

## **Chapter One**

### **Introduction**

This chapter describes the research background. The researcher also discusses the problems, research question, objectives, the advantages of the research that will be gained for the teachers, students, and the researchers who seek the article about the poetry. And the overall research framework.

### **Background of the Research**

English is the international language that is used by many people around the world and English language is the connected language for a lot of people with different national backgrounds. So, numerous people who have English language for their second language or foreign language should learn English in many ways through formal understanding in school or learning from movies, songs, games, and literature. Moreover, talking about literature, poetry is the one of language literatures that will be discussed in this research. The researcher pointed out that poetry is the language literature for learning the English language which is of concern for this study. The researcher gathered information from a business incubation internship that focused on creating websites related to news, hobbies, writing, and reading, all of which are only related to poetry. The internship has been organized by the Independent Learning Program which is funded by the Ministry of Finance and supported by the Management Institute Education Fund (LPDP).

Talking about poetry, the researcher found that many respondents to business incubation internships answered that they learned language from poetry

through books, poetry literacy organizations, and websites which are Instagram, YouTube, and TikTok applications. Moreover, the researcher found several respondents who do not like poetry since poetry is hard to understand and too poetic. The researcher was delighted to take poetry for the main discussion in this study because several respondents that the researcher found from business incubation partnerships think that poetry is not interesting to learn about since many difficulties were found by the respondents about poetry. After all, one of the respondents who the students said even daily conversations can be confusing at times so poetry that has to upgrade vocabularies are harder than the common conversations. Besides, the students who have strong intentions of achievement in learning a language could learn and understand the words of poetry and they will find the excitement of learning language through poetry.

The poetry could attract the interest of pupils since poetry will make the pupils enjoy in learning. The poetry's expressive nature, imagery, appeal to feelings, and personal experience make it particularly intriguing and entertaining for foreign language learners (Pudjiati et al., 2024). Therefore, many educators use poetry to enhance the understanding of English language learners to gain some benefits from the target in learning the English language. Moreover, poetry could assist in the increase of speaking, reading, listening, and writing skills. However, in this research, the researcher focused on writing skills in poetry writing as well as Lida (2012) stated that poetry can develop unique literacy skills that can be transferred to other genres of writing. Exploring the effect of poetry

writing on L2 literacy development, according to this viewpoint, is required for a deeper understanding of the value of poetry writing in a second language.

Therefore, poetry could be an alternative for students who convey their experiences in life and their thoughts about their surroundings, allowing students to express themselves in their own unique style. Poetry writing assists students emotionally and academically. Poetry can help people heal by letting them express their feelings. It lets "everyday voices" be heard in writing without being "mechanically edited away," allowing people to convey their experiences without restriction(Hawkins & Certo, 2014).

The English Language Education Department students at the private university in Yogyakarta who have passed the Literary Appreciation class have received and understood the methods that have been taught so the learners find a way to create poetry differently with the creative things. However, learners may find it challenging to write poetry. Moreover, the researcher chose the English Department Students because the researcher found one course that provides poetry lessons in the class, and poetry is used in the English language. Since the English language is not the student's mother tongue. English poetry can be hard to learn and challenging to understand.

Poetry was highlighted as an important component of the English syllabus (Sulastri & Pujasari, 2019). Therefore, Studies on poems from various perspectives are cited in that article (Kao & Jurafsky, 2012). Moreover, the study found that poetry courses improved undergraduate poetry writing (Sari et al.,

2020). Some of these studies examined that to examine pupils' poetry writing views and methods (Fithriani, 2021), and the study examined EFL students' English poetry writing difficulties (Liao et al., 2017). The aim of this study differs from previous studies in that it explores students' experiences producing poetry, highlighting both the methods they employ and the difficulties they encounter.

### **Identification of Problems**

In the setting of the study, the learners made the task of writing poetry during the Literary Appreciation course which means the learners created poetry in the class or created for homework. The poetry is written in English language and those were the assignments the participants did.

The researcher has identified the problems of the learners' interest in poetry by conducting a preliminary survey and most of them were the students who passed the Literary Appreciation class. It was found that several students do not like poetry since they cannot understand the hard words that come from the poetry, and they do not want to solve it since that is too hard for them. And many students do not like it since the poetry has too many rhythms and rhymes. Moreover, the researcher found that several learners were not confident in expressing their creation of poetry to a lot of people in the class.

