Students' Difficulties in Learning Poetry at Faculty of Cultural Science of Mulawarman University Academic Years 2017/2018

Eliasari
Universitas Mulawarman
eliasari09@gmail.com

Abstract

The study intended to find out students' difficulties and the factors influencing learning poetry. The researcher tried to find the difficulties that affected the students at the Faculty of Cultural Science Mulawarman University during the learning process. The student's difficulties in learning caused by many factors, such as the facility as assisted learning, the materials or textbook, teaching methods, learning resources, and from the students themselves. The design of this study was descriptive quantitative. It conducted to determine the value of independent variables without making a comparison with other variables. The population of the study was English literature students in the academic year 2017/2018. The researcher took 50 students from the population as samples in this study. The data of this study were collected by using the checklist questionnaire and interview. Based on the result of this study, it was found that the students were having difficulties in understanding the figurative languages, analyzing the words and elements, interpreting the meaning of the poem, reciting and writing the poem. The difficulties were faced by the students in learning poetry influenced by several factors. They were the difficulties in students' literary competence (23%), teaching methods (21%), students' references (20%), learning resources (19%), and the learning materials or textbooks (17%). To summarize this study appeared to claim that the English literature students were having difficulties and influenced by several factors in learning poetry. This study intended to examine the difficulties and the factors that influenced the students as a consideration to determine an effective teaching and learning poetry.

Keywords: Learning and teaching literature, factors, students' difficulties

A. INTRODUCTION

Education is one the important things in human's life. It is a process to transmit its accumulated knowledge, skills, abilities and values by generation to the other. Acquiring general knowledge and developing the power of reasoning are an act or process of education (Jackson, 2008). According to United Nations Educational Scientific and Cultural Organization (UNESCO, 2004) "The purpose of education is to ensure that all pupils acquires the knowledge, skills and values necessary for the cognitive development of learners to nurture the creative and emotional growth of learners, to oppose discrimination against any particular group in any manner or, in other words, leads towards and equitable society."

Indonesia considers the importance of English education. English is as foreign language and international language. Keshta (2000) says that "English is a universal language, the language of communication among countries in the international world of trade, business, communications, air transportation and technology".

To support English education, English department of Mulawarman University takes teaching and learning literature, such as: prose, drama and poetry. Literature is able to increase students' knowledge in the language learning. Literary works can be said as supporting media in facilitating language learning. According to Langer (2004) beside to expand insight, literature can provoke students to interpret and deepen knowledge about the languages. Learning and teaching English through literature can motivate students to develop vocabulary, increase understanding of grammar, critical thinking, analytic skills and other culture (Alim, 2008).

Among three kinds of literature, poetry is the most unique kind of literature (Perrine, 1982). Poetry has important role to assist language learning in English education. The esthetic values of the poetry become materials that are not only used to encourage students' motivation and creativity. But it also motivates students' language competence and learning motivation (Kong, 2010). According to Aminuddin (2009) poetry is one branch of literature which uses words as a medium of author's expression to produce his illusion and imagination. In the other word, poetry is a literary work that is confused and complicated to understand. Because poetry expresses someone's emotions, feelings, thought and views. It also deals with author's imagination, feelings, impression and the relationship between the world and himself.

Poetry is a kind of language that is multidimensional (Perrine, 1977). It means someone needs more than just intellectual side to understand poem. Beside, learning poetry is not only about the components of the poem, such as: tone, theme, rhyme, rhythm, etc. The students also have to learn and analyze about the hidden and specific meaning which deal with poet's aims. The thing causes a language in poem cannot be understood easily by students like ordinary language that has a literal meaning.

Generally, Source of students' difficulty in learning poetry comes from basic of poetry itself. The poet writes the poem by using tone, theme, symbol, figures of speech and language style are confused. Those things make the students face difficulties in learning and understanding English poetry (Nirwana, 2011). The students' difficulties in learning poetry are influenced by many factors, such as: lecturer's strategies and methods in managing class, lack of facilities, insufficient of references and materials, etc (Lynch, 2008).

