

Incorporating CEFR Principles in the Development of a Hypertext Poetry Learning Platform for High School Students

¹Sinta Indriyani

¹IAIN Syekh Nurjati Cirebon
Shintaindriyani08@gmail.com

²Lala Bumela Sudimantara

²IAIN Syekh Nurjati Cirebon
lalabumela@syekhnurjati.ac.id

Abstract

This study examines the decline of English education in Indonesia and the need for innovative teaching methods to improve students' English proficiency. Despite Indonesia's low ranking on the English Proficiency Index, the traditional teaching approach remains prevalent, which focuses on grammar and vocabulary. The research by Sudimantara (2021) and highlight the benefits of non-traditional approaches such as incorporating nonverbal components. Lian A.-B (2017) also creates an innovative approach called reading for emotion to help students learn English better without worrying about grammar and vocabulary. The study also shows the importance of poetry and literature in English language learning, as proven by Zeman, A., Milton, F., Smith, A., & Rylance, R. (2015) that poetry precedes prose and it is a knowledge management system in the world. The study employed a research and development design to demonstrate the collaboration of using pedagogy, technology, and CEFR to create innovative learning resources that shift students' mindsets and also build the students' engagement in learning English. This study offers valuable insights into developing innovative learning resources for English language learning in Indonesia, and further research in this area could lead to more effective teaching methods and improve the English proficiency of Indonesian students.

Keywords: Poetry, Pedagogy, CEFR, Literary thinking, and learning innovation.

Introduction

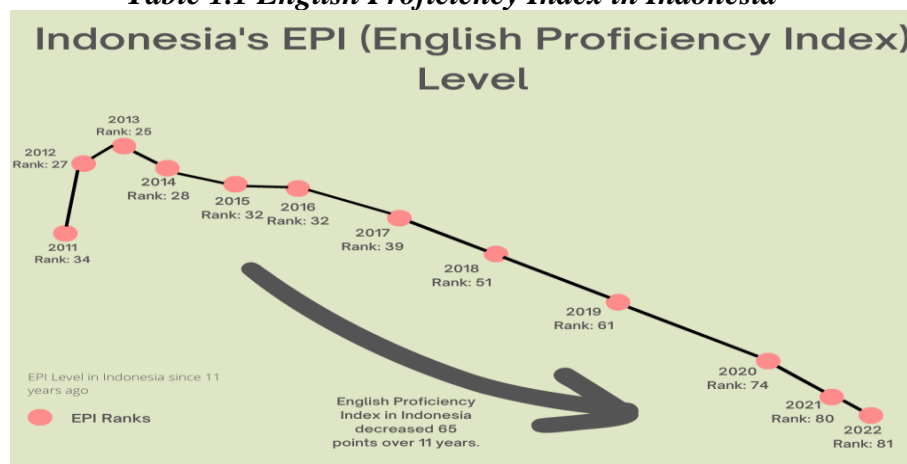
English education in Indonesia is in problem. Since, the UNESCO states that nowadays, education in the world has experienced a learning crisis. Indonesia is one of them; this is proven by various open data that have emerged regarding the decline in Indonesian English language skills in various aspects. One of the big problems is

that because English language education in Indonesia always uses a traditional approach, the curriculum in Indonesia is always changing, but the concepts are still vague. Moreover, there is an effort to abandon conventional concepts that cannot yet be realized so that teachers are unable to use and utilize technology. This is proven by the decline in English language skills, which have continued to decline over the last 11 years. In addition, another data showed that Indonesia has very low reading and literacy skills in Indonesia in PISA data for the last 11 years.

English Proficiency Index showed that English education in Indonesia continues to decline over 11 years. Indonesia categorized at 81 out of 111 country and it is indicated a low level of proficiency. Moreover, students' proficiency in Indonesia experienced a decline reaching 65 point over 11 years. Imelwaty, S., et. al. (2019) stated that Indonesia still bound to the monolithic view that English just fixated on to be proficient English the students have to master British/American English as ideal target language. However, it can be challenged to the pluralistic view because nowadays, there are many variations in English that has been emerged trendemously in the world. So, Proficiency in English has to be re-conceptualized following the context in today's world.

