

CHAPTER II

LITERATURE REVIEW

A. Poetry Writing in EFL Classroom

Poetry is a tool for drawing cognitive and psychological aspects such as thoughts (e.g. freedom, belief and imagination) and emotions (e.g. anger, happiness and sadness) (Widodo, Budi, & Wijayanti, 2016). It was conceptualized as a means for learners to develop self-expression and feeling in imaginative and creative ways (Srisermbhok, 2017). Jack and Illingworth (2018) showed that poetry can encourage students to engage the way of writing, as a means of learning, development and enjoyment. As teaching method, it provides a meaningful way of learning in EFL students because they may express their own voices, develop their own perspective, construct their knowledge, and exchange reflective and critical thoughts on identities and culture (Chung & Miller, 2016). In brief, when students are writing poetry, they are expressing cognitive and psychological aspects.

Using poetry writing in EFL classroom can be beneficial in a variety of ways. A number of benefits and opportunities are; (a) meaningful input and output, (b) communicative fluency, (c) literature in the EFL classroom (Bloemendal, 2014). Firstly, poetry involves both receptive and productive skills for students to develop. Secondly, it is a form of written communication, and could be beneficial for developing writing fluency and introducing students to the concept of conveying a message through writing that requires interaction

between a writer and a reader (Iida, 2008). Lastly, it also provides an opportunity to introduce literature in the EFL classroom. It is the same as other forms of written which is an important part of literature and can be used to teach cultural values and literary appreciation to learners while simultaneously developing language skills (Bloemendal, 2014).

Many studies about poetry writing has been investigated in many levels. Widodo, et al. (2016) investigated that the students in junior high school are engaged in blended learning poetry writing as creative and expressive learning to write creatively in language classroom. In senior high school level, Arsyad (2013) investigated how poetry writing as materials in teaching English engaged students in learning. This study found that poetry has power to engage students in learning English. First, it engaged students behaviourally in which they invested in reading to gain comprehension of the poems. It also engaged students emotionally in which students involved their affective or emotional feeling during reading and giving response. The last, it engaged students cognitively through a response-based approach. Moreover, Chamcharatsri (2013) investigated undergraduate Thai students' perceptions of their abilities to enact emotions through poetry writing in Thai and in English. This study explored how poetry could give further impetus for enacting students' emotions in their L1 and L2. It revealed that the participants were concerned about language, genre familiarity, and understanding of emotion when expressing their emotions in the two languages. It is concluded that emotions helped L2 writers to generate cognition and emotion through poetry writing. Those three

studies proved the role of poetry writing in each level such as in junior high school, senior high school, and undergraduate level.

B. Poetry Writing in Ecological Systems as a Space for Extended Language Learning

Language learning does not always take a place in the classroom as a physical site of learning, but it can occur through out of classroom (Cabot, 2016). This way of learning might enable students to extend opportunities for a language learning. The different places bring different factors that also give different effect in students' learning. In addition, Kasbi and Shivan (2017) researched out the factors influencing anxiety in EFL learners' speaking by using nested ecosystem theory. Cognitive, linguistic, affective, and classroom environmental factors appeared in this study which closely related to inside classroom or microsystem level. Cognitive factor focuses on students' background knowledge and skills that caused learners' anxiety in speaking. Linguistic factor is reported as the lack of vocabulary box. Some components of linguistic factors include pronunciation, grammar, and vocabulary. Those are very important considered by students. Affective factors links to emotions, self-esteem, empathy, anxiety, attitude, and motivation. Those three factors come as the individual factors emerged in microsystem level. The other factor is contextual factor which is classroom environmental factor such as teacher's style, methods, and classroom procedures. At mesosystem level, students' past learning experience and activities outside the classroom exerted a significant effect on their speaking anxiety. This ecological system roles as a platform to

imply pedagogical practices, for example the teacher can bring the students for observing in student's environment, doing the task in different places or practicing in public area.

In exploring learners' poetry writing, this present study explored the unpredictable patterns of poetry writing by using nested ecosystem model. In learning to write, nested ecosystem model gives meaningful language learning. For instance, by making poetry in different nested ecosystem levels.

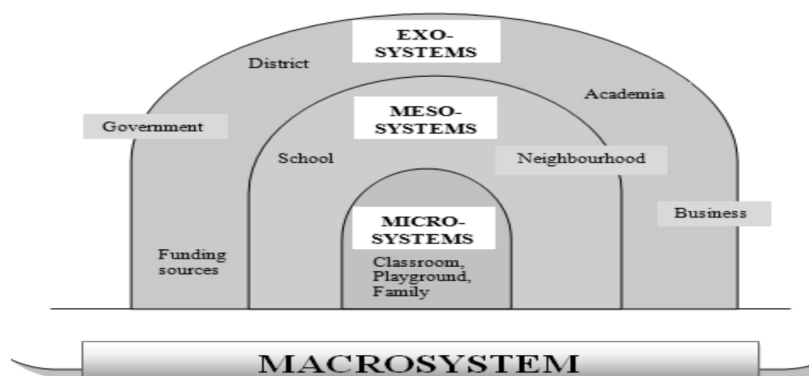


Figure 2.1 Nested Ecosystem Model (Derived From Bronfenbrenner, 1979)

There are four levels in the nested ecosystem model, they are; microsystem, mesosystem, exosystem and macrosystem (see figure 2.1). The inner layer setting is called microsystem of which the language classroom is an example where individual and contextual factors cooperate to build developments (Bronfenbrenner, 1979). The mesosystem is regarding with the developing person dealing with the situations outside of the language classroom covering school environment (Kasbi & Shivran, 2017). For this present study, mesosystem level comprises interaction between learners and outside classroom covering school environment in their poetry writing including friends and

environmental elements around them. The exosystem level refers to wider context as it relates to broader community, the *other people and places* that the developing person may not interact actively but that still have a large effect on them such as the neighborhood, mass media services, communication and transportation facilities (Bronfenbrenner, 1979; Foster & Gunn, 2012). Ettekal and Mahoney (2017) added that outside school activities can be included to the exosystem setting. In this case, out school environment is included to this present study which comprises another people interaction that influencing learners' poetry writing. Macrosystem consists of the overarching patterns of micro-, meso-, and exosystem that exist at the level of subculture or culture with particular reference to the belief system or ideology, lifestyle, that are embedded in such overarching systems (e.g. significance of national standardized English tests; indigenous culture of learning and communication) (Bronfenbrenner, 1993; as cited in Saghafi, Adel, & Zareian, 2017); Kasbi & Shivran, 2016).

The emergence of ideas in poetry writing is revealed because learning happens when simple elements are gathered together. The components not only students and teacher, but also include properties of the physical environment such as something involving humans' sights (what seen and what heard) and temporal environment such as its temperature, its weather, the day/week/year, and the places where poetry writing activity is conducted. Thus, language learning in different level of nested ecosystem unconsciously give significance impact because the existences of integrated individual, linguistics,

environmental factors, and interactions between these involved factors (Cao, 2011). Then, the students are able to share their experience and write poetry freely without barriers and space constraints.