Poetry as a subject that has always been taught by a lecturers on the content of specific texts, especially at a university level (Keshta, 2000). Generally, Faculty of Cultural Science of Mulawarman university determines poetry as a compulsory course and all of English Literature students learn the course. Therefore, the researcher did the observation by asking the students whether they face the difficulties during learning poetry. Based on discussion that has been done directly by the researcher with the students. The researcher got a statement that some of students in English Literature faced the difficulties that make them unable to understand the poetry itself. The researcher also did the discussion with the lecturers who are teaching the course. The discussion with the lecturers aims to convince whether there is a difficulty during learning poetry. By doing the direct discussion with both of students and lecturers, the researcher wants to continue the study to identify specifically the factors which influence the students' difficulties in learning poetry.

Based on the statement and reason are mentioned above, the researcher interests to investigate the factors which influence the students' difficulties in learning poetry. This study focuses to investigate the students of English literature in Faculty of Cultural

Science which have been taking poetry course in the fourth semester. It aims to facilitate the researcher in identifying the factors which influence the students' difficulties during learning poetry.

B. REVIEW OF RELATED LITERATURE

1. Concept of learning and Teaching Literature

Brown (2000) says that learning is getting, retention of information and skills that involve from some practices. It is acquiring knowledge from a course, skills by study, and experience or instruction. Besides, According to Gage (1984) says that learning is a process in which an organism changes its behavior as a result of experience. It can be interpreted as a process performed by individuals to learn new behavioral changes of individual experience with the environment in interaction.

As Brown (2000) states that "teaching is guiding, facilitating learning, enabling students to learn and setting the condition for learning". In the other word, teaching is a process of arranging the condition that changes the way in the certain direction to reach the goals.

According to Knutson (1993) in Keshta (2000) Literature as a subject that has always been taught by lectures on the content of specific texts or poems, especially at university level. Learning poetry and teaching poetry can help lecturers and students to understand and appreciate the cultures. It aims to enable students to understand, appreciate different ideologies and cultures from their own in time and space, and perceives traditions of thought, feeling and artistic form the inheritance the literature (Carter & Long, 1991). Beside, poetry can serve as an example of certain types of language patterns and structures (vocabulary and syntax) that provide a rich context in which lexical or syntactical items are made more memorable (Alsofi, 2008).

1.1 The Methods in Teaching Literature

As a supporting language learning through literature, Keshta (2000) mentioned six methods and strategies in learning and teaching process. The methods aim to facilitate both of lecturers and students to reach an effectiveness language learning through literature. The methods can be described as follows:

a. *Communicative Language Teaching Approach*

Richards and Rodgers (2004) classified that the communicative approach as one of the most recent methods of language teaching. The goal of this method aims to develop the communicative competence. The approach is used in any activity that engages the students in authentic communication. It emphasizes the interaction as both of the means and ultimate goal of learning language.

b. *Reader Response Approach*

As Carlisle (2000) stated that the reader response approach is one of methods that influences students as in learning language through literature. The approach will be effective for teaching poetry at university. It leads the students to focus on the author or the content and form of the poem. The approach also makes the students to focus on their experience and reaction of a literary text. The reader response approach also encourages the students to study literature which allows them to get the achievement of language skills.

c. *Three-phase Approaches in Teaching Literature*

Tseng (2010) explained that the lecturers should follow the three-phase approach in teaching literature inside the classroom. They are: pre-reading, while-reading and post-reading. Pre-reading phase in literary text aims to stimulate the students' oral communication, such a: student is asked to read the poem with appropriate pronunciation and intonation. Pre-reading phase in teaching and learning literature makes reading for pleasure which increase thought and develop students' imagination. While-reading phase aims the students to clarify the text which begins with general understanding of the text and move to understand the smaller units in the poem. Post-reading phase is an approach that connects the text with student's own knowledge and student's interests or views. This phase also gives emancipation toward students to interpret the literary text.

d. *The Personal Growth Approach*

The approach aims to make a connection between the cultural and the language model by focusing on the particular use of language in a text. This personal growth approach is placing language learning and specific cultural context in learning process. Students are encouraged to express their feelings, opinions and make connections between their own personal and cultural experiences in literary text. The approach also helps the students to develop ideas, language content and formal schemata through different themes and topics.

