

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher discusses the theories related to the research. This part covers several parts from experts to support this research. This chapter includes the teaching material for English learning, the definition of poetry and types of poetry, and poetry in English learning. The researcher also explains the advantages of using poetry in English learning and the challenges of using poetry in English learning. The researcher explores other research related to this study and this chapter ends with a conceptual framework.

#### **Teaching Material for Literary Appreciation Course**

Teaching material is a key component in most language programs. Ahmed (2017), defined teaching material as a key instrument in most language courses. Based on Mairuri, Wambugu, and Wamukuru (2016), teaching material is a key factor in creating an effective teaching and learning environment. In addition, Pannen (as cited in Sadjati, 2012) mentioned that teaching material is a lesson or material course which has structured on a systematic scale used by teacher and students used in the learning process. Furthermore, according to the Ministry of Education Guyana (2016), teaching materials is a generic term used to describe the resources used by the teachers to deliver instruction. Therefore, teaching material is an instrument covered structured lesson to make an effective teaching and learning process.

Teacher use teaching materials to help students achieving their learning outcomes. This statement is supported by Sujono (2017), who stated that material is one of the vital components in teaching learning processes. It may assist both teacher and students to achieve learning objective stated in the curriculum. The use of teaching material must also be balanced with the teacher quality in order to help the students achieve their outcomes in learning. This argument is similar to Patnaik and Davidson (2015) who said that teacher quality is definitely one of the strong influencing factors on learner's outcome. According to Richards (2001), 'teaching material are divided into two kinds; the first is authentic material and the second is created material''(p. 252). The example of authentic material is newspaper reports, magazine articles, advertisements, poems, songs, video clips, menus, horoscopes. While created material; is the material which is made for learning purposes such as course book.

In line with the description above, Ismawati (2013) stated that teaching material which had been concerned as ideal material is authentic materials which have real thought and feeling. The authentic materials in literary are poetry, short story, novel, and drama written by literature or writer. Freyn (2008) argued that poetry is considered valuable as one of the authentic materials in teaching language. Teaching poetry in language classrooms can lead to a meaningful language learning experience. In addition, Kellem (2009) mentioned that poetry is a source of content of reading the material as the model of creative language to introduce vocabulary in context, and a way to focus students' attention on English pronunciation, rhythm, and stress. The

authentic material that is poetry is concerned as the literature and particularly using the second language to introduce the students usually by listening, reading or writing the material which is related to the English language. It can be concluded that poetry is an authentic material which can be used in English learning and teaching process, and it can help students to pay attention to pronounce, rhythm, and stress in learning process.

### **Poetry**

In this section, the researcher explains three things related to poetry. Firstly, the definition of poetry is presented. Secondly, types of poetry which are presented into two parts: narrative poetry and lyric poetry. Lastly, the researcher explains poetry in learning English as a learning material to develop student's ability in communicating English language and to motivate students to interest in learning poetry. The explanations are presented below:

**Definition of poetry.** According to Pedersen (2015), poetry is a genre in literature symbolizing the human experience. Poetry includes human perspectives and it poured to the text depends on human experience. Besides that, people can say that poetry is a metrical discourse constructed with a structure such as verse, lyric, and rhythm making poetry beautiful in every sentence. In addition, Olilla and Jantas (2006) stated that poetry is kind of verbal or written language that is structured rhythmically and it is meant to tell the story or express any kind of emotion, idea, or state of being. In addition, 'poetry is a kind of literacy that includes very careful words choosing in

language aspect because the words have an effect on the different perspective''. Thus, filtered words are very needed (Nurgiyantoro, 2013).

Moreover, poetry is a literary work that has a beautiful word and has an implicit meaning in every word (Utari, 2016). According to Roebuck (as cited in Desai and Mash, 2005), "poetry provides a way to "reflect and articulate" students lived experience while envisioning new possibilities" (p.72).

Besides that, every word in poetry represents the meaning of the words which is more extensive and many words have different sense because the words have been connoted or mannered in style with figurative language such as idioms in language literature: allegory, simile, metaphor, and personification (Waluyo, 2003). On the other side, Nurgiyantoro (2013) said, "actually it is not easy to define the poetry because every definition which made by people are always indicating incomplete or not quite explicit words in an exact manner of the natural characteristic of poetry" (p.311).

Based on the definitions above, it can be conclude thatpoetry is a form of literature which has beautiful sound that appears from every words in poetry. The composition of poetry itself is constructed with several components such as rhythm, rhyme, verse andpoetry lyric.It will make a various interpretation and perception in understanding poetry.

**Types of poetry.** In this section, poetry commonly divided into three distinct view points: tradisionalist, modernist, and postmodernist (Abraham, 2007). According

to DiYanni (2008), poetry can be classified as narrative and lyric. This statements similiar with Abrams, Preminger, Brogan, Warnke, Hardison and Miner(as cited in Lethbridge and Mildorf, 2004)stated that the types of poetry are divided into two kinds; they are the lyric poetry and the narrative poetry. The description of the types is explained below:

***Narrative poetry.*** The narrative poetry is emphasized in story and action. According to Ismawati (2013), poetry has characteristics such as subject, setting as well as structure a particular twine within the story. In addition, Abrams, Brogan,Preminger, Warnke, Hardison, and Miner (1993), said that narrative poetry gives a verbal representation, in verse, of a sequence of connected events, it propels character through a plot.

