Chapter Two

Literature Review

This chapter provides theories which support the research. The theories stated are from the references which are relevant to the topic. The relevant theories are divided into several parts. Those are the definition of literature, the definition of poetry, the use of poetry including the benefits of the use of poetry, the challenges of the use of poetry and students' strategies of the use of poetry.

Literature

Literature is commonly used in language learning. According to Duff and Miley in Khatib, Rezaei, and Derakhsham (2011), in mid-1980s some practitioners and language scholars developed literature as material for language learning that had been neglected. Literature might be one of good ways to understand the culture and traditions of the target language (Bobkina & Dominguez, 2014). Literature text is one of sources often used in developing language learning.

There is a kind of literature text learned in literary class, for example novel and poetry. Bobkina and Dominguez (2014) argued that "the importance of literary texts as a useful tool in the language teaching / learning process was highlighted in this conference while the traditional approach was called into question for its incapacity to develop language skills and communicative abilities" (p.249). According to Khatib, Rezaei, and Derakhshan (2011) literature is good for intensive and extensive reading. Literature text can also improve student

motivation. Literature text has a deep meaning and nature, so it can make students interested in the text. If the students are interested, it can make them love to learn anything about the language from literature text. Literature can also increase students' vocabulary (Van in Khatib, Rezaei, & Derakhshan, 2011).

Poetry

In literature classes poetry is one of study often used in language learning. Poetry is a form of literature that uses aesthetic and rhythmic words. Besides, poetry is a collection of words that have deep meaning. According to Mittal (2014) a piece of writing in which words are arranged beautifully and rhythmically is called poetry. In addition, the author created poetry based on their expression. He/she is likely 'showing the experience' and not 'telling about it' (Hanauer, 2012). Snapper in Xerri (2012) said the teacher knows that poetry can be 'a light' for students by translating it. Poetry uses words which have deep meaning to raise emotional responses. Some poetry types are specific to particular culture and genre and respond to characteristics of the language in which the poets write. Poetry could be one of the most ancient written genres (Wilson & Dymoke, 2017).

There are three most common types of poetry. The first is lyric poetry. Lyric poetry is a type of poetry that has strong thoughts and feelings. According to Rosenberg, Switten, and Vot (1998), poets usually write poems with personal expressions and make poetry a melody. Second, narrative poetry is the type of poem that tells stories or summarizes a story into poetry. Uitti (1973)

summarizing a story in poetry is a type of narrative poetry. The last is descriptive poetry. Descriptive poetry is a type of poetry that describes something. The simplest form of descriptive poetry would appear to be the description of an object (Wilson, 1967). There are also a lot of components in poetry among them is figurative language. There are several figurative languages that are often used in poetry including simile, metaphor, and hyperbole. A simile is a figure of speech that makes a comparison, showing similarities between two different things (Fowler, 2004). Different from metaphor, according to Fowler (2004), a metaphor is a comparison that does not contain a word signifying 'like' or 'as'. Besides, Ritter (2010) said that "hyperbole is an exaggeration, an excess, literary meaning to "throw beyond". Rees (2011) shows the example of poetry suitable to English language class that is *Driving by* from John Newlove (1938-2003).

> You never say anything in your letters.
>
> You say, I drove all night long through the snow
>
> In someone else's car
>
> And the heater wouldn't work and I nearly froze.
>
> But I know that. I live in this country too.
>
> I know how beautiful it is at night
>
> With the white snow banked in the moonlight.

The Use of Poetry in Language Learning

Depending on the level of students, the teacher can start using poetry in classroom in various ways. For example, first, teachers can discuss the definition of poetry. Second, by giving a short story, teachers can ask to convert some lines in a poetic composition. Third, teachers can ask students to read poetry loudly, read tales and prose in poetic manner so that students can follow. Reading aloud always works well as far as pronunciation and fluency is concerned. In order to increase fluency, pronunciation and confidence, classroom practices and exercises play an important role. Fourth, vocabulary is also very important because there are many words which can only be used in poetic composition. Thus, vocabulary games and quiz containing poetic attributes also play an important role. Fifth, poetry has some unusual sentences and structures which students normally will not find in a prose. Their sentences and structure help a lot in English Language Learning (Mittal, 2014).

There are several advantages which students can get through poetry such as: students can use and fit words in poetic composition. Students can learn the correct use of vocabulary and grammatically correct language. Besides that, students can learn the use of phrases, structure, verb, and sentences from poetry. By learning poetry students can raise imagination and creativity as well as improve their confidence level (Mittal, 2014).