e. *Language Based Approach*

As Carter and Long (1991) indicated that the overall aim of teaching literature is to motivate the students to read the poem by relating the themes and topics in a literary text to their own experiences. The language based approach tends to be student-centered in language learning through poetry. In other words, language based approach encourages students to read between lines of the poem and understand the meaning of the poem rather than focusing on vocabulary in the lines of a text.

f. *Author-oriented Approach*

The author-oriented approach establishes a strong and direct connection between the literary text and biography of the author. It is mostly like facts, events, and dates in an author's life which relates to the literary elements of his work. An author-oriented approach focuses on the aspects which might have entered the text on a subconscious or involuntary level.

1.2 *The Objectives in Learning Poetry*

According to Ghosn (1998) there are four important things in using poetry for language learning and integrate it as a foreign language program. The importance reasons in learning poetry explain detail as follows:

a. Poetry provides a meaningful context in language learning which presents many natural languages by promoting vocabulary development in context. By providing many meaningful contexts can increase students' critical and analytical skills.

b. Stimulating an oral language and involving readers with the poetic text that aim to expose the readers or hearers to the some aspects of the target language culture.

c. Poetry encourages academic literacy, analytic skills, critical thinking and has a potential in encouraging private interpersonal and intercultural attitudes.

d. Dealing with some aspects of the human condition. It also attempts to come some understanding of life, either metaphorically or symbolically that can contribute to the students' emotional development.

As Gray (2000) stated that there are five reasons commonly given for learning and teaching poetry. First, poetry can help students to appreciate the different cultures and backgrounds. Second, it is genuine or authentic materials. Where the literary works are not only written for the specific purpose, but it also brings the reader to understand the language which is used by native speakers. Third, Literary texts or poetry can serve as an example of certain types of language patterns and structures. Fourth, poetry can provide personal enjoyment, establish an emotional and aesthetic connection between readers and the text of the poem which is helping to contribute for personal growth. Fifth, it motivates students to read any additional literary work which can increase reading proficiency. When the students enjoy to read literature and have motivation to interact with a text. They will develop their reading proficiency, comprehend the meaning of the text and be able to draw both on context of the reading and their own experience.

2. The Factors in Learning Poetry

The difficulties in learning and teaching language through poetry can be caused by several factors during learning process. As Parmar and Barot (2014) stated that there are four factors which can affect toward an effectiveness in learning poetry.

a. Pronunciation of words

Pronunciation is one of problems in learning poetry for the students. Poetry is one of literary works that assists language learning. The students who are learning English poetry as a foreign language shows that their difficulty because English is not their first language. That makes the students difficult to pronounce the words and understand the context of the poetry itself.

b. Teaching methods

The methods or strategies that are used by the lecturers in the class can affect toward an effectiveness learning process. An appropriate teaching methods will assist the students to understand the material and prevent any difficulty during learning poetry. Beside teaching methods in the class, the role of lecturers is also important for the students to understand the lessons during learning process.

c. The Facility

The facilities as assisting learning process also have an important role to create an effectiveness for learning and teaching activities in the class. It can support the students to understand the lesson well and make them easier to study in the class. Teaching aids can be auditory or visualization that can be used by the lecturers for assisting learning language through poetry.

d. *Student's interest*

Student's interest is important to express a relationship between a student and particular activity or object during learning process. Lack of interest can make the

student lacks of motivation to learn the lesson. If the students are not interest toward the course, it will cause a difficulty and make them lazy to follow the learning process.

According to Dlavane (2003) stated that there are five factors that influenced the difficulty in learning poetry. They are:

a. *The difficulty occurs because of student's references in learning poetry*, such as: cultural background contained in the poem. The students who have a different culture and background can influence the difficulty in learning poetry. Cultural distance between the poem and the students make them difficult to understand what they read. Cultural background which contained in the poem will give an impact toward the students to interpret the poetry.

b. *Teaching methods*

Methods in teaching poetry comprises from the general principles and methods which are used by lecturers to enable the student in learning process. The methods that are used in the learning activities should be appropriate and efficient for the learning goals. It needs to relate with the students' characteristic and background. Relation between lecturers and students in the learning process can influence an effectiveness learning language through literature.

