to illustrate the need for challenges in living life, the variations that make life more meaningful, (5) self-direction, about behavior that is not bound, emphasizes control or power, is independent and does not depend on others, (6) security, to emphasize the need for security, harmony, and stability in society. (7) conformity, a value that describes the individual's need to maintain a balance of social functions, reduce social divisions, and maintain group life, (8) tradition, values that emphasize respect, and acknowledgment of culture, customs, or traditions, including religion, (9) Universalism, a value that emphasizes the well-being of everyone under various conditions, (10) benevolence similar to universalism but benevolence emphasizes the welfare of others in their daily lives.

Such cultural values and attitudes are easily transferred through the characters in the literary works like in a poem (Moecharam, N & Sari, D, 2014). Furthermore to recite a poem is not only to speaking up poetry or voicing poetry, but also expressing the feelings and souls captured by the reader of the poem (Suma, M, 2020). In line with culture values and reciting poetry, this research has two objectives. Firstly, it is to investigate the students' opinion toward cultural values in Travel poem. Secondly, it is to find out the students preference when they appreciate a poem.

METHOD

Nineteen male and female students participated in this study. All students were in the fifth semester in the 2021-2022 academic years and were from the English Education Study Program at a private university in the East Jakarta area. In relation to the investigative setting, this research takes place naturally.

This was classified as a qualitative research. The finding is supposed to confirm the students' perception on cultural values in a poem for students merits further investigation (Phakiti, A., 2014). Hence, the instrument of the research was interview and online survey. Implementing

more than one method or resource such questionnaires and interview for triangulation (data collection) could help the researchers acquire appreciation from more samples, as a consequence, this increases the research findings credibility (Creswell, J. W., 2013).

All the students were asked to open a YouTube link showing Travel poetry along with musicalization and illustrations that support the contents of the poem, namely (<https://www.youtube.com/watch?v=3tewF8jcgXI>) by Ezra Tillman at May 19, 2020. After they saw the YouTube, five students who were selected randomly were interviewed to explain their views on cultural values in the poem. Thematic analysis was used to analyze the data. The interview was transcribed and then the meaning unit was examined (Bryman, A., 2016). Construction in this case refers to different topics, namely cultural values and understanding of a poem.

The students completed online surveys to acquire information about students' preference in appreciating a poem. The responses were then sorted into the preference of appreciating a poem and the reason of such preference. In brief, the qualitative data were analyzed through data description, data display, and data reduction.

RESULTS AND DISCUSSION

The Poem of Travel was written in 1913. It was about aspirations of a boy to travel around the world and to go to various places when he grew up. Those places described are both real and fictional. For example, the land where golden apples grow may refer to the myth in which Hercules was tasked with obtaining the golden apples from the garden of the Hesperides.

After watching the YouTube of Travel Poem in and being interviewed toward the ten cultural values proposed by Schwartz, five students finally agreed that there are four cultural values stated there. Those are (1) stimulation, explaining the demand of challenges to run the life, the modifications to create the life become more expressive, (2) self-direction, describing the freedom behavior, underling the power and independency, (3) conformity, emphasizing a value of people in preserving a balance of social purposes, decrease social segregation, and conserve the group of life, (4) tradition, highlighting the respect and appreciation of culture, customs or norms, involving the belief. The students use pseudonym and their interviewed is concluded in simple English. The understanding and supporting words or sentences were adopted from the poem is in a table as follow.

Table 1
Cultural Values "Stimulation"

| No | Student Name | Poem Citation |
|----|--------------|--|
| 1 | Mentari | Where below another sky Parrot islands anchored lie |
| 2 | Ulfa | Where in sunshine reaching out |
| 3 | Nurry | Where among the desert sands Some deserted city stands |
| 4 | Gempita | I should like to rise and go Where the golden apples grow |
| 5 | Gisela | I should like to rise and go Where the golden apples grow |

Together, all of them conveyed that cultural value of stimulation in the poem is identified by the place as the key word "where" is chosen by the five students. Those places were visited by the poet creating a challenge which can be a pleasure activity for him. The reason is such location described was far away from his house in Scotland. Absolutely, travelling to Parrot islands, to

where in sunshine reaching out, to where the golden apples grow requires a lot of efforts and reinforcements.

Mentari said that Parrot island is in India which is fascinating place to enjoy seeing the bird. Therefore, she believed that the poet is excited to be there. Ulfa also had an argument that the poet illustrates the sunshine is a place which is rarely to be felt by the poet since he lived in Europe. Therefore, it was really amused for him to be in such place. Both Gempita and Gisela had the same citation of poem to describe stimulation because they knew that where the golden apples grow are far away from the poet's home. Therefore, the readers' imagination is activated by generating the mental image of golden apples.

