

CHAPTER 1

INTRODUCTION

A. Background of the Study

Literary works are written with specific purpose of an author (Herman & Culler, 1999). One of the purposes that can be mentioned is to criticize human problems and 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. 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 (Tag, 1998). These can be presented in various of literary works particularly, poem, poetry, novel, short story and etc. Specifically, the object of this research is poem in which having relation to natural environment.

The linkage of the natural environment in literary works is able to present ecological criticism (eco-criticism) (Flannery, 2016). A writer or a poet through his poem interacts with environment because poem is also related to the feeling and emotion of the poet (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 an approach that criticize the problem of environment in literary works. literary work is sensitive to the natural (ecological) environment (Garrard, 2010).

This research highlights some poems from www.poetryinnature.com 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, 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 English literary learning in high schools for EFL, especially about the basic competencies of interpreting the author's view of environment in the poem. Lastly, to understand the EFL students' response towards Ecological problem involved particularly in interviewing process.

There are various kinds of poetry about nature. but researchers prefer these four poems, because these four poems contain profound meanings. The author focuses this poem on ecocritical issues and is easy to understand for the community, children and how to apply them. Then not all poems are about eco-criticism.

Thus, this research's focus refers to how students respond to expose eco-criticism and its relevance of literature learning in High Schools for EFL. The main issues in this research are 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 this research is to analyze the line poetry of (1) Anshul Bidwai's *What Nature Suffers?*; (2) Amber Huether's *A Mother Cries*; (3) Pragya Uprety's *Listen to Me ...* and (4) Liyana Azizan's *God Loans*. to find out which lines are eco-criticism and to respond to students who use literary criticism because the discussion is about literary works where students can criticize social, cultural, environmental phenomena, and so on. The limitation of the research itself is the environmental problem reflected in the poem (1) Anshul Bidwai's *What Nature Suffers?*; (2) Amber Huether's *A Mother Cries*; (3) Pragya Uprety's *Listen to Me ...* and (4) Liyana Azizan's *God Loans*. 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 is ecological criticism problems represented in the selected poems?
2. How is the eco critical issue in the environmental poems responded by the EFL students?

D. Purpose 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 the selected poems.
2. This research purposes to show the students' responses toward ecological issues that are reflected in the poems.

E. Significances of the Study

From the objective of the research that has 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 lesson 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 ecocriticism 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).