c. *The textbook and materials*

The common difficulties which occur toward students in learning poetry is caused by inappropriate used the materials and textbook with students' backgrounds and levels. The appropriate materials can determine an effective learning and teaching language through literature.

d. *Insufficient of resources*

Learning resources are important elements in learning process. The lecturers or faculty must be able to choose and determine the resources which are easily accessed, obtained and used by the students. Insufficient of learning resources or any literary work also can affect to the students' difficulties in learning poetry. If there are many resources, such as: books and materials during learning process. It may facilitate the students to overcome the difficulties during learning process. The learning resources can be book, journal, computer, video, internet, dictionary, library, encyclopedia and environment.

e. *Literary competence*

Misinterpretation often occurs toward students when they are asked to interpret the poetry by the lecturers. The problem occurs because the students only focus on content of poem without understand the word structures and the hidden meaning of the poem. The literary terminology provides the students with tools for identifying, interpreting and appreciating the value of distinctive features in a literary text. Besides, the students will feel more secure to express personal opinions about the text if they master the language in the text.

As Daib (2005) mentioned that there are three problems or difficulties faced by students in learning poetry. First, *student's attitudes and perceptions toward the poem*. Difficult to understand and learn poetry is influenced by the students' negative

attitudes and perceptions. Their difficulty in analyzing and understanding the poem will make a negative perceptions toward the poem. Second, *the problem occurs in analyzing and understanding the meaning of the poem.* The difficulty occurs because the words, languages, arrangement of the sentences, and unknown expressions that contained in the poem. To understand the meaning of the poem, the students need to master linguistics competence, such as: understanding about phonology, morphology, syntax, semantic and pragmatic knowledge. Third, *the problem is the cultural elements found in the text.* The text about poet's life, culture, social, historical and geographical background often found in the poem. Cultural knowledge which contains in the poem will make students face the difficulty to interpret the poetry. If the students do not have a cultural knowledge about the poem, they may misinterpret the meaning of poem.

C. METHODOLOGY

Research Design

The study uses a descriptive quantitative as a research design. Descriptive quantitative research designs are usually measured the subjects of the study once. It means the researcher seeks to describe the phenomenon of kinds students' difficulties and the factors in learning poetry. The researcher begins with a research questions and the data collection is mostly observational in the nature of phenomenon (Bernard, 2012). Descriptive research study which is conducted to determine the value of independent variables without making a comparison or connection with other variables.

Brown and Rodgers (2002) say that the descriptive research as describes a group of characteristics or behaviors in numerical terms. The descriptive research is designed to obtain relevant and precise information concerning the current status of phenomena and, whenever possible, to draw valid general conclusions from facts discovered. Beside, Miles and Huberman (1994) cited in (Istiqomah, 2014) also say that descriptive research usually works with a small number of people in a context that is used to describe characteristics and behaviour of sample in population. The subject used to describe various aspects of the phenomenon, not how many people are represented.

Population and Sample

The population of this study consists both of male and female students of English literature in Faculty of Cultural Science of Mulawarman University in academic year 2017/2018. The students who have been learning poetry course is selected as a population in this study. There are four classes at English literature, they are: A class, B class, C class and D class that consist of 165 students. Therefore, the population of this study is 165 students in English literature at fourth semester of Mulawarman University.

The sample of this study is 50 students consist both of male and female students that are selected from the population. The students who have been learning poetry as the subject to investigate. The researcher selects 50 students from the different classes as a data investigation in this study.

In this study, the researcher chooses the sample by using purposive sampling technique. The technique determines the samples with certain considerations (Sugiyono, 2009). It is also known as judgmental, selective or subjective sampling where the researcher relies on her own judgment when choosing members of the population to participate in the study. The researcher selects the sample based on the

result of discussion with the students. The researcher is asking directly the students whether they face the difficulty during learning poetry.

Research Instrument

The researcher used questionnaire and interview as the research instrument of this study.

a. *Questionnaire*

The researcher used the direct and check-list questionnaire where the questionnaire was distributed to the respondents and they answered directly the questions by giving a mark that was appropriate with their feeling and experience. Beside, the likert scale was used by the researcher to measure a participant's attitude and perception about the phenomena (Sugiyono, 2009). Each participant was asked to choose one answer for each statement from possible answers, such as: Strongly agree, Agree, Neutral, Strongly Disagree and Disagree.

