

Chapter One

Introduction

In this chapter, the researcher explains the introduction of the study which consists of background of the study, identification of the problem and delimitation of the problem. In addition, this chapter also presents three research questions, the objectives of the study, and the significances of the study. The last is organization of the chapters.

Background

Literature is works that have a beautiful meaning. According to Oxford Dictionary, fourth edition (2011) “literature is writings valued as works of art, especially novels, plays, and poetry” (p.258). In addition, literature is one of main sources of input for teaching in language learning and literature is an influencing and promising tool to develop language learning (Khatib, Rezaei, & Derakhshan, 2011).

Literature text has much potential in term of developing different aspects of a foreign language (Bobkina & Dominguez, 2014). According to Khatib, Rezaei, & Derakhshan (2011), literature text have various advantages for examples to improve students’ motivation, grammar, vocabulary, language skill, emotional intelligence and critical thinking. Therefore, students who study literature have to be able to understand some literature texts such as poetry and novel.

Poetry is a collection of sentence that every word has a deep meaning. Every word of poetry has deep meaning to raise emotional responses. According to Wilson and Dymoke (2017), one of the oldest written genres is poetry. Mittal (2014) stated that a piece of writing in which words are arranged beautifully and rhythmically is called poetry. Kong (2010) also argued that as well as music, poetry has rhyme and intense meaning. Poetry is immortal, the collection of sentences made from expression (Jocson, 2006). The authors create poetry based on their expression. From the description above, poetry can be defined as one of written genres that are beautifully arranged and have precious meaning in each word.

Moreover, in many English courses, poetry is one of teaching media that is often used. Ozen and Mohammadzadeh (2012) argued that poetry has many benefits in improving vocabulary and language learning. By using poetry in teaching learning process the students can get many benefits such as exposing to rich reading material and creative language. Poetry is used as a way to learn vocabulary and poetry is also a way to attract students' attention on pronunciation, rhyme, and stress (Kellem, 2009). In addition, the students can improve their writing skill by using poetry. Hanauer (2011) stated that poetry might have power to increase literacy skill which is writing skill. From the descriptive above, in language learning poetry presents many benefits to increase students' ability.

In line with the description above, poetry is one of media that has many advantages for language learning process. According to Mittal (2014), poetry offers a lot of opportunities for language teaching and practice. However, in

teaching learning process poetry is not always used in English classroom. For example, in one of private universities in Yogyakarta poetry is only discussed in Literary Appreciation class in the language teaching and learning process. This Literary Appreciation class is not a compulsory course in this institution. Therefore, not all students get the experience in learning English through the use of poetry. Besides, some people thought that the poetry is a part of literature only (Mittal, 2014).

Therefore, the researcher was interested in conducting a research to find out the students' perception on the use of poetry in the class. The first is to find out the benefits on the use of poetry in a literary appreciation class. The second is to find out the challenges on the use of poetry in a Literary Appreciation class. The last is to find out the students' strategies to overcome their problems in a Literary Appreciation class.

Identification of the Problems

Poetry is a part of teaching materials that is usually learned by literature students. This sometimes lead many students to have wrong assumption. They think that poetry is only used in Literature Appreciation class. Another reason is not all students know the benefits of using poetry. They might think that there are many challenges on using poetry in language teaching and learning process.

On other hand, when dealing with the problem, the students do not know the strategies of using poetry in language teaching and learning process. Another reason is that the lack of students' interest in literature especially poetry makes

some language teachers rarely use poetry as their teaching media in their courses. In fact, according to theory poetry has many benefits to increase students' language learning.

Delimitation of the Problems

This research only focuses on finding out the benefits of using poetry in a literary class, the challenges of using poetry and the last is the way students overcome their problem in using poetry in a literary class. In addition, the research is only based on the students' perception.

Research Questions

Based on the theoretical background and issues above, the researcher formulates three research questions. There are:

1. What are the benefits of using poetry in a Literary Appreciation class?
2. What are the challenges faced by the students in using poetry in Literary Appreciation class?
3. What are the students' strategies to overcome the challenges of using poetry in a Literary Appreciation class?

Research Objectives

The aims of this study are in line with the research questions formulated by the researcher. There are:

1. To find out students' perception on the benefits of using poetry in a Literary Appreciation class.

2. To find out students' challenges of using poetry in a Literary Appreciation class.
3. To find out the students' strategies to overcome the challenges of using poetry in Literary Appreciation class.

Significances of the Research

The research is expected to give a contribution to several parties. They are:

Teachers. The result of this research would make the teacher know about the students' perceptions about the benefits of using poetry, the challenges of using poetry and how students overcome the challenges. Therefore, the teachers will have more consideration of using poetry as teaching media to improve their students' language competence in their courses.

Students. The outcome of this research is expected to make the students realize about the benefits of using poetry in language learning process. The students also know the challenges of using poetry in their language learning process and know how to overcome their challenges. This research can help the students know more about poetry as one of the media that can help them improve their language ability.

Future Researchers. This research can be used as a reference for conducting further research. This study also gives knowledge to other researchers who will conduct a similar research.

Institution. The institution will have consideration to include poetry as the teaching material in the curriculum.

Organization of the Chapters

This research report is presented in three chapters. The first chapter presents the introduction. It consists of the background that shows the reason why the researcher was interested in conducting this research. Then identification of the problem shows some problems about the study and the delimitation of the problem showed several problems that have been chosen by the researcher. Then, it provides three research questions namely “what are the benefits of using poetry in literary class?, what are the challenges faced by students in using poetry in literary class? and what are students’ strategies to overcome their problem?”. It also provides research objectives and significance of the study for teachers, students and next researchers as well as research outline.

The second chapter discusses the literature review. In this part the researcher presents overviews from many experts. It reviews the definition of literature and poetry. The researcher explains all about literature and poetry deeply. Then, it provides the use of poetry that shows how teacher apply poetry in teaching. The researcher also explains the benefits, challenges faced by students and also students’ strategies to overcome problems from experts. The review of related study and conceptual framework will follow.

The third chapter portrays the research methodology. The researcher explained what kind of methodology that has been used for the study. It shows the use of qualitative the research design. The research was conducted in a private university in Yogyakarta and the participants were four students. Data collection

technique, including the research instrument and procedure as well as data analysis are explicated afterwards.

The fourth chapter explains about the findings of the research. In this chapter, the researcher analyzed all of the data that have been got in advance. The researcher found eight findings of the benefits of using poetry, three findings of the challenges of using poetry and four findings of students' strategies to overcome their problem. In this chapter, the researcher also compared with literature that is relevant to the research.

The fifth chapter is the conclusion. In this chapter, the researcher presents the summary of this study. In addition, the researcher provides some recommendations based on the findings of the research.