

## **Chapter One**

### **Introduction**

This chapter provides the introduction of the study consisting background of the study, identification of the problems, and delimitation of the problems. Additionally, this chapter also provides two research questions, research objectives, also the significances of the study. The last part of this chapter is the organization of the chapters.

### **Background of the Study**

Literature is one of the important parts of language. Literature represents how people use a certain language that is mostly appearing in their life (Llach, 2007). In addition, literary text could motivate people to interact by using the language. Interaction using a language could be in the form of both direct and indirect communication with other people. In language teaching and learning, Alabi (2015) stated that literature added big value and contribution. Besides, reading literature works count as a communicative activity in learning a language, while the texts may count as authentic materials of language teaching and learning (Llach, 2007). The effects of using literary text in learning process as stated by Llach (2007) are learners may be active, autonomous, and central. Furthermore, language teaching should use literature because it gives learners authentic and real examples of a variety of styles, types, and registers in a language (Llach, 2007). Besides, using literature as a teaching material could stimulate creativity and critical thinking of the students in language class (Yavuz, 2010).

Poetry is a part of literary works that consists of feelings or ideas with the use of rhythm and style. According to Mittal (2014), poetry is a kind of writing where words are arranged in beauty and rhythm. Poetry may be used as a learning material because it is a part of literature and is also a part of language. According to Dilidüzgün (2015), poetry should be included in learning foreign language because it is a part of language component and let interactions between learners and the culture of the target language they wish to learn. Utami (2012) also stated that poetry could be a good learning material that is authentic to teach productive skills like speaking, pronunciation, and writing. By writing poetry in class, students are expected to exercise their English creative writing skill well. In addition, the poetry writing activity could be enjoyed by the students if teachers give them some freedom on writing the things they want (Yavuz, 2010).

In language learning, especially in poetry writing activity, self-expression and writing creativity are important for learners. The importance of self-expression using poetry is that poetry could help learners to express unspoken or hidden feelings by focusing on the content/message they wanted to convey (Chamcharatsri, 2009). Heath also stated that by using poetry, learners are offered to project their emotions and feelings that will foster learners' personal involvement because poetry is about human concerns and also universal (as cited in Kırkgöz, 2014). In addition, Alabi (2015) stated that through language (literature), people are able to express their feelings and thoughts. In brief, the use of poetry can be a means for people to express themselves because they can pour out their feelings or thoughts into form of words.

Last but not least, poetry writing activity will stimulate writing creativity of language learners. The importance of creativity in writing as stated by Addinna (2017) are that learners could have intuitive and spontaneous thinking, follow their hunches, be able to create inferences, make evidence-based educated guesses, also think in leaps and not straightforwardly. This is also supported by Kırkgöz (2014) that argued that poetry writing process also helps students to use the language in a creative and meaningful way. Additionally, creativity in writing is about expressing new and unfamiliar things also creating poems from various sources like personal experiences (Kırkgöz, 2014). There are several activities that could be done in writing poetry, namely pre-writing, whilst-writing, and post-writing activities. According to Iida (2020), the poetry writing activity may start with reviewing poetry concept followed by looking for inspirations outside, and doing peer-reading as a follow-up activity for learners.

However, despite being one of possible authentic learning tool that could foster self-expression, using English poetry is not really desirable in learning because learners tend to think that they need prior great knowledge in writing poems and that it is difficult. Just like what Liao and Roy (2017) has suggested in their study, L2 students may think that they will not be able to write English poetry because they lack understandings and experiences in writing poetry in their L1. In fact, according to Utami (2012), simple English poems are understandable by only reading it once. Liao and Roy (2017) also suggested that students who have had exposed to poetry more might be more positive about their perspective of poetry writing.

However, using poetry in English teaching and learning is infrequent in educational institutions of a country that considers English as a foreign language such as Indonesia. Poetry is only used by teachers as part of literature course, which means it is not specially intended to be used in other English teaching and learning course, despite the positive effects that poetry may offer. The similar phenomenon also happens in one of the English departments in Yogyakarta. Poetry is only taught in a literature-related courses, namely Literary Appreciation course, because said department is an English language teaching department which does not focus on studying literature. Literary Appreciation is a two-credit course with composing poetry as one of the activities done in the course. Based on the phenomenon existing in said department, this research is made to dig out students' thoughts regarding the use of poetry as a means to foster self-expression alongside their creative process in writing poetry in a literary appreciation course.

The use of poetry is not considered as a new phenomenon in English teaching and learning. A number of studies have investigated the effects of using poetry for English learners. The conclusions drawn by these studies showed the benefits of poetry writing for learners such as how poetry fosters learner self-identity and creative thinking in the English as a Foreign Language (EFL) classroom (Addinna, 2017). According to a study conducted by Chamcharatsri (2013), there is a relationship between expressing emotions with the activity of writing poetry. However, these studies only investigated the use of poetry writing to foster self-identity and self-expression without highlighting the creative process of using poetry in English writing. In addition, this research would like to

investigate the use of poetry in English learning process with English as a foreign language. The aim of this study is to investigate those two problems in that department.