The Benefits of the Use of Poetry in Language Learning

There are many benefits of using poetry as teaching media in language learning. The benefits are related to several language aspects such as:

Vocabulary. Writing poetry can also improve students' vocabulary. Poetry has full of words that rarely used in language classroom. According to Kellem (2009) poetry is a way to learn vocabulary. So, if a student wants to write some poetry, she or he has to know a lot of vocabulary. If the students want to write a poem they have to be careful in writing it because they have to know how to choose words. Poetry has many words, either informal or formal word. The students have to know what kinds of poetry that they want to write. Therefore, in learning poetry the students have to know which one is formal word and informal word. Khatib, Rezaei, and Derakhshan (2011) said that poetry have rich word, informal and formal word. If the students learn all about poetry, it will help the students improve their vocabulary. According to Mittal (2016) learning synonym for a word in poetry can be a good strategy to learn language.

Pronunciation. The sound structure and rhythms of poetry might help the students familiarize their ear to new language so that they can imitate what they hear (Kramsch & Mueller cited in Schultz, 1996). Kellem (2009) also argued that poetry is a way to attract students' attention on pronunciation, rhyme, and stress. If a teacher asks the students to retell some poetry, it can help the students to improve their pronunciation (Mittal, 2016).

Grammar. The sentences in poetry can help the students to learn grammar. According to Mittal (2014), the use of grammar is not easy for students who do not have English background, so they can use poetry as their media to learn grammar. Usually not all poetry has good grammar but the teacher can ask the students to analyze whether a poem was grammatically correct or not.

Writing skill. According to Lida (2012) poetry has a power to develop students' creative writing. It means that poetry can be used as teaching media to increase students' ability in writing skill. Poetry is one of way which this experience was valuable for students in gaining writing skills. Mittal (2016) argued that asking the students to write some poetry or summary of poetry also can develop students' writing skill.

Reading skill. Kellem (2009) stated that poetry is one of sources that has rich reading material and uses creative language. Kong (2010) also argued that if poetry is properly used in teaching process, it can be useful to develop students' reading competence. Therefore, poetry is a text that can improve students' reading skill.

Speaking skill. Poetry has sounds, rhyme and rhythm. When students speak or retell some poetry, it might give them extra self-confidence which is again a key to success. If students are already confident to speak, it makes them fluent in their speaking skill (Mittal, 2016).

Increasing knowledge. When the students listen or read some poetry they will determine what kind of poetry is that or they will determine what the meaning

of that poetry and also try to guess the feeling of the writer. Byars (2016) argued that teaching poetry can increase students' knowledge of the subject.

The Challeges of the Use of Poetry in Language Learning

There are a lot of students' challenges of using poetry in language learning. The challenges are dealt with several aspects as follow:

Pronunciation. The students who learn English poetry will experience difficulty in pronunciation the word because they do not usually use the language in their daily lives especially in Indonesia. According to Wulandari (2016), they their difficulties related to the difficulty in pronouncing the words as they usually use Indonesian rather than English. By learning poetry the students might experience difficulty in pronunciation because they find unfamiliar words (Ahmad, 2014).

Lack of vocabulary. If students want to learn a foreign language, they have to learn more about vocabulary from that language. Therefore, if the students want to learn a language through poetry, lack of vocabulary will be a challenge, because the students find difficult to translate from English into Indonesian (Wulandari, 2016).

Spelling. Another challenge on using poetry is the difficulty in spelling the word. In this case, the students commonly only remember how to pronounce or sound of the word, but they do not know the couple letters that have to be written (Wulandari, 2016).

Unfamiliar genre. Poetry is usually used as material in senior high school but there are a lot of students who are new to the use of poetry. Therefore, they are not familiar to reading some poetry. According to Rees (2016), some students rarely enjoy poetry because poetry is unfamiliar genre for them.

Boredom. Some students' think that poetry is complicated reading because poetry has difficult language, so the students feel bored. Rees (2011) argued that some students think that poetry is boring; they rarely enjoy using poetry because poetry has difficult language. Poetry is also mystery, there are many students who do not understand the meaning of some poetry (Rees, 2011).

Students' Strategies to Overcome the Problem in Language Learning

There are several things on how students overcome their problems in using poetry, those are:

Asking the teacher. The student can ask the teacher how to pronounce the words and they can practice with their friends. Wulandari (2016) argued that if the students do not understand about the language that they learn, they can ask that language teacher to help them to understand the language.