Here is the table of the declining English proficiency in Indonesia:

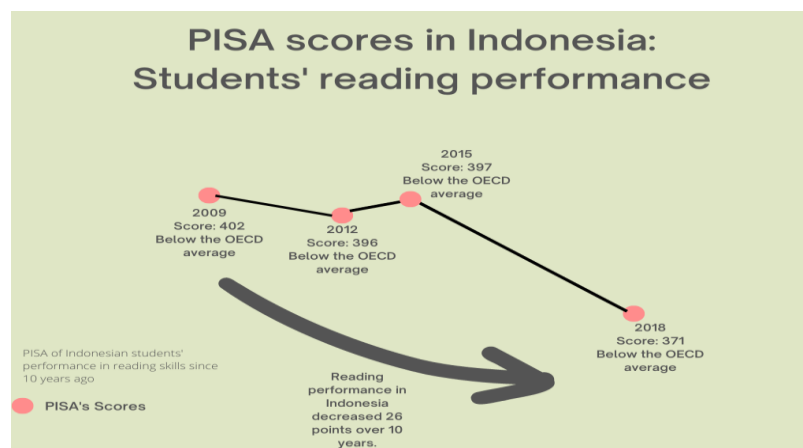
Table 1.1 English Proficiency Index in Indonesia



The other data from PISA (Programme for International Students Assessment) showed that Indonesian people seem to be lack motivation to read in English. The data showed that Indonesia still falls into the low level of reading performance, reaching score 371 which is below the OECD average. Furthermore, Sahyar., et.al. (2019) stated that PISA is a solid foundation for education, and the education should refer to the existing competencies in PISA. In fact, curriculum in Indonesia is not accordance with the global development competency standards. So, that's why the reading ability in Indonesian people is still always decreased over the period.

Here is the table of PISA index within last 11 years:

Table 1.2 PISA Scores in Indonesia



One of the primary reasons is the traditional teaching approach employed in Indonesia. Classroom management in Indonesia is still worse. Because there so many students in one class and the teaching is traditional oriented. Furthermore, teachers' plays important role in education, teachers here have a role not only teach the students but also a developer, researcher, and trainer (Hubbard, P., 2023). In fact, the teachers' technological competence is still low and that's why Education in Indonesia is really need a concern (Muazza, M., Mukminin, M., Habibi, A., Sari, R., Haryanto., & Hidayat, M., 2019). Moreover, the one-size-fit-all approach will fail the education in Indonesia. The one-size-fit-all fail to see the students differences. In order for teaching to have value, it must encourage cognitive growth by offering learners challenging tasks that respect their unique intellectual abilities. This cannot be achieved by imposing uniform teaching methods, but rather by tailoring tasks to cater to learners' multiple intelligences (Zaki, W. A., & Darmi, R., 2021). Therefore, it is need a framework that make learning is different in order strive the learners to set reasonable goals for their career and life skills.

The developments in the era of the 21st century have led to very rapid technological developments. Especially in the field of language education or what can be called Computer Assisted Language Learning (CALL). There are many language learning platforms and applications that can be integrated inside or outside the classroom. There are many benefits of CALL: based on Hubbard, P., (2021) states that with CALL students can gain an understanding of English efficiently, students also reach knowledge based on their needs, have a lot of experience that cannot be reached in offline classes, enjoy learning languages of his own free will,

and so on. Furthermore, by integrating technology with language learning, students can become users of the language and technology becomes a vessel for learning the language. However, what we see in English education is teachers who are not able to use technology, teachers always rely on their traditional teaching. Hubbard, P. (2023) implies that knowing the rapid development of technology has emerged, and to integrate technology in language learning effectively has been an ongoing struggle. Implementation of CALL in the classroom not only guides learners to their pedagogical development, but also to increase their motivation. to use technology in achieving their pedagogical development (Son, J.-B., 2019).

To overcome and breaking away from traditional teaching is adopt non-traditional approach, which is integrated technology to promotes differentiated learning in EFL learning, and also the English education should prioritize to what is matters for human. Teaching through literature, especially poetry is matters for English education. Nowadays, poetry is still neglected and there is no implementation of poetry in EFL classroom. Poetry precedes prose and other literature works. Poetry is a hardwired for our brain, it means that when we hear or read a poetry we can easily connected and understand the poetry naturally.

Therefore, in this study the researcher developed the hypertext poetry learning platform for high school students to create and facilitate non-traditional pedagogy, through incorporating many aspects such as pedagogy, technology, literature, poetry, and CEFR. This hypertext poetry has the goal to promote students-centered approach and providing new criteria of proficiency.

