

CHAPTER II

THEORETICAL BACKGROUND

A. Expressive Language Classroom through Poetry Writing

In the recent literature, poetry writing as expressive pedagogy has been encouraged in the language classroom. Hanauer (2004) states that poetry is a literary text that presents the experiences, thoughts, and feelings of the writer through self-referential use and expressed in the text (as cited in Liao & Roy, 2017). Poetry can be a tool for drawing students' cognitive and psychological aspects such as thought (e.g. imagination, freedom) and emotions (e.g. happiness, sadness, anger) (Widodo et al., 2016). Hanauer (2014) adds that poetry as a form of creative writing that communicates experiences, thoughts, perceptions, and emotion/affection (as cited in Widodo et al., 2016). Thus, poetry as a creative writing genre is not merely a form of literary work, but it is also a tool for expressing personal stories as lived experiences which are historically situated within the writer's life experiences. The conditions bring fresh impetus to expressive and creative language pedagogy and make language learning personally contextualized, meaningful activity for the learners (Hanauer, 2012)

Scholars have studied the use of poetry writing in ESL/EFL classrooms. Tin, Manara, & Ragawanti (2010) deployed poems as a tool for examining university students' and teachers' perceptions of creativity. This study suggests the use of creative language through poem writing in order to express originality, novelty of ideas, and language play. In addition, Iida

(2012) offered additional insight into L2 students' attitudes, perceptions, and emotions towards writing poetry in English. From his data showed that the students were able to notice the value of writing poetry, including vocabulary self-expression. Besides that, based on his findings, emotions involved in composing haiku yielded a higher percentage in positive emotions like interest and sense of achievement than negative emotions like anxiety or frustration. Furthermore, Chamcharatsri (2013) explored undergraduate Thai students' perceptions of their abilities to enact emotions through poetry writing in Thai and in English. In particular, the study investigated how poetry could give further impetus for enacting students' emotions in their L1 and L2. Qualitative findings showed that the participants were concerned about language, and understanding of emotion when expressing their emotions in the two languages. He concluded that emotions helped L2 writers to generate cognition and emotion through poetry writing. Hence, if poetry writing is a suitable and valuable approach for L2 learners at both personal and educational levels, we can apply it in our language classroom to humanize the class so that they can express themselves.

B. Bringing Poetry Writing to Life through the Picture

Instructional media plays an important role in supporting the success of the teaching and learning process, including in teaching poetry writing. One type of media that can be used in teaching poetry writing is a picture. Callahan et al. (1992) suggest the teachers to use picture effectively because it is very useful for teaching. It can be an excellent tool and it can illustrate

what teachers wish to teach and add interest to the topic for the students (as cited in Qishta, 2017). So that the teachers can easily stimulate the students about the topic will be discussed.

Before the students write their own poem, they had to think of their prior experience and knowledge. The easiest way to give a vivid illustration of a certain object is by using pictures (Widodo et al. 2016). The findings of their studies tell that students can generate their ideas and fire their imagination through the picture. By looking at the picture, teachers can guide the students to share the same perceptions of the situation under discussion because the students could garner a variety of meanings which are presented in words and sentences based on the picture chosen. Thus, the words, phrases, and sentences the students wrote were consistent with the topics given by the teacher.

This evidence suggests that pictures can be a rich resource for the students to write a poem. Pictures can bring poem composition to life in the sense that the situation of the picture is relevant to what the students experience and feel in daily social encounters. Thus, the use of this visual scaffold stimulates students' prior knowledge and experience.