Imitating. The students can imitate English movie to help them to increase their understanding of the language. According to Wulandari (2016), the student can also follow an English expression from other media such as music, movie, and Youtube, so they can understand more how to spell some words.

Bringing a dictionary. Dictionary is one of things that help them increase their understanding about the language, so they can bring dictionary in their

language class. Another strategy on using poetry is the student can bring dictionary in the class, so they can find out the meaning of the unfamiliar word (Wulandari, 2016).

Using simple poetry. If the teacher uses poetry as their material, there are many students who do not enjoy joining the class. Some students thought that the language of poetry is complicated. To answer the problem is the students can ask the teacher to use simple poetry that has simple word so that the students can really understand the meaning of that poetry. According to Byars (2016), using simple poetry is more suitable for beginner.

Review of Related Study

In this part, the researcher explains the review of related study. First, the study conducted by Wulandari (2016) about "The Use of Poem in Teaching Speaking to Eleventh Year's Students of SMAN 2 Sukoharjo" was about the use of poetry in teaching speaking skill. The participants were one English teacher and one class of the eleventh year students of language program of SMAN 2 Sukoharjo in 2015/2016. This research used observation and interview as the instrument. There are three aims of this study, those are describing the technique used by the teacher in teaching speaking using poem, the problems faced by the English teacher and students, and the way the teacher and students overcome the problems in teaching speaking using poem at the eleventh year students of Language Program. The findings revealed the technique used during teaching speaking using poem was discussing the topic of poem in small group. Second,

the problems faced by the teacher and students in teaching speaking using poem were classroom management, limited time, and different capability of the students. Then, there are also three problems faced by student: difficulty in pronunciation, lack of vocabulary, and the last is the difficulty in spelling. The findings also revealed the strategies to overcome the problems faced in teaching speaking using poem. There were five strategies to overcome the problem faced by teacher: giving some questions randomly, giving the students same opportunity to ask, asking the student to bring dictionary, giving more attention to slow learner, and giving exercise. There are three strategies to overcome the problem faced by the students: practicing with their friends, imitating the lesson from music or movie, and the last is bringing dictionary.

The second study is "On the Effectiveness of Applying English Poetry to Extensive Reading Teaching" conducted by Kong (2010). This study also explains about the use of English poetry in teaching extensive reading. The researcher used observation as the instrument. The participants were one of English class. The aims of this study were to find out two variables, those are: the characteristics of English poetry and the function of English poetry in extensive reading teaching. The result of this study is that English poetry has very significant role to be applied in extensive reading teaching. English poetry has aesthetic value, not only was useful teaching material to develop student language competence and motivation of learning English but also was valuable teaching material to improve students' imagination and creativity. There were three characteristics of poetry, those are: musical sound effects, concise expressions and

rich images. The function of English poetry to extensive reading teaching not only help improve students' vocabulary, develop general language competence and enhance intercultural knowledge but also enhance students' motivation, imagination, experience, and self-cultivation.

From two related study above there are similarities with this study that is to investigate the use of poetry in language learning. The first related study has similar variables. They are the benefits, the challenges and students' strategies to overcome their problems. The researcher also gets reference about poetry from the related study. Therefore, this previous study enriches the researcher's basic knowledge on the variables of the research. However, the first study only focuses on teaching speaking. The second related study only talks about the significance of poetry in extensive reading. This present research does not only focus on one skill, but all skills. From two related study above, the researcher also gets an overview of the use of poetry in English language learning wider.

Conceptual framework

In this part, the researcher tries to find out the conclusion of those variables. Based on the literature above, the researcher conceptualizes the theory in order to support this research. According to Mittal (2014) poetry has rich of lesson about language teaching and learning which is vocabulary and structure. Khatib, Rezaei, and Derakhshan (2011) also stated that poetry is good to be alternative to learn grammatical structure because poetry has an appropriate

structure in every sentence. Writing poetry is one of way that can improve student ability, for example in writing skill.

Learning poetry also has many difficulties especially for people who learn poetry as a foreign language. According to Wulandari (2016) there are also difficulties in learning poetry used in language learning. They are spelling and choosing words. This study aims to investigate the benefits of using poetry, the challenges using poetry, and students' strategies to overcome the problem. Therefore, the conceptual framework of this research is presented as seen in the following figure

Figure 1. Conceptual framework