

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

Poem is the expression of feeling of someone. Because it is kind of expression of feeling, mostly poems are aesthetic. Behind the aesthetic language, poems must consist meaning. One of the functions of meaning behind a literary work is to expose critical ideas (Bobkina & Stefanova, 2016). One of critical ideas is gender issue, gender issues are one of the topics that is always raised in a media, especially learning media. Therefore the relationship between learning media and gender issues is very closely related, the topic of gender issues is usually included in learning such as poems, news, text descriptions, and so forth. With this point, a literary work, like poem, is usable to be a media in learning for students. This is the emphasis of how this research starts; poems with gender issues can be useful for (EFL) students, especially in literary teaching.

Gender issues are crucial to be learned because it is one of problematic issues in our culture. Gender issues relate to gender equality, woman's rights, man's domination, sexual violence, and others (Goldin, 2010). These issues are mostly represented in literary works, such as novels, dramas, and poems. In novel, it can be found it in Emma Donoghue's *Room* (2010) with a story of a woman with her son and they are prisoned by someone who raped her. In drama and film, it can be found it in William Shakespeare's *Romeo and Juliet* with a story of young man and young girl who fall in love but they must suicide because of family. In poems, there are a lot of poems talking about gender issues..

One of sites that provide poems with gender issue theme is [www.powerpoetry.org](http://www.powerpoetry.org). This site provides poems with more direct dictions, simpler meaning, and other things that make people who read it can understand the meaning behind the poem easily. With this reason, there are some selected poems that can be useful for literary learning for students to understand the gender issue and also for literacy development for EFL students (Bobkina & Stefanova, 2016).

Gender issues are topic that is raised to broaden students' knowledge, because this topic also deals with learning tools a specifically English. Ordinary learning media have sub-chapters that discuss poems. In this chapter, it has a variety of topics to choose from. In many of these choices, gender issues are topics that are always hot to be discussed in various media, ranging from the internet, television, newspapers, and so on. The reason which always to be updated is why gender issues often raised in media especially learning media. Basically, students usually find this topic in literature or poems, language learning often uses this poems as a medium to increase students' knowledge about words that are full of meaning.

EFL students have some situations to concern. They have to study English skill but some media cannot afford it. Literary work, like poems, actually can be a way for EFL students to enhance and develop their skills. With literary work, they do not just develop their English skills, but also develop their critical thinking because meaning behind a literary work needs interpretation to expose. The ability to interpret is actually one of the main courses in critical thinking process (Rodríguez, 2015).

Learning language is not just learning the grammar, the vocabularies, and other language aspects. Learning language also learns the culture. Cultural learning from literary works is effective and efficient (Thang & Ho, 2009). With this reason, this research proposes its idea to see students' responses toward the selected poems with gender issues. With this idea, the problems of this research can be dragged further, whether the responses are in a good shape or in otherwise.

## **B. Research Questions**

From the background of the study, scope, and limitation, there are important questions to expose:

1. How are gender issues functioned in the selected poems?
2. How can gender issues in poem be used in literary teaching for EFL students?

### **C. Objectives of the Study**

Based on the research questions above, there are two purposes of this research that can be exposed:

1. This research purposes to describe how gender issues are functioned in the selected poems;
2. This research purpose to describe gender issues in poem be used in literary teaching for EFL students

### **D. Scope and Limitation**

The scope of the research is literacy teaching. The discussion of the research is about literary work as process of learning toward critical issues for EFL students. The limitation of the research emphasizes on gender issues in the selected poems as a part of literacy teaching.

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

From the objective of the research that has been shown above, it can be seen that this research has some significances to expose. Those are:

1. For teacher, this research is functioning as reference to know that literary work can be used to give a learn about gender issues;
2. For students, this research makes them understand that they can learn culture and gender issues through literary work;
3. For institution, this research gives good additional reference for the library about gender issues to be read by academics.

### **F. Definition of the Key Terms**

This part functions to make the reader know the context and the meaning of the terms. Here are some important terms and its definition.

1. *Poem*. It is a form of literature that uses aesthetic and rhythmic (Lamarque, 2013).
2. *Gender*. It is Gender is the range of characteristics relating to, and distinguishing between, masculinity and femininity. The category is also sex-based social structures like gender roles, or gender identity (Gurr & Naples, 2015).

3. *Literary Teaching*. Literature is rich with fantastic language for the development of writing, speaking, listening, and reading skills (Shang, 2006)
4. *Literary in EFL*. It is the use of English literary work in its application in language education for people who learn English (Khatib, Rezaei, & Derakhshan, 2011);