CHAPTER I

INTRODUCTION

A. Background

In EFL classroom, despite poetry writing is considered as a difficult task, it is important for students' learning. The difficulties emerge because the students do not have experience of writing poetry so that it is considered as not favorite subject and ignored in language classroom (Denman, 1988 as cited in Çetinavcı & Tütünis, 2012). However, poetry writing is a tool for expressing personal stories as life experiences (social and psychological experiences), which are historically and culturally situated within the writer's life experiences. It expresses thoughts, perceptions, emotion/affection, and experiences (Hanauer, 2014; Widodo, Budi, & Wijayanti, 2016). Although poetry writing is considered as a difficult subject, it offers opportunities for students to express their feeling, emotions, and foster personal involvement in writing task (Heath, 1996) which plays an important part in learning a foreign language.

In doing so, there are several places that give each effect for students in writing poetry. One of them is writing poetry outside classroom. As Hume (2013) stated that nature and environment have served as inspiration for writing poetry over time. It is added by Burfield (2006) that out-classroom-learning offers fantastic opportunities for students to be more fun and enjoyable which develops ideas by using sensory details such as sights, sounds, smells, tastes,

feeling, and textures. Therefore, writing poetry out the classroom can be chosen as a way to provide students' inspiration in writing poetry.

The role of poetry writing in education field has been showed by many studies in countries. Iida (2012) in Japan, Kirgoz (2014) in Turkey, and Widodo, et al. (2016) in Indonesia. Those three studies focused in poetry writing inside classroom. The first study has been explored the perceptions, attitudes, and emotions of EFL students in Japanese college context by concerning poetry writing. This study found that writing poetry in English is a valuable task for L2 as many of participants agree with the perspective that poetry writing helps to increase vocabulary, acquire new vocabulary and choose appropriate lexical items to present emotions in texts. The second study reported that poems effectively promote language learners' in creative writing. It has proven that the writing task can be highly creative and constructive when the poem can be used as a source of input, through which learners are emotional and personal. The last found that the students in junior high school are engaged in blended learning poetry writing which is face-to-face learning and virtual learning as creative and expressive learning to write creatively in language classroom. However, they did not elaborate about writing poetry in different places such as out of classroom and out of school environment which rarely conducted in Indonesia.

Therefore, to fill this void, this current research concerned on poetry writing from the standpoint of Bronfenbrenner's (1979) nested ecosystem model. Thus, by exploring learner's poetry writing, the aim of this research is to investigate the unpredictable patterns, factors and variables of learner's

writing poetry by using two nested ecosystem model including mesosystem and exosystem.

B. Formulation of the Problems

There is a question exist on the rare discussed about poetry writing outside classroom covering school environment and out-school environment by using nested ecosystem. This current research is formulated in a question "What are the factors that influence learners in writing poetry based on standpoint of nested ecosystem model?

C. Operational Definitions

To avoid misunderstanding, here are the operational definitions of each keyword:

1. Nested Ecosystems Model : It is an ecological model that is divided into four systems but this study is focused into two; there are mesosystem (out of classroom) and exosystem (out of school environment).

2. Poetry Writing : It is the activity of creating a poetry as expressive way of feeling and thought especially under the theme of school and other social environment.

D. Aim of The Research

This research aims to investigate what factors that influence students in writing poetry from the point of view nested ecosystem models including mesosystem and exosystem, and to what extent the factors affect students in writing poetry out of classroom and out of school environment.

E. Use of The Research

1. Theoretical Use

Theoretically, this research expands the ecological understanding nested ecosystem theories (Bronfenbrenner's, 1979) including mesosystem and exosystem that is implemented with poetry writing in lndonesian EFL's students.

2. Empirical Use

This research will provide empirical insights into how can ecosystem factors contributions in poetry writing from the point of view of nested ecosystem theories including mesosystem and exosystem.

3. Practical Use

The present research can provide language practitioners with practical way to make outside classroom and out-school environment activity can be implemented in poetry writing.