Literature Review

Literary Thinking

Literary thinking is a general development of literacy. Literacy can be successful through literature (Alwasilah, 2014). Literature is the base for human thinking that potential ability to gain knowledge of social, cultural, psychological, and other experiences (Widyawati, W., 2019). Moreover, Root (2006) cited in Widyawati, W. (2019) states that through literary works, the students can better understanding themselves, the people around them, their world, and the aesthetic from the written text itself. Additionally, literature can be greatly to improve critical thinking. By reading literature, the reader will recall, retrieve, and reflect based on their prior knowledge or memories to build meanings from a text (Tung, J.-C., & Chang, Y.-F., 2009). In that process also, they will demonstrate several capacities to differentiate facts with another, understand the literal and the meanings that implied in the text, to connect to some issues, to find the relationship within the text, and in the end build their critical thinking.

One of the literary works is poetry. Poetry is a form of literature that can help develop a learner's intelligence and engagement, particularly when they create their own poems and fiction (Puspita, D., 2021). According to a study by Zeman et al. (2013), poetry is processed first in our brains before other forms of literature. McGilchrist (2009) suggests that when people engage with poetry, there is a lot of brain activity happening, with the right hemisphere of music and

language processing the metaphorical language of the poem and the left hemisphere processing the referential language of prose. UNESCO (2021) also recognizes the benefits of poetry for developing complex skills and promoting social and emotional learning. Recent research has shown that poetry can increase human intelligence (Silvia, J.P., & Sanders, C., 2010), and those interested in visual art and poetry are considered to have high intelligence due to their curiosity about such topics.

The need for poetry to be applied in EFL classroom is based on neuroscience facts. All psychological activities are carried out by the brain, and without brain activity, there would be no memories, emotions, motivation, or mind. The brain has three parts - the cerebrum, cerebellum, and brainstem. The cerebrum, which comprises the left and right hemispheres, is responsible for thinking and learning, with the left hemisphere being more involved in logical and rational tasks, while the right hemisphere is more concerned with creativity and emotion (Peterson, J.B., 2017).

In language processing, both hemispheres are active and connected, with the left hemisphere responsible for speech and language processing, and the right hemisphere playing an important role in conveying affective intonation and understanding the overall context, meaning, and moral of the story (Mcgilcrisht, 2009). Learning language should be holistic, it means that there are many multisensory aspect should be address in learning (Sudimantara, 2021). Because, learning is not only about grammar and vocabulary, but adressed many aspect. Therefore, it is essential to prioritize the development of the right hemisphere when learning language, especially through poetry works.

However, an issue in English Language Teaching is the employment of outdated teaching methods (Beloufa, C., 2021). In a postmodern world, poetry serves as an aesthetic language that provides cultural attitudes and ethos, enabling students to internalize the second language as a cognitive foundation for language use (Bhadury, P., 2021). Poetry stimulates students to contemplate meaning, engage in problem-solving communication, and complete tasks. Additionally, poetry helps students develop a more profound appreciation for the potential of language use.

Teaching poetry provides literature teachers with effective and dynamic methods to engage students in language learning, as poetry contains a rich language that allows learners to delve into meaning and create innovative responses. By interpreting poetry, students can develop their critical thinking abilities and boost their intelligence while formulating their own unique perspectives.

CEFR to promote differentiated learning

CEFR (common European framework of reference for languages) was introduced in 1949 and was published in 2001 by the Council of Europe. CEFR is a clear, consistent, comprehensive framework. There is 6 six level of CEFR starting from A1 & A2 (Basic User), B1 & B2 (Independent User), C1 & C2

(Proficient User). CEFR is needed to track and self-assess their progress and experiences both within and outside of school.

CEFR plays a crucial role in motivating learners to set achievable goals and adapt to the demands of the globalized world, where English is a commonly used language. To prepare students for specialized careers and life skills, teachers must ensure that CEFR aligns with 21st-century concepts and fosters high-level learning. Developing students' oral and written communication skills is also crucial to enable them to effectively express their ideas (Zaki, W. A., & Darmi, R., 2021). Thus, adopting CEFR as a framework to monitor progress and improve English proficiency is needed.

CEFR acknowledges the importance of differentiated learning, which can be achieved through independent learning enabled by the framework. It is necessary to apply digital teaching in realizing CEFR. But, digital technology cannot be achieved without the application of digital literacy skills (Son, J.-B., 2020). It means that the students adequate to use technology in level of creation, communication, collaboration, and information for their own and the society around them. It is in line with Sudimantara (2020) stated that modern technology help to better personalized language learning experience. In other words, technology plays a crucial role in implementing differentiated learning, as it allows for the integration of online resources with face-to-face instruction, providing students with greater confidence in using technology (Lian, A.B., Nay, N., & Lian, A.P., 2023). Additionally, technology can facilitate diverse learning by catering to students' individual needs and abilities (Haryadi., Istono., & Hertanto., 2022). By adopting a more learner-centered approach to teaching and learning, students can become more autonomous in their learning process (Helyanti, N.D., Sudimantara, L.B., Ikawati, L., 2022).