***Lyric poetry.*** The lyric poetry is emphasized emotion and song. Poetry has formed inner flotation of individual poetic with every part of the experience, attitude, as well as inner ambiance which has to encapsulate means. Abrams and Preminger et al. (1993) said that lyric poem is a comparatively short non-narrative poem in which a single speaker presents a state of mind or an emotional state.

There are different genres in literature. According to Prakash and Singh (2014), there are three genres in literature: the drama, novel, the epic (poetry). The first is drama which is a form of composition designed for performance in the theater, in which actors take particular roles of the characters, perform the indicated actions, and utter the dialog. Another genres is novel, which is a variety of writings that have

common only the attribute of being extended works of fiction written in prose. The third genres is poetry that is one of the oldest written genres in literature and it has beautiful dictions or words in every line.

### **Poetry for Language Learning**

The ability to use language in a communicative way is important for students to develop their competence. When students' learn a language, there are four skills which are learned by students in English language classroom are listening, reading, speaking, and writing. The four skills are also divided into two parts. The first is listening and reading, known as receptive skills. The second is speaking and writing, known as productive skills (Harmer, 2007, p.265).

Those four skills cannot be separated in English learning. According to Sadiku (2015), the four skills activities in the language classroom serve many valuable purposes as the learner's scaffold support, create opportunities, the of language for exchanges of real information in the context, and show their own ability (proof of learning) and, most important, confidence.

One of the skills learned by students in English classroom is writing. In teaching writing skill, teacher often use media to make students interested in writing. One the media used by teacher in teaching writing is poetry. According to Chemwei, Kiboss, and Cheruiyot (2013), poetry is taught in literature because it provides an opportunity for students to explore a linguistic and conceptual aspect of written text without necessarily concentrating mechanics of the language. In addition, when the

teacher read poetry aloud, it helps students to elaborate the word within the text and connect the word to their own personal experiences. Hence, the student's ability from reading poetry can develop a sense of meaning based on their experiences (Elting and Firkins, 2006). It can be concluded that poetry is used in teaching and learning process, because it helps students to explore linguistic and to explore experience in learning through poetry.

### **Poetry for Literary Learning**

Learning poetry is an alternative method to introduce the students' purposes to increase their competence where poetry can give benefit in learning language. Teacher should be interactive to explain poetry as material in language teaching. There are several components which should be taken to deliver to the students in order to minimize the difficulties in learning poetry. There were several benefits on the use of poetry in literary learning that help students increase their ability in learning language. For example, first is poetry gives many opportunities to students active in classroom activities. Second is students can practice reading in front of the class and how to express feelings through words. Third is many vocabularies in poetry more verities than any other mode writing. For example, poetry provides many synonyms for a word in single poem, which is good strategy to learn language through literary learning (Mittal, 2014).

In addition, there are several benefits to increase the competence skills for students using poetry in literary language class such as: students can practice speaking

to enhance communication with supporting text and declamation with students' style. According to Mittal (2014), by learning poetry students can read more, imagine more, think more, discuss and write more. Then, students indirectly learned about poems which is teacher provide with several activities related to the learning language.

### **The Advantages of Using Poetry in Literary Learning**

In this part, the researcher presents the advantages of poetry in literary language learning. By knowing the advantages of using poetry in literary language learning, it can be an alternative solution to enhance students' competence in learning English. The advantages are described below.

**To create student's perspective.** Teaching English through poetry in college may bring various profits from many aspects (Hu, 2010). Firstly, from the language acquisition aspect. Secondly, poetry is a cultural composite. Hu further said that especially in phonetic, lexical, and syntactical and discourse layers, poetry demonstrates the richest possibilities for a language.

**To increase vocabulary mastery.** According to Jabrohim (1994), one of the advantages in learning through poetry especially in the poetry reading or declamation is providing benefits in vocabulary mastery because they are required to say the exact word or phrase. By reading poetry, the students found new words and the meaning. Furthermore, the students will get more well-developed vocabulary at higher levels.

**To filter the complex idea.** According to Cubukcu (2010), the readers mostly has a basic understanding of a concept or emotion and then transform that



understanding into meaningful creative expression by exploring to filter the complex ideas. The understanding of the concept of expression can help the students to filter complex idea and build comprehend of experiences from the poetry.

**To enhance critical thinking.** Leonard (as cited in Connecticut Language Art Framework, 2006) stated that learning through poetry helps students to use language to think critically and to solve problems in daily life. Additionally, Salameh (2012) stated that study poetry usually comprises the basic tools that help students to understand, to appreciate, and evaluate poems. Through poetry, students are able to get knowledge about how to appreciate art, especially in poetry and to know the weaknesses of the poetry. By evaluating the poetry, the students assess and enhance their critical thinking about how the poetry is. In conclusion, using poetry in English learning gives some advantages especially for students. It helps students to create new perspective, to increase vocabulary mastery, to filter complex idea, and to enhance critical thinking.