Table 2
Cultural Values "Self-Direction"

| No | Student Name | Poem Citation |
|----|--------------|--------------------------------|
| 1 | Mentari | There I'll come when I'm a man |
| 2 | Ulfa | There I'll come when I'm a man |
| 3 | Nurry | There I'll come when I'm a man |
| 4 | Gempita | There I'll come when I'm a man |
| 5 | Gisela | There I'll come when I'm a man |

"There I'll come when I'm a man" is the sentence selected by five students to express cultural value of self-direction. The reason is to show a reflection of the affirmation of poet independency. Shortly, they all declared that the poet looked to an adventurer to travel in Eastern part of the world.

Mentari thought that he is a kind of mature man who walks on his own feet and who has encouragement. This gives an inspiration to the readers that a person should not rely on others to live and be self-determining in reaching out his ideal. Ulfa gave her opinion that he is a powerful person in making his own decision. Nurry said that he is brave to make a journey alone. This proved that he possessed self-determination. Gempita's perception about self-direction in the poem is dealing with "readiness". She explained that usually a person become mature when he is adult. Gisela added that "there I'll come when I'm a man" is an expression of starting a new adventure independently.

Table 3
Cultural Values "Conformity"

| No | Student Name | Poem Citation |
|----|--------------|--------------------------------------|
| 1 | Mentari | And the rich goods from near and far |
| 2 | Ulfa | Among sandy gardens set |
| 3 | Nurry | And when kindly falls the night |
| 4 | Gempita | Not a foot in street or house |
| 5 | Gisela | Where in jungles near and far |

The cultural value of conformity has different supporting poem citation proposed by the students. However, those citations reveal one idea, namely describing a place where he has come with their balancing phenomena to create a harmony. For example Mentari cited the rich goods from near and far to show a poet admiration of rich goods created by the skillful people. Meanwhile Ulfa focused on among sandy gardens set where a poet have time to enjoy the scenery in an amusing way. And, Nurry told that after the noon then came the night showing people activity at a

whole day, Furthermore, Gempita said that “not a foot in street or house” explicitly inform us about something calm and tranquil. Gisela described “where in jungles near and far” as comparing a person to be strong person in tackle various problems in his life.

Table 4
 Cultural Values “Tradition”

| No | Student Name | Poem Citation |
|----|--------------|---|
| 1 | Mentari | With a camel caravan |
| 2 | Ulfa | Are with mosque and minaret |
| 3 | Nurry | Where the great Wall round China goes, And on one side the desert blows And with bell and voice and drum cities on the other hum |
| 4 | Gempita | Are with mosque and minaret |
| 5 | Gisela | And with the voice and bell and drum, cities on the other hum |

In expressing the cultural value of tradition, Mentari noticed a camel caravan which can be found in Middle East. This camel caravan is identical with the situation of dessert, something like a custom. However, two students, namely Ulfa and Gempita had similar opinion. They chose “are with mosque and minaret”. Ulfa said that mosque and minaret are the building which has close relation with Islam because tradition discusses about religion as well. In contrary, Gempita told that mosque and minaret is a kind of symbol for Muslim. Mosque is a place to pray to God and minaret is a part of mosque. Both Nurry and Gisela paid more attention to the China culture of their traditional musical instrument. Nurry also mention the iconic place there i.e. Great wall.

In relation to the students’ perception of poem appreciation, nineteen students fulfilled the online survey. Ten students out of nineteen felt that they prefer to appreciate the poem through youTube. In youTube there is the musicalization of the poem, the running text of the poem as well as the pictures or the illustration. The table below summarized the students’ reasons.

Table 5
 Female Students’ Perception

| No | Students Initial Name | Reasons |
|----|-----------------------|---|
| 1 | Nv | I understand easily through video |
| 2 | Gr | When you hear a poem by reciting, the meaning of the poem becomes more striking, the rhythm is more pronounced, especially when accompanied by the right music. |
| 3 | Dw | There is a photo or picture in YouTube "it makes my imagination livelier so that I understand more what the poem means. |
| 4. | Ut | I think the poem has been shown or presented with the right description and expression so that I can see and hear to appreciate the poem more totally. |

| | | |
|----|----|---|
| 5. | Ls | I am a person who understands more easily with visuals and makes it easier for me to draw imagination when understanding poetry. |
| 6. | Mf | I do not yet have sufficient understanding in literature or poetry. It will be more exciting, animating, and more enjoyable for me when I hear it from other people so that I know about the intonation. Also, if accompanied by music, it will be more dramatic. |

These six female students stated the reason that they preferred to appreciate the poem through YouTube for several reasons, namely (1) to ease the viewer understand the poem, (2) to listen to a reciting poem, the viewer may grasp the poem messages were more striking particularly with the music background, (3) to help the viewer develop their imagination by viewing the illustration, (4) to make the viewer comprehend the poem entirely because of its description, (5) to assist the viewer draw their imagination, and (6) to help the viewer enjoy the poem, especially if it was accompanied by the music.