The study employed hypertext as a form of digital technology, which serves as a network for transmitting information, depending on the content type (Bourina, & Dunaeva, 2021). Hypertext is an effective tool for delivering, presenting, and organizing text, and it can foster autonomous learning in students.

New paradigm of reading poetry

Digital technology is a valuable tool, but it has limitations in creating emotional stories due to the absence of emotions and feelings in computers (Fletcher, A., 2022). To engage learners emotionally, additional tools are required. Students are not likely to acquiring knowledge not only focused on grammar and vocabulary, but also they are tent to be actively contribute emotion and then turned into a text to engage the interlocutors (Helyanti, N.D., Sudimantara, L.-B., Ikawati, L., 2022).

Reading for emotion, introduced by Ania Lian (2017), is an innovative tool that combines emotion with reading and writing literacy. The goal of reading for emotion is to help learners analyze the actions, thoughts, reasons, and perspectives of characters, rather than simply identifying the text's structure.

This tool consists of six stages (Focus, Disturbance, Dialogue, Development, Resolution, and Moral). In this study, the researcher uses reading for emotion to help students analyze hypertext poetry easily, as the structure of poetry is easier to comprehend using this tool than following formal poetry rules. A text that has model that followed by grammatical rules is might be easy for the students, because it just replicate one structure into another one, but it cannot foster their sense of agency in developing their self to be creative in their own learning (Sudimantara, 2021). Therefore, in this study give a new mindset that there is a new paradigm in reading poetry through the application of reading for emotion tool.

Research Methods

Research method in this study is qualitative research with Research and Development (RnD) design. The researcher chose qualitative study because in qualitative there are a major variety of approaches and implied complex things that allowed us to use that approaches (Alwasilah, 2012). Research and development have the aims to increase knowledge and building new ways to beneficially use the knowledge (Frascati Manual, 2015). This study involves the collection of data through personal stories or experiences and the interpretation of those experiences to gain insight into a particular phenomenon. In this case, the researcher will describe the own work in developing a hypertext poetry learning platform. To scope this research, there are two research questions, there are: 1) How do the creative processes in the RnD studies contribute to the development of new innovations? 2) What role do the creative processes such as idea generation, and iteration plays in shaping the characteristics of the hypertext poetry?.

Research Design

The design on this study is research and development design. RnD is a research design in order to create new prototype (Gustiani, 2019). It means in this study, the researcher wants to create hypertext poetry to give a new prototype in learning language.

Instruments

- Document analysis: Analyzing the poetry used in the platform, the CEFR principles incorporated in the platform, and any other relevant documents related to the development and implementation of the platform.
- Researcher: The researcher plays role in developing this study, because in this study the researcher doing all steps of the research.

Data Analysis

The data that has been collected will be analyzed using manual and digital analysis. In narrative inquiry, the goal of data analysis in a narrative inquiry study is to make sense of the participants' experiences and stories, and to identify overarching themes and patterns that help to answer the research questions.

Findings

Through the process of inquiry, there are two findings in this study. There are: The creative processes and characteristics of the hypertext poetry.

Table 4.1 *The findings of creative and characteristics of the hypertext poetry*

The Creative Processes of The Research	Characteristics of The Hypertext Poetry
The creative processes of the research passing 8 phase starting from lesson plan analysis, text analysis, cefr analysis, and the other is about the technical stuff in making hypertext poetry.	The characteristics of this study are a hypertext poetry learning platform that in accordance with CEFR and reading for emotion stages.

The creative processes in making hypertext poetry

This section details the creative processes employed in the research study, which involved eight distinct stages. These included analyzing the lesson plan, collecting and analyzing poetry, adjusting the text for emotional resonance, aligning it with the Common European Framework of Reference (CEFR), and developing a prototype of the product. The researcher sought to inject new life into EFL teaching and learning by exploring differentiated learning and reviving students' confidence and love for learning English through hypertext poetry. In this creative process there are 2 general research phase (Lesson plan analysis and collecting and analyzing poetry), and there 6 development phase for creating hypertext poetry.