### **The Challenges of Using Poetry in Literary Learning**

There are several challenges of using poetry in literary language learning. The challenge is usually faced by students. The challenges of using poetry in literary language learning are described below:

**Difficulties to understand the poetry concept.** Finch (2014) stated that there are many students feel that poetic concepts and cultural assumptions are too

challenging for their language learning. Both of concepts support the students to be more critical to make a poem, but it is not easy for students to understand it.

**Difficulties in basic writing.** Dirgeyasa (2017) stated that difficulties happen because the poetry principally uses language as a media. It means that students must have basic knowledge in learning the poetry writing style such as grammar. In addition, students also get difficulty when they are asked to write a poem using idiom.

**Low motivation in learning through poetry.** Prayitno (2013) mentioned that the challenges in learning through poetry are the students are uninterested in poetry. Actually, the use of poetry in learning spends a lot of time. It makes students have low motivation to learn through the poetry. In addition, Nica (2014), who stated that the students are less interest and less active as they become interested in listening to a lecture than taking part in activities. It is a challenge for students to be interested and pays attention to poetry as the learning material.

**Complicated language in poetry.** Ekoati, (as cited in Citraningrum, 2016) stated that students have trends to prefer popular science essay writing than poetry writing. The students are assumed that writing poetry is more difficult than writing a letter, writing memo or others. It is because students get difficulty in understanding the language aspect and interpration of poetry.

## **Review of Related Study**

In doing this research, the researcher reviewed three prior studies. The first research is written by Arvieta (2019) and the title is “*Enhancing Students Vocabulary Through Poetry for EFL: A Case Study*”. This research aimed to make teaching vocabulary through literary works is to introduce literature especially poetry to the students and also to help the students in learning vocabulary. The research design is qualitative research. The instruments of this research used observation and interview. The design is case study. The participants in the research were ten interviewees. The result of this research showed that the researcher found that the students showed discomfort at the first meeting, but in the next meeting the students comforts and enjoy in learning process.

The second research was written by Cetinavci and Tutunis, (2012) and the title is “*Making Use Poems to Teach English*”. The aimed of the study is to investigate whether the curricular and pedagogical intervention can encourage student’s motivation in learning poetry or not. This research used a quantitative research method. The participants werethird-gradestudents of Uludlag University Education Faculty ELT Department. The number of the students constituting the experimental and group were fifty-three and forty-seven respectively, thus their total number was one hundred. The researcher used an experimental groups method for collecting the data.

The third research was written by Prayitno (2013) and the title is "*Peningkatan Keterampilan Menulis Puisi Menggunakan Teknik Inkuiri dan Latihan Terbimbing*". In the academic field, several schools use poetry as material for learning activities. The aimed of this research are describe the learning process of writing poetry, to describe the improvement of students skill in writing poetry, to describe the changes of the students behaviour and to describe students' response to the learning activity in writing poetry by using inquiry technique and guided practice. This research used a qualitative research method. The instrument used to collect the data was interview SMP Negeri 2 Boja became the setting of this research, because this school used poetry in teaching and learning process. The participants in the research were one hundred seventy-nine students. The activity is writing the expression of students' experience and it increases the knowledge as a benefit by using poetry in writing. The result showed that writing poetry in learning process through inquiry technique and guidance training students grade VIII F SMP Negeri 2 Boja weresignifantly more positive and appropriate with implementation of lesson plan. Writing poetry students' abilities grade VIII F SMP Negeri 2 Boja were increasing after joining learning of writing poetry using inquiry technique.

These related studies are beneficial for the researcher because they investigated the use of poetry in language learning. In addition, they can be references for the researcher in doing the research. There are some differences between the three related studies and this study. There are differents purpose that researcher conducted this

research. The first difference is one of the prior studies adopted quantitative research method, while this study will use qualitative research method. In addition, the participants of one prior study was junior high school students, while the participants in this research will be at the university students just like the other two prior studies.

### **Conceptual Framework**

In this part, the researcher tries to conclude the concept of this research. Based on the literature above, the researcher conceptualizes the theory in order to support this research. According to Freyn (2008), poetry is considered a valuable authentic material for teaching language. Teaching poetry in language classrooms can lead to a meaningful language learning experience. Roebuck (2015), stated that poetry provides a way to "reflect and articulate" students lived experience while envisioning new possibilities (as cited in Desai and Mash, 2005, p.72).

The perception of the use of poetry in language learning also stated by Leonard (as cited in Connecticut Language Art Framework, 2006) who said that learning poetry helps students to use language, to think critically, and to solve problems in daily life. To support the previous statements, Elting and Firkins (2006) pointed out that with dramatizing poetry can make an effective activity for breathing new life to the language classroom and accessible for English language learning for students to develop a response to the poetry.

Based on the explanation above, it can be concluded that using poetry in language learning can give benefits for students. Finally, the conceptual framework of this research can be figured out below:

