

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Based on the 2013 curriculum in Indonesia, poetry writing became a lesson in the high school level on English specialization program classes. The purpose is to make students be able to create their own poetry (Syllabus for The English Language Specialization Programs, Basic Competencies 4.2). The students are expected to use English for expressing their own feelings, opinions, and stories as lived experience. Therefore, to achieve that goal the teachers must have a teaching strategy either by applying certain technique or media such as acrostic (Frye, Trathen, Schalagal, 2010), song (Surbakti, Sarminta, & Purba, 2018), or picture (Qishta, 2017).

During the School Based Internship Program, there was a teacher who used pictures as the media to help students write the poetry, with the aims that utilizing picture in poetry writing can help students think about their prior experience and knowledge so that it will be easier for them to start writing a poem. Widodo, Budi, & Wijayanti (2016) explain that the easiest way to give a vivid illustration of an object is by using pictures. It will help the students trigger their ideas and imagination to write a poem. Furthermore, Sistoza (2015) claims that picture help teachers to connect the classroom with the world outside its walls. It also drives students to use English by providing a reference point to write or talk about.

The studies related to poetry writing was conducted by Widodo et al. (2016) who found that the students in junior high school are engaged in blended learning poetry as creative and expressive learning to write creatively in the language classroom. This finding also states that students can generate ideas and develop their imagination assisted by utilizing a picture. In addition, Kirkgöz (2014) reported that poems effective promote language learners' creatively in writing. Furthermore Xerri (2011) investigated 16-year old students who never wrote poetry about shared writing through poetry, they are indicated to develop their confidence in poetry writing. However, the focus of those studies is different from this research. They did not concern on finding the students' perception towards the application of picture in poetry writing. Therefore, to fill this void, this current study aims to find out Indonesian EFL students' perception of poetry writing by utilizing picture.

## **B. Formulation of The Problem**

The current research is formulated into a question “what are Indonesian EFL students' perceptions of writing poetry by utilizing a picture?”

## **C. Operational Definition**

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

1. Poetry : The activity to create a poem on a paper as writing expressive way of feeling and thought.

2. Picture : A media to stimulate students' prior knowledge so that the students vividly expressed their ideas, feelings, and thoughts to compose a poem.

#### **D. Aim of The Research**

The aim of this research is to investigate Indonesian EFL students' perceptions on utilizing picture in poetry writing class.

#### **E. Significances of Study**

1. Theoretical : This research will expand the pedagogical approach of teaching poetry writing in ELT class.
2. Empirical : This research will present empirical insights into how students perceived the picture contributions in poetry writing class.
3. Practical : This research can provide language practitioners with a practical way to use media which are amenable to be used in the foreign language poetry writing class. It will make poetry writing activity more effective.