Lesson Plan Analysis

In analyzing the lesson plan, the researcher found that it did not promote rich learning, was limited to written guidance, emphasized teacher-centeredness, and emphasized memorization of grammar and vocabulary over fundamental learning and poetry. The study thus addressed a pressing need for differentiated learning in English education in Indonesia.

The other fact also showed that in lesson plan there is no implementation of poetry. Students just taught song at the end of semester as a form of literature works. It is indicated that English learning in high school is not prioritize to what is matters. Poetry is matters, and should be prioritized first before other literature works.

Collecting and analyzing poetry

Collecting and analyzing poetry involved several creative processes, including searching for poems online, reading poetry collections, and selecting poems based on themes related to self-growth, pain, and family. The researcher chose these themes as they were recommended by a lecturer, were pertinent to contemporary life, and were not typically included in school curricula. The self-growth poems were focused on self-improvement and self-appreciation, while the pain poems explored deep emotions and suffering. The family theme was multifaceted, encompassing both positive and negative interpretations of the concept. These themes represented new topics for discussion and reflection in contemporary education. This is the thematization of poetry are being used in this hypertext poetry:

Table 4.1 The thematization of the hypertext poetry

Title of Self-growth poems	Title of pain poems	Title of family poems
Hopeful Future by Morgan Deuson	Be patient by rupi kaur	What if by rupi kaur
You will never see me fall by Joyce Alcantara	God Pity the Poor by Amos Russel Wells	Mother to Son by Langston Hughes
Bloom by Rupi Kaur	The person i fell in love with was a mirage by Rupi Kaur	The art of being empty by Rupi Kaur
The tide rises the tide falls by Henry Wadsworth	When Day Is Done by Rabiandrath Tagore	To My Sister by William Wordsworth
“Hope” is the thing with feathers by Emily Dickinson	On pain by Kahlil Gibran	The Poor by Jones Very
A guest house by Rumi	Rhapsody on a Windy Night by T. S. Eliot	Life’s scars a poem by Ella Wheeler Wilcox

Poetry structure analysis

In the subsequent phase, the researcher proceeded to match the selected poetry using the Reading for Emotion approach. Through the analysis, the researcher discovered that poetry also possesses distinctive patterns and structures that can be more effectively approached using Reading for Emotion rather than the traditional sonnet format, thereby fostering a new perception of poetry.

During this stage, the suitability of the selected poetry for Reading for Emotion was assessed, and careful analysis was performed. The Reading for Emotion approach encompasses six stages, namely Focus, Disturbance, Dialogue, Development, Resolution, and Moral, with one to two stages being integrated into a single sentence due to the brevity of the poetry text. Here is the analysis and the evidence that poetry is easy to read in reading for emotion structure, rather than in a formal sonnet.

Table 4.2 The sample of analysis of reading for emotion in poetry

Reading for emotion stages	Text
Focus	You can imitate a light like mine
Disturbance	But you cannot become it
Dialogue	And here you are living, Despite it all <i>This is the recipe of life</i> Said my mother As she held me in her arms as i wept
Development	Think of those flowers you plant In the garden each year They will teach you
Resolution & Moral	That people too must wilt Fall Root Rise In order to bloom

CEFR Analysis

In this stage involves the identification of poetry texts that align with the CEFR levels, with the end goal being the development of a CEFR-based hypertext poetry product intended for high school students. As students' abilities and proficiency levels differ, it is vital to differentiate learning by mapping it to CEFR levels. In this study, the researcher measure the poem using website virtualwritingtutor to check CEFR level.

Here is the result of CEFR level analysis.