Table 6 Male Students' Perception

| No | Students Initial Name | Reasons |
|----|-----------------------|--|
| 1 | Nl | Through you tube with pictures we can understand and the purpose of the poet little by little by looking at you tube we imagine about the location of the names of places and animals that accompany the flow of the poem, we can also describe the culture and beauty of the place , the message of the poem also describes the environment and community activities |
| 2. | Ck | Because it is easier to remember poetry with the rhythm of the music. |
| 3. | In | I think if you read poetry accompanied by music. The poetry will become livelier and more animated with the support of music and instrumentals that are very supportive and with the sung poetry with musical accompaniment it becomes an entertainment, something that attracts the audience. Because being different is a very cool self-confidence. Mixing poetry and musical accompaniment is something epic because from music we can also know what is going on in the poem. |
| 4. | Dj | Because it is accompanied by music or musicalization so that there is a unified feeling, because all this time since I was little I only listened to people. I myself read poetry by reciting without any |

music or background accompaniment. Now this is because there is a musical, so I am happy and excited because I can listen and can follow the dance moves, for example in the poem there is movement and it doesn't invite boredom or sleepiness while watching the show.

The male group conveyed the reason that they preferred to appreciate the poem through YouTube for the following reasons, (1) the viewer can understand the poem, can recognize the purpose of the poet, can imagine the location of places, can describe the culture and beauty of the place, and can depict the environment and community activities, (2) the viewer can remember in an easier way the message of a poem with the rhythm of the music, (3) the viewer can feel more enjoyable because the mixture of poetry and musical accompaniment is epic, (4) the viewer can be happy and excited to see the recited poem with its musicalization.

Both female and male students had an agreement that YouTube is a beneficial media to use for appreciating the poem. There the creativity of reciting the poem is very attractive, such as using musicalization and showing the illustration in order the viewer were able to understand as well as enjoy the message of poem. As a consequence, to bring YouTube in literature class for appreciating a poem is one of activity which provide an advantage for the students.

CONCLUSION

Based on students' opinion toward cultural values in Travel poem, they are four out of ten, i.e. stimulation, self-direction, conformity, and tradition. There are different poem citations adopted by the students to support the cultural value of stimulation. In the contrary, all of them had the similar poem citation to explain the cultural value self-direction. Again, they selected various poem citations to describe the cultural value conformity. They also owned a variety poem citation to clarify the tradition.

Ten students out of nineteen felt that YouTube is the most preference for them to appreciate a poem. Most of them were interested in visual and music. They can enjoy the poem through watching so that their imagination may develop well. Briefly, they may understand better the message of the poem by YouTube because they felt excited.

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Attachment

TRAVEL

I should like to rise and go
Where the golden apples grow;—
Where below another sky
Parrot islands anchored lie,
And, watched by cockatoos and goats,
Lonely Crusoes building boats;—
Where in sunshine reaching out
Eastern cities, miles about,
Are with mosque and minaret
Among sandy gardens set,
And the rich goods from near and far
Hang for sale in the bazaar,—
Where the Great Wall round China goes,
And on one side the desert blows,
And with bell and voice and drum
Cities on the other hum;—
Where are forests, hot as fire,
Wide as England, tall as a spire,
Full of apes and cocoa-nuts
And the negro hunters' huts;—
Where the knotty crocodile
Lies and blinks in the Nile,
And the red flamingo flies
Hunting fish before his eyes;—
Where in jungles, near and far,
Man-devouring tigers are,
Lying close and giving ear
Lest the hunt be drawing near,
Or a comer-by be seen
Swinging in a palanquin;—
Where among the desert sands
Some deserted city stands,
All its children, sweep and prince,
Grown to manhood ages since,
Not a foot in street or house,
Not a stir of child or mouse,
And when kindly falls the night,
In all the town no spark of light.
There I'll come when I'm a man
With a camel caravan;
Light a fire in the gloom
Of some dusty dining-room;
See the pictures on the walls,
Heroes, fights and festivals;

And in a corner find the toys
Of the old Egyptian boys.