### **Identification of the Problems**

Writing poetry is usually seen as a difficult activity for students, especially in foreign language they are currently studying. The difficulties faced by the students may be because they find it hard to identify the suitable terms in another language to express themselves. Besides, students may find it challenging to discover ideas to be written in their poetry. Those assumptions lead to lack of interest of students to learn English using poetry. They do not consider using poetry as a means to foster self-expression in a form of literature writing.

The mentioned problem leads to teachers not considering the use of poetry as their option of teaching materials. Some teachers may think that their students will only face difficulties in their learning process if they use poetry and it will end up slowing down the learning process. Teachers may also not realize the benefits of using poetry as a teaching media because they do not know that poetry may count as authentic teaching materials because it is part of English literature. Teachers may also do not realize that by using poetry, their students can express themselves more in a form of literature writing.

Based on the previous study conducted by Addinna (2017), many teachers and students think using poetry in their teaching and learning process has always been really demanding. Besides, EFL students commonly assumed that poetry in

English is challenging to be mastered by foreign students (Addinna, 2017). On the other hand, a previous study by Chamcharatsri (2013) stated that when attempting to express emotions in another language, L2 learners may find it frustrating and confusing. Furthermore, their situation got worse because they had trouble identifying emotionally equivalent terms to represent what they want to express in another language (Chamcharatsri, 2013).

The purpose of this study is to investigate and gain better understanding about English department students' experience on using poetry as a means to foster self-expression and also their creative process in writing poetry. This study focuses more on collecting students' perspectives and opinions, not to investigate statistic effects of poetry writing.

### **Delimitation of the Problems**

This study focuses on finding out students' thoughts on using poetry as a means to foster self-expression in English writing and to find out their creative process in writing English poetry. The creative process that is discussed in this research is about the pre-writing, whilst-writing, and post-writing activities of the students when composing their poetry. Furthermore, this study is only be based on the perception of the students who enrolled in Literary Appreciation course in English Education Department of one of the private universities in Yogyakarta.

### **Research Questions**

Based on the theoretical background and the issues mentioned above, two research questions were made. They are:

1. How does writing poetry help students express themselves based on their experience in the Literary Appreciation course?
2. How is the creative process that the students used in writing poetry in the Literary Appreciation course?

### **Research Objectives**

The objectives of this study are drawn from the research questions formulated above. They are:

1. To find out how writing poetry helps students express themselves based on their experience in the Literary Appreciation course.
2. To find out the creative process that the students used in writing poetry in the Literary Appreciation course.

### **Significances of the Research**

This study is expected to give contribution to several parties. They are:

#### ***Teachers***

The result of this study informs the teachers about students' thoughts on using poetry in learning English, as in their thoughts on using poetry as a means to foster self-expression. It also informs teachers about students' creative process in writing English poetry. Therefore, teachers may use poetry as one of the teaching materials to be taught in class by considering the things to keep and to improve based on this research result.

### ***Students***

The result of this study is to inform students about other learners' perspectives of using poetry based on their experiences in poetry writing to foster self-expression along with their creative process in writing English poetry. Therefore, they may use poetry as learning material and also as a form of self-expression by considering the things to keep and to improve after reading this study.

### ***Future Researchers***

This study can be used by future researchers as their reference to conduct their further research. This study is also expected to give insights to other people who also want to do similar study in this field.

### ***University or Institution***

The university or institution is expected to consider having poetry as one of teaching materials to be included in English-related courses, not only in English Education Department, but also other departments in their English subjects after reading this study.

### **Organizations of the Research**

This research is presented in five chapters. The first chapter is introduction. Introduction chapter consists of the background of the study which states the reason why the researcher chooses the topic and why the researcher is interested in conducting the research. In identification of the problem, researcher



provides the problems about the topic followed by the delimitation of the problem which the researcher chooses to be focused on. This chapter also shows two research questions which are: 1) How does writing poetry help students express themselves based on their experience in the Literary Appreciation course? and 2) How is the creative process that the students used in writing poetry in the Literary Appreciation course? It also shows research objectives and significance of the study for students, teachers, also future researchers. Additionally, this chapter also provides the outline of the research.

The second chapter is literature review. This chapter consists of overviews of experts regarding the topic of this research. This chapter reviews the definition of literature, poetry, self-expression, also creativity or creative process and their relationship to each other. It also provides the experts' reviews of the use of poetry by students to express themselves along with their creative process of composing their poetry with the support of their teachers. It is also followed by reviews of related past studies along with the conceptual framework of the research.

The third chapter consists of the methodology that was used for this research. This chapter explains what kind of methodology that the researcher used in conducting the research. The approach that was used in this research is qualitative research design. The researcher conducted the research in one of the English education departments at a private university in Yogyakarta with six students as the research participants. It also provides the data gathering technique along with data gathering procedure and data analysis.

The fourth chapter discusses the findings of the research. This chapter consists of the analysis from the data that the researcher collected from the interviews. The researcher found five findings on how poetry helps students to express themselves, along with five findings on the creative process activities (pre-writing, whilst-writing, and post-writing) of students in writing their poetry. These findings are also connected to past literatures that are supported in this research. This chapter has the answers for the research questions of this study. The fifth chapter is the conclusion and implication. This part provides the summary of the research followed by suggestions based on the findings of the research.