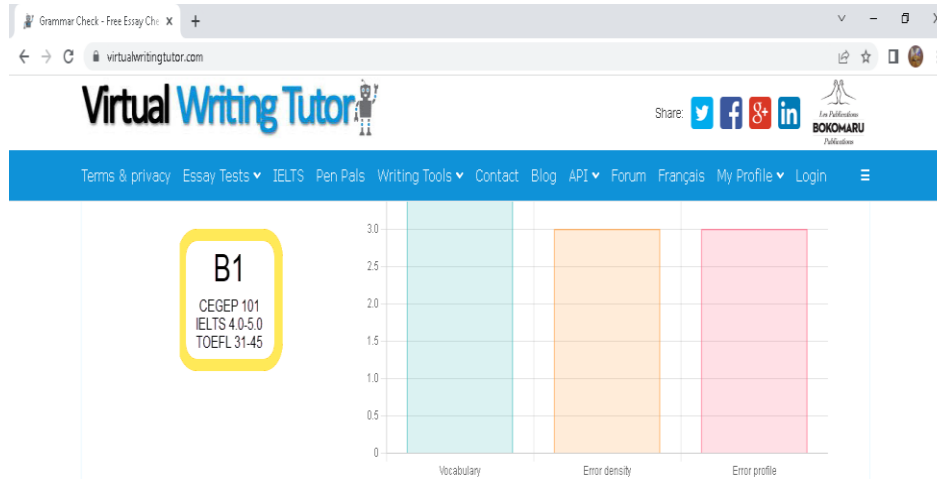


Figure 4.1 The result of CEFR analysis

Digital Learning Resources Development Process

In developing the digital learning resources, the researcher use Google sites to create hypertext poetry. At first stages the researcher create account using email, it is easy because while we open Google sites is it automatically synchronize with our email. The problem is we have to use Laptop/PC to access Google sites. The other stages is creating home page, diagnostic test, CEFR, hypertext poetry, learning activities, additional resources, and references pages.

Creating Visualizations

In this stage, the researcher uses Canva to create visualizations for the website background and the pages containing self-growth, pain, and family poems. The process involves carefully selecting appropriate elements related to each poem and combining pictures and colors to create a cohesive and aesthetically pleasing design. The researcher creates 18 visualizations for the poems in this product.

Figure of website visualization:

Incorporating CEFR Principles in the Development of a Hypertext Poetry Learning Platform for High School Students

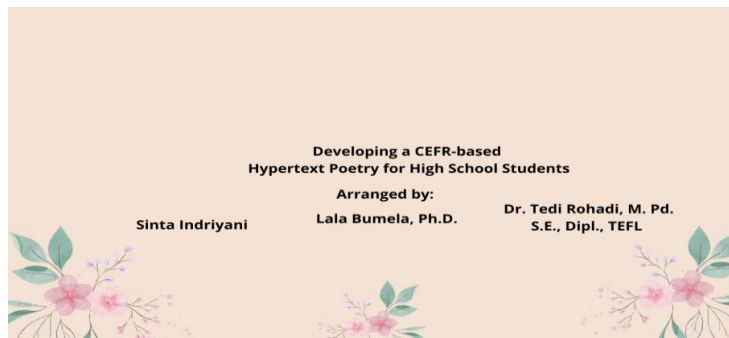


Figure 4.2 *The visualization of the hypertext poetry website*

The researcher use poetry using Reading for Emotion structures. The reason is the structure of poetry through reading for emotion stages is easy to be identified rather than following a formal sonnet. While the researcher analyze, it is easy to identify which words/sentences that indicate focus, disturbance, dialogues, development, resolution, and moral. After analysis, in most of the poems the stage of focus and disturbance are one, but some are not. In the disturbance section sometimes there are many, depending on the length of the poem. Every poem also has a resolution and moral. It's just that, the reading for emotion structure in the poem is in focus and disturbance becomes 1 line, there is also resolution and moral becomes 1 line, because poetry has a short text but has different meanings and emotions in each word. Here is the visualization of poetry that creates different emotions in poems:

Table 4.2 *The sample of analysis of Reading for emotion structures in poetry*

Reading for Emotion Stages	Poem Text	Emotion
Focus	You look at me and cry	Sucks
Disturbance	Everything hurts	Sad
Dialogue	I hold you and whisper	Calm down
Development	But everything can heal	Moved
Resolution and Moral	If the hurt comes So will the happiness	Relieved

Stage 1 of Digital Learning Resource Editing

The researcher begins editing the appearance of the home page on Google Sites. The page features a poem by Emily Dickinson to attract readers and includes a research profile and project profile. The research profile highlights the researcher's interests in pedagogy, neuroscience, and transformative learning and provides profiles of the two supervisors. The

project profile explains the background of the project and invites users to embrace a non-traditional approach to learning language. The page also provides links to more detailed information about the project.

Then, the researcher is edit the diagnostic test page. In this page there is link to access diagnostic test. The researcher chose the diagnostic test that has 15 minutes duration from EFsets to make the students not bored while doing diagnostic test. The diagnostic test is needed to mapping the students' level.

After that, the researcher continues to edit CEFR page. In this case, the researcher provide a brief explanation about CEFR, the use of CEFR, the information about levels in CEFR, include why CEFR matters to create differentiated learning. The researcher also provided a complete explanation which can be accessed easily by click the provided link.