The researcher adapted the research questionnaire from Shaqfa (2007) in his study. The statements in questionnaire were referred to five indicators which stated by Dlavane (2003). The statements from research questionnaire were described as follows:

No.	The Statements	Indicator
1.	I face the difficulty in understanding the figurative languages of the poem.	**Literary Competence**
2.	I think difficult to understand many words and terms contained in the poem.	
3.	Unfamiliarity with the words and language patterns of the poem make me difficult to learn poetry.	
4.	I face the difficulty to analyze the forms and elements of the poem.	
5.	Unfamiliarity with the poetic texts which more reflect to the Western culture make me faced the difficulty in learning poetry.	**Students' References**
6.	Difficult to determine the meaning of the poem corresponds with the poet's purposes.	
7.	I think difficult to interpret the cultural meaning of the poem.	
8.	I face the difficulty in relating the meaning of the poem with my actual lives.	
9.	The teaching methods during learning poetry are inappropriate.	**Teaching Methods**
10.	Teaching techniques (visual and auditory aids, e.g. *LCD, TV, films, videos, etc*.) rarely used during learning poetry.	
11.	Academic writing and academic oral presentation are not taken as consideration in teaching poetry by some lecturers.	
12.	The lecturers only give more explanations without developing my literary skills.	
13.	Poetic texts or the materials may not correspond	

	with my linguistic levels.	
14.	Learning material lacks of basic literary definition and terminology.	**Textbook and Materials**
15.	The materials may not correspond with my culture and background.	
16.	I think lack of interest to the learning materials.	
17.	Inadequacy of literary references (*books, journal, article, etc.*) make me difficult to learn poetry.	**Insufficient of Learning Resources**
18.	The atmosphere in the class may not support the effectiveness during learning poetry.	
19.	Visual and auditory aids rarely used as a learning resource.	
20.	I think inadequacy of latest books and any literary references during learning poetry.	

b. *Interview*

As supporting data investigation in this study, the researcher used open interview. The questions of interview had been determined by the researcher. The respondents were asked to answer the questions correspond to their feeling and experience. Furthermore, the researcher selected 5 students to interview and the students who faced the most difficulties in learning poetry selected as a participant in this study.

D. FINDINGS

1. The Factors Influenced the Students' Difficulties in Learning Poetry

To know whether the classifications from each statement in the questionnaire were influencing the students, the researcher classifies the result of data by using the criteria from Sugiyono (2009).

Table 3.5 Score and Classification

Score	Classification
0 – 19.99%	Strongly Disagree
20% – 39.99%	Disagree
40% – 59.99%	Neutral/Adequate
60% – 79.99%	Agree
80% – 100%	Strongly Agree

The table of score and classification above aimed to measure the result whether the factors influenced the students' difficulties in learning poetry or not. The classification also aimed to know how influential the factors toward students' difficulties in learning poetry in faculty of cultural science in Mulawarman university.

In this study, the research questionnaire consisted of 20 items that were classified into five classification. The classification included students' references (knowledge about cultural background), literary competence, methods in teaching, the textbooks and material and insufficient of learning resources. The whole of items in the questionnaire aimed to measure whether the English literature students face the difficulties and influenced by the factors or not during learning poetry.

Based on calculation through SPSS, the data analysis showed that the summation from each statement in the questionnaire was 2977. The total score was obtained from 50 students that were participating to answer the questionnaire. From the total item, the researcher calculated the index score to determine the classification from each statement.

To determine the index score, the researcher calculates each statement by using the formula according to Sugiyono (2009):

Index score % = total score from each statement / Y × 100

Y   : The score from *strongly agree* classification (5) × the sample of study (50) = 250

The index score from the statements showed that none of statements obtained 0% - 19.99% score for the *strongly disagree* classification. Only 1 (one) statement obtained 20% - 39.99% score for *disagree* classification or not influenced toward the factor. Beside, 8 statements get 40% - 59.99% score that referred to the *neutral or adequate influenced* classification. Furthermore, score of 60% - 79.99% or *agree* classification or influenced by the factor was obtained from 11 statements. Therefore, the result of the analysis mostly was showed by *agree* classification. It was concluded that the highest statement was obtained by the "**agree**" category. The result referred that the students agreed that their difficulty was influenced by several factors in learning poetry.

