

CHAPTER 1

INTRODUCTION

A. Background of the Study

Literary works are written with particular purpose of an author (Herman & Culler, 1999). One of the purposes that can be mentioned is to criticize human problems. One of human problems is ecology. Ecology itself is a branch of biology that studies the interactions among organisms (including human) toward environment (McManus, 2009). From this relation, it appears a term of ecosystems and its problem. Tag (1998) stated that with environmental problem, a writer creates a literary work that portrays environmental problems such as pollution, violence, water, forest, global warming, animal, and other things.

The linkage of the natural environment in literary works is able to present ecological criticism (eco-criticism) (Flannery, 2016). A writer through his poem interacts with environment because poem is also related to the feeling and emotion of the writer (Lamarque, 2013). Moreover, the damage to the natural environment that occurs at this time requires more awareness from human and it bases how a work is created as a response of the problem. Therefore, eco-criticism comes as approaches that criticize the problem of environment in literary works. literary work is sensitive to the natural (ecological) environment (Garrard, 2010).

This research highlighted some poems from www.poetryfoundations.org that that discusses the eco-critical concept. From the sites, there are many poems that describe the state of problematic nature such as burned forest, air pollution water pollution, cannibalism, and so forth. There are several reasons why the selected poems from the site should be investigated in eco-critical approach.

Firstly, poems propose an expression of the poet about his or her concern. The writer must imply something about a meaning to discover. Secondly, the portrayal of the background of the selected poem shows ecological problems, it is not just a matter of forest

destruction, pollution, or other damages on earth, but also a way the writer implies human power against the

environment. Thirdly, ecological problems in the selected poems constitute social criticism that makes us aware of environment and it can be implied to Indonesian literary learning in high schools for EFL, especially about the basic competencies of interpreting the author's view of environment in the poem.

This research started from other research that discussed about the environmental poem and eco-critics. The research gap from the previous of the study is on the how literary works have relevance for literature learning for EFL students.

Thus, this research's focused refers to how the selected environmental poems expose eco-criticism and its relevance of literature learning in high schools for EFL. The main issues in this research were the author's critics toward natural environment through the selected poems and the relevance of the research results to the literature learning in high schools.

B. Scope and Limitation

The scope of the research is literary criticism because the discussion is around literary work as a work of critic toward social phenomenon, culture, environment, and so forth. The limitation of the research itself is environmental issue as the main core of eco-criticism.

C. Research Questions

Based on the background of the study, scope, and limitation, there are important questions to propose:

1. How are ecological critics represented in the environmental poems?
2. How do the students' responses towards the environmental poems reflected to literacy learning?

D. Objectives of the Study

Based on the research questions above, there are two purposes of this research:

1. This research purposes to describe how ecological critics are represented in environmental poem.
2. This research purposes to show how the students' responses toward environmental issues that are reflect to literacy learning development.

E. Significances of the Study

From the objectives of the research that have been exposed above, it can be understood that this research has some significances to propose. They are:

1. For teacher, this research is usable as reference to see that literary work can be used to give a learn about environment and other ecological issues;
2. For students, this research shows them that they can learn culture and environment through literary work;
3. For institution, this research donates additional reference for the library about eco-criticism and its relevance to students' literature learning.

F. Definition of the Key Terms

This part has function to make the reader understand the context and the meaning of the terms. Here are some important terms and its definition.

1. *Eco-criticism*. It is the study of literature and the environment from an interdisciplinary perspective in which text analysis illustrates environmental problem (Garrard, 2010);
2. *Environment*. It is a place where different things live, it can be living (biotic) or non-living (abiotic) things including physical, chemical and other natural elements, and interact with it and adapt themselves to conditions in it (Clark, 2012);
3. *Literature 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);
4. *Poem*. It is a form of literature that uses aesthetic and rhythmic (Lamarque, 2013).

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5. *Literacy*. It is an ability someone that uses to understand or knowing something. It is also can be said reading and writing skill (Perry, 2012).