The next stage is edit hypertext poetry page. In this page, there are 6 level of CEFR, and in every level contains 3 poems which has different themes, the poem itself are gathered from non-local poetry such as Rupi Kaur, Emily Dickinson, T.S. Eliot, William Shakespeare, William Blake, and so on. In every poem also contains hypertext. It means that although the poetry is categorized by every level of CEFR, but we do not know how the students' knowledge. So, this study contain hypertext poetry that linked to the translation pages to help the students more understand and support to make meaning on the poetry they have been read.

Stage 2 of Digital Learning Resource Editing

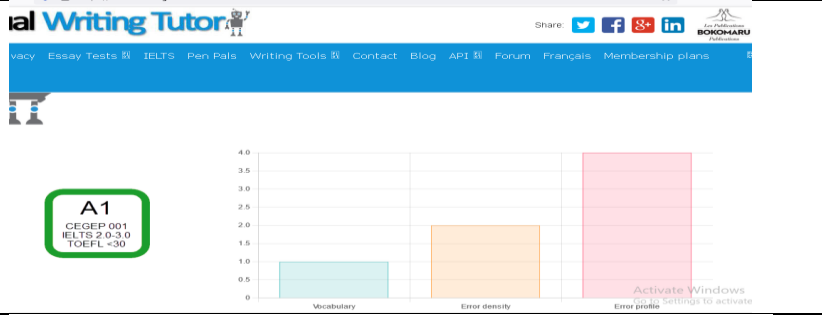
After entering the poetry according to Reading for Emotion and CEFR levels, the researcher creates a guide for learning activities using an inquiry-learning approach. Teachers and students can easily access the guide through links provided on the learning activities page. After that, the researcher editing the additional resources page to give the teachers and users suggestion about additional resources they can use in learning, and the last is editing references page, in this page the researcher want to show that to creating this website the researcher phases and read many references. Finally, the researcher completes the website and publishes it.

The characteristics of hypertext poetry

The researcher evaluated the product by analyzing the CEFR levels and readability index of all 18 poems. The poems gathered from non-local authors. The poems were chosen for their varying levels of difficulty. The CEFR level and readability index is continue to increase due to the difficulty of the poetry. in A1 level the score of readability index categorized at easy reading, but for poetry in C2 level the readability index is categorized at difficulty reading.

Here is the sample of CEFR and Readability index:

Table 4.3 The sample of characteristics of the hypertext poetry

CEFR Levels	The Result
A1 CEFR	
A1 Readability	<p>Flesch Reading Ease: 98.55</p>

A1 Level

For the A1 level, the poems were "Hopeful Future" by Morgan Deason, "Be Patient" and "What if" by Rupri Kaur. All of the poems had characteristics suitable for A1 level CEFR indicators, with a readability index categorized as very easy, averaging at 98.55.

A2 Level

For the A2 level, the poems were "You Will Never See Me Fall" by Joyce Alcantara, "Go Pity the Poor" by Amos Russel, and "Mother to Son" by Langston Hughes. All of the poems had characteristics suitable for A2 level CEFR indicators, with a readability index categorized as easy, averaging at 86.59.

B1 Level

For the B1 level, the poems were "Bloom," "The Person I Fell in Love With Was a Mirage," and "The Art of Being Empty," all by Rupri Kaur. The poems had different characteristics than A1 and A2, with longer text and suitable words for B1 level CEFR indicators. The readability index was categorized as plain English and metaphorical, averaging at 69.69, making it somewhat difficult to understand.

B2 Level

For the B2 level, the poems were "The Tide Rises, the Tide Falls" by Henry Wadsworth, "When Day is Gone" by Rabindranath Tagore, and "To My Sister" by William Wordsworth. The poems had different characteristics than the previous levels, with longer text and suitable words for B2 level CEFR indicators. The readability index was categorized as moderately challenging, averaging at 58.91, making it difficult to understand due to complex diction and text.

C1 Level

For the C1 level, the poems were "Hope is the Thing with Feathers" by Emily Dickinson, "On Pain" by Kahlil Gibran, and "The Poor" by Jones Very. The poems had different characteristics than the previous levels, with longer text and suitable words for C1 level CEFR indicators. The readability index was categorized as difficult, averaging at 32.30, and the poems were difficult to understand due to implicit meanings.

C2 Level

For the C2 level, the poems were "The Guest House" by Rumi, "Rhapsody on a Windy Night" by T.S. Eliot, and "Life's Scars" by Ella Wheeler. The poems had different characteristics than the previous levels, with very long text and suitable CEFR levels. The readability index was the lowest, averaging at 30, and one poem had a very difficult readability index of -49.71. The poems were complex and difficult to understand. All the readability indexes were obtained from https://www.online-utility.org/english/readability_test_and_improve.jsp.