2. **The Most Influenced Factor in Learning Poetry**

The researcher found five classifications from students' responses in the questionnaire. The classifications included the factors that influenced the students' difficulties in learning poetry. The classifications were: (1) students' references, (2) literary competence, (3) teaching methods and (4) the materials and textbooks, and (5) insufficient of learning resources. Those things influenced the students' difficulties when they were learning poetry.

Based on data analysis, the result of factors that was most influencing English literature students' difficulties in learning poetry as follow:
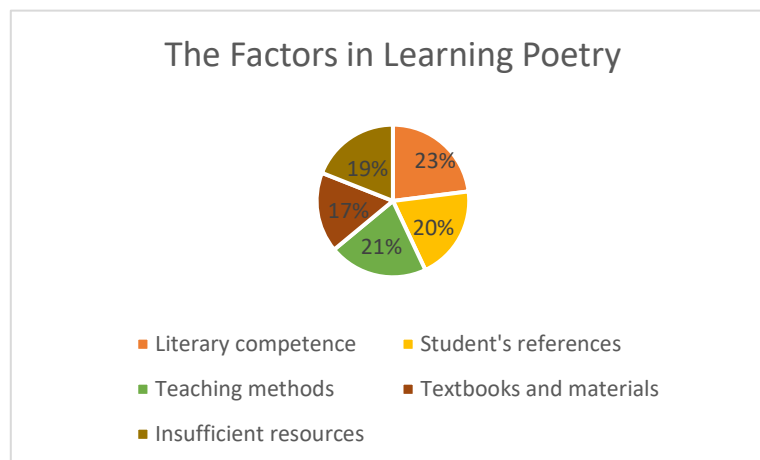
The result above was found that 23% factor from literary competence influenced the students' difficulties. The difficulty was faced by the students in understanding the figurative languages and analyzing the words and elements of the poem. Those

difficulties were influenced by the students' literary competence in learning poetry. Lack of knowledge about the language structures of the poem caused a difficulty for the students to learn the poetry itself. Poetry also contained element of morphology, syntax, semantic and pragmatic meaning. To overcome the difficulty in understanding and analyzing the words, elements and figurative languages of the poem, the students needed to master the literary competence in learning poetry.

It was found that 21% the students difficulties were caused by teaching methods during teaching in the class. Inappropriate teaching methods could have an impact toward the students. For instance giving more explanations rarely applied the discussion, rarely used teaching techniques and not used academic writing and academic oral presentation influenced the difficulty. Most of students gave their responses if their difficulties during learning poetry were influenced by the lecturers' methods.

It was found that 20% the difficulty was caused by the students' references. The difficulty were influenced by the cultural, historical, social and background from the author. Cultural distance also influence the students' difficulty in learning poetry. The students faced the difficulty to interpret the meaning of the poem corresponded with the author's purposes. The difficulty was influenced by the students who did not accustom to the Western languages, culture and background. The students' reference had an important rule to determine successful in learning poetry. Lack of references and knowledge about the poetry itself caused and influenced the difficulty in learning process for the students.

It was found that 19% the students difficulties were influenced by insufficient of learning resources. The students' motivation in learning increased if the learning resources supported the learning poetry. Learning resources could support the students' references. The difficulties in learning poetry might overcome if the resources were sufficient to support the learning for the students.

It was found that 17% the students difficulties were caused by the textbooks and materials used during learning process. Inappropriate used the materials and textbooks in learning poetry influenced the difficulties for the students in learning process. If the poetic texts were inappropriate with students' linguistic levels, culture, interest and background, it created the difficulty for the students in learning process.

3. The Difficulties Influenced the Students in Learning Poetry

The findings of the study were based on the analysis & interpretation. The researcher had arrived to these major findings by focusing on some major aspects of the study. Whatsoever, the researcher had found out the result of students' difficulties from the research interview.