The learners have yet to know if they will find and enjoy the beautiful words there. The pupils will not try to understand until they can feel it, but it can be done if the teachers step in to engage them in poetry with good methods and can attract their attention to love the poetry. This is the challenge for the teachers

to find good methods so that the students will not be bored learning and improve their English proficiency through poetry. Thus, the poetry they will learn is their second language or foreign language to them. Moreover, it is more difficult for the students to write poetry considering their limited interest in poetry. As Liao and Roy (2017) mentioned in their research, the data indicated that L2 students are less inclined to compose poetry due to their lack of interest and their inability to convey themselves through writing.

### **Delimitation of the Problems**

The researcher focuses on the English Department students even semester academic year batch 2020 who have attended and passed the Literary Appreciation course to collect their answers on their perceptions of writing poetry such as the researcher investigate about the methods of writing poetry related to the knowledge the learners got from the course and the difficulties they get after attending that course. Moreover, the researcher concentrates in English poetry. Additionally, the poetry that has been made by learners as assignment in Literary Appreciation class.

### **Research Questions**

The research questions are as follows:

1. What are the methods of writing poetry applied by the English Language Education Department students?
2. What are the difficulties associated with writing poetry in English classes among English Language Education Department students?

## **Objectives of the Research**

The following are the goals of this investigation:

1. To explore the methods and difficulties of students' poetry writing in an English class.
2. To investigate the methods in writing English poetry applied by the English Language Education Department students.
3. To investigate and understand the students' difficulties in writing poetry in English classes among English Language Education Department students.

## **Significance of the Research**

This study will assist numerous individuals such as educators, learners, and other researchers who need to seek more about writing poetry that has the same discussion in this research, such as:

### ***Teachers***

The teachers will find out what are methods the learners interested in and the problems the learners face when writing poetry. The teachers may consider using the method and modifying the teaching of poetry that the learners find hard to understand.

### ***Students***

The students who read this research can use the methods mentioned in this research and use them independently to write poetry. Then, the students will anticipate the problem the students will find and think of the solution to solve it.

## ***Researchers***

The researchers that have the same topic of the research can obtain the information regarding the learners' perceptions of methods the pupils have learned and the difficulties as a reference for their study.

## **Organization of the study**

This research contained chapters which are including chapter one, which is the background of the research, which means explaining more about the connection between literature and poetry. Moreover, the researcher included the problems that sometimes can be felt by students and teachers and made the problem small, so the researcher wrote the research questions that will be found in the next chapter and the last of chapter one is the significance of research that explain the benefit of teachers, students, and researchers if they read this research about the English Department Students' Perceptions of learning poetry to Enhance English Proficiency and their difficulties.

Furthermore, chapter two has a substance review of relevant studies and the literature. the researcher put in the great learning method through poetry based on the articles the researcher read and included the definition of poetry in English. Of course, the researcher added topics related to the first and second research questions. Thus, the researcher added the types of poetry that have learned in the Literary Appreciation course. Chapter two included more information on the importance of literacy through poetry and the benefits for students learning from poetry.

Next, chapter three includes the methodology, which has the research design that explains whether the research is the qualitative or quantitative method and explains more about the method that was chosen for this research. So, it goes on to the research setting, which implies the role to the take how long this research takes in the interview with the English Department Students. Moreover, after that come the research participants, which refers to the particular criteria to elect the participants to have to English Students Department who entered the Literary Appreciation course since the researcher needs the participants' answers to help the research questions, and the participants who already gather and answer the interview section were divided into small categories or two categories. After explaining the research participants, the researcher discussed the data collection method and data collection instruments which means the researcher and the participant discussed the same topic about poetry, it aims to gather or collect more data and their perceptions about learning with poetry. And it comes to the next discussion. Concerning the data collection procedure, the researcher explained more about the data collected from the participants and how the researcher met and got participants. The data analysis is the next step after the researcher explained the data collection procedure.

Additionally, it moves to chapter four, which focuses on the findings and discussion. the researcher clarified the findings that were found in the research questions. Also, the last is chapter five discusses the conclusion from the whole chapter and suggest if the results from the second research question gain by degrees impact English Department Students in learning through poetry.



The findings and suggestions are detailed in chapter five. The discussion and results are summarised in the conclusion. An additional feature of the recommendation is the researcher's note of the advantages and suggestions that could be gained by a particular group of people.