This is the visualization of hypertext poetry learning platform:



Figure 4.3 The visualization of the hypertext poetry

In this hypertext learning platform, there are 18 poems which is in accordance with CEFR level. In every level covered 3 themes and 3 poems. The poems are gathered from existing authors, and covered self-growth, pain, & family poems. In this website also, there are diagnostic test to measure students proficiency, CEFR, hypertext poetry, learning activities, learning resources, and references. In this platform, it is hoped to engaging the students interest and improve their confident in language learning.

Discussion

The findings illustrate the significance of the creative research processes in enhancing education. Creative processes involve employing a systematic approach to explore novel perspectives and break away from conventional concepts, resulting in innovative problem-solving (Williams & Hendrick, 2022). The study's overall creative research processes revealed several findings about the need through the use of the hypertext poetry, and the creative processes also help the researcher to characterize the hypertext poetry to promote and realizes the concept of differentiated learning.

The creative processes indicated that teacher should be creative. Education in 21st century is a learners-centeredness approach (Zulkifli, H., Tamuri, A.H., & Azman, N.A., 2022). Hence, it is needs for teacher to be ready in face the students differences, because the teachers never know how the typical of students so they should be creative in order to make a successful in learning and also prioritize the students.

Based on the creative processes also indicated that is really need to make precision in language education. The precision of language education is prioritizing to what are matters (Lian, A.-P., 2016). In other words, the implementation of poetry is matters. Nowadays, poetry is still neglected in our ELT classroom. In fact, poetry precedes prose, poetry is a cognitive base in learning. Poetry should take precedence over prose in education, particularly when learning English, as students are more engaged when they can write simple poetry before attempting to write full academic sentences (Puspita, 2022). A study by Bhadury, P. (2021) stated that in postmodernism views, poetry create aesthetic pleasures to engage them to consider the meaning, giving them the opportunities to complete and solve problems and in the end build their critical thinking. Therefore, English education should prioritize poetry first before other literature works in EFL learning.

Additionally, the creative processes help the researcher to characterize the hypertext poetry. In this hypertext poetry, the use CEFR and readability index is to apply differentiated learning. Every learners have different readiness, interest, learning styles, experiences, these variety are important to be recognized by the teachers (Mardhatillah, & Suharyadi., 2022). The newest curriculum has been mandated that English learning should differentiate the learners. Therefore, to make the newest curriculum works it is need for the teacher to differentiate learning. Through differentiated learning, every students will finds the opportunities for their participation, and action, that will meet their needs and abilities (Ionna, T., & Konstantinos, M., 2023).

Regarding to the creative processes and the characteristic of the hypertext poetry showed that the researcher here play role as a curriculum engineer. In the other words, the researcher here is gathering to the essential components in learning. Grammar and vocabulary is one of the important aspects, but, poetry is

really important to be applied first rather than relying on grammar and vocabulary aspect. Therefore, the researcher here makes curriculum works through incorporating many aspects such as pedagogy, technology, poetry, CEFR, and so on.

This research also gives a sign that the researcher play role as a teacher agency. It means that the researcher engaging the students enthusiasm, supporting the students to their own development and the world around them, and guiding the students to their own needs and well-being. This is in line to the OECD objectives that to build and guiding the students to gain high-level comprehension is helping the students to find their own efforts to adhere their goals (Sahyar, et.al., 2019). Based on this discussion, this research give a new paradigm that learning English can be approached differently using poetry. it can give the students new experiences, make learning holistic, students can explore themselves, it can help the students to reviving their love and confident in learning English, and in the end can increase their level of proficiency.

Conclusion

In conclusion, effective learning involves prioritizing essential components of education and adopting differentiated learning strategies to meet the unique needs of students. The research presented in this article proposes a non-traditional pedagogy that focuses on creating brain-compatible learning experiences using technology informed by neuroscience research. The use of poetry, which is fundamental to human cognition, can enhance intelligence and deepen students' understanding of various subjects. The results of the study suggest that adopting this innovative pedagogy can help students shift their mindset about learning and gain new motivation to achieve their language learning goals. As such, it is crucial for schools to embrace a student-centered approach that prioritizes meaningful and personalized learning. By doing so, we can foster more innovative and effective learning environments that promote literacy skills and help students succeed in their education.

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