Based on data analysis, the result of difficulties that were most influencing English literature students in learning poetry as follow:

The result from students' difficulty was found that the students were having difficulty in understanding the figurative languages of the poem during learning poetry. The students stated (*Yes, poetry is difficult. Because poetry uses many figurative languages and unfamiliar words that may be only understood by the author of poetry itself. Beside, to determine the meaning of the poem, we have to know the context, event and feeling of the author when he/she wrote the poem*). (*Yes, poetry is*

difficult. Because there are many imagery words and figurative languages that consist in poem. That makes me difficult to interpret the meaning and purposes from the author of the poem). The students faced the difficulty in understanding the meaning from the figurative languages contained in the poem. Most of students showed their difficulty to understand the meaning of figurative language in the poem. The students referred that their difficulty influenced by their literary competence in learning poetry. Students' literary competence influenced the difficulty for the students during learning process.

It was found that the students were having difficulty in analyzing the words and elements of the poem. The students stated (*Yes, sometimes I think poetry is difficult. Because to interpret the poetry, we have to determine the stanza, rhythm and other elements of the poem*). (*Of course. Because the author writes the poem by expressing his idea, feeling, reaction and emotion with the strength the words and rhythm*). The students faced the difficulty when they were asked to analyze the words and elements of the poem. The words structure and elements of the poem were different than other daily language. Most of students have to analyze and interpret the poem according to the rhyme, rhythm, stanza, etc. linguistic competence. Beside, unfamiliarity with the words, language patterns and lack of knowledge about vocabulary and elements of the poem in the poem mostly influenced students' difficulty in learning poetry.

It was found that the students were having difficulty in interpreting the meaning of the poem. The students stated (*Yes, I think difficult to understand the meaning of the poem that is corresponding with history, experience and cultural background from the author. That sometimes makes me misinterpret the poem*). (*I face difficulty when I asked to interpret the meaning of the poem that is correspond with the author's purposes*). Generally, the poem was written by the author corresponding with his/her feeling, idea, emotion, event, etc. The poem usually contained a cultural, social and historical knowledge that made it difficult to interpret. The poet also wrote the poem according to the event that happened in time. Most of students faced the difficulty that made the students difficult to find the cultural meaning and relate the meaning that correspond with the poet's purposes. The difficulty also influenced by the students' references during learning process. The references about the poetry might influenced a difficulty for the students.

It was also found that the students were having difficulty in reciting the poem correctly. The students stated (*I am difficult to interpret the poem. And I also feel the difficulty in recitation the poem correctly. In learning poetry, I think rarely the lecturers teach how to recite the poem*).The students referred that they were difficult to recite the poem itself. The difficulty itself might be caused by the poetry itself. Generally poetry used many figurative language, rhythm, rhyme, symbol and other elements of the poem. It could influenced and became the students' difficulty in learning poetry.

It was also found that the students were having difficulty in writing the poem during learning poetry. The students stated (*Difficult to write the poem because it consists of figurative languages. And difficult to find the meaning of the poem corresponding with the author's background and history*). The students also referred that they were difficult to write the poem, especially in English language. Generally the poetry used many figurative language, rhythm, rhyme, symbol and other elements of the poem. Beside, poetry was a one of literary works that consisted of fewest words

and different language structure than literal language. Poetry also used as a media to express the feeling, idea, emotion, hope, etc.

Based on the findings from students' difficulties, it could be concluded that the English literature students at faculty of cultural science were having difficulties during learning poetry.

E. CONCLUSION

Based on the result from the data analysis that obtained in the study, the researcher concluded the conclusion of this study.

According to the data were obtained, it was found the factors which influenced the students' difficulties at faculty of cultural science Mulawarman University in learning poetry would be described as follows:

a) This study found the factors which influenced the students' difficulties at faculty of cultural science in learning poetry. The factors were from students' literary competence, teaching methods, students' references, insufficient of learning resources and the materials or textbooks during learning poetry.

From the conclusion above, the researcher concluded that the English literature students at Faculty of Cultural Science of Mulawarman university were having difficulties and influenced by those factors in learning poetry.

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