

## **CHAPTER 1**

### **INTRODUCTION**

This chapter covers the background of the study, the research question, the definition of the key terms, the objectives of the study, the significances of the study, and the organization of the thesis.

#### **A. Background of the Study**

Literature represents the realities of people lives. In life, human can obtain plenty of experiences in which it can be one of the basis in producing literary works either in written or spoken language. Literature is also based on opinions, thoughts, or even feelings (Priyatni, 2015: 12). Specifically, literature is related to the production of literary works either poetry, drama or prose (Wolfrey et al, 1997: 62). Novel and short story are also included which may describe hopes, loves, ideas, opinions, social life, critics, experiences, imagination, emotion and many others.

Based on Hudson in Aminuddin (2013: 134), poem is one of literary works which is as media to deliver message containing illusion and imagination. Dunton reviews in Aminuddin (2013: 6), poem is ascribe to human thought that uses emotional language which is concrete, artistic and rhythmic. It means that poem has diction which represent aesthetic value of poem itself.

The writer is interested in American poet namely Joanna Fuchs (79 years old). She is from Sandpoint, North Idaho, USA. As the writer reads on

poemsource.com, she graduated from the University of Illinois with a degree in fashion retailing, but she is a wordsmith and a frequent communicator, both in writing and speaking. She is not only a poet, but also a professional writer web site, a publisher of poemsource.com in which she usually shares her beautiful greeting card poem, and she also writes fiction and nonfiction works. The writer takes three poems which are about education especially teacher. Three poems are entitled *Star Teacher*, *Important Teacher*, and *Number One Teacher*. Those three poems have made the writer realize more that teachers always give a lot of knowledge, motivation, attention, support, and encouragement in the process of learning. In addition, those poems about teacher have given inspiration for the writer in order to be a good teacher in the future who does not only count on the basic knowledge, but also on approach to the students.

Poem entitled *Star Teacher* represents students who has a favorite teacher that she or he loves the most because of the way the teacher teaches. The moral value of this poem is that as teacher, it is a must to be a skillful teacher who is not only mastering particular knowledge, but also understanding what students' need such as providing some helps when they are in difficult.

Then, poem entitled *Important Teacher* describes the roles of teacher for students. The teacher's roles are important like giving support when the students lose spirit, and teaching them what they want to know. The moral value of the poem is that the teacher's roles cannot be replaced by something else for teacher could teach everything, not only a subject, but also about life to help students grow well.

Meanwhile, poem entitled *Number One Teacher* talks about teacher as the role model who inspires students in order to not to be afraid of dreaming and always be kind to students. The moral value of the poem is that a good teacher is a teacher who never feels tired to give motivation and encouragement in order to create next successful generation.

A good teacher can be known from the way the teacher does communication and approach with the students which have function to figure out the students' condition and needs. Based on Arifin (2013: 132), in reality, there are still many teachers who think that students have to be taught knowledge as much as it has to be. Whereas, motivation and spirit to study are important to be given to students. It is one of forms that teacher understands what the students need. Through these three poems, the poet wants to deliver messages and meanings about how a good teacher is. It can be obtained by using three types of meanings by Gerot and Wignell (1994). It is necessary to be done because through Gerot and Wignell's theory, it can be accomplished not only from the structure of clause even text but also the context.

According to Gerot and Wignell (1994: 12-14), three types of meanings are interpersonal, ideational, and textual meaning. Interpersonal meaning presents relation between speakers socially which is developed through the system of Mood. Whereas, ideational meaning is meaning about what the things are going on which is developed through Transitivity. Then, textual meaning is about the way information in a text which is developed through Theme and Rheme.

In this research, the writer is going to analyze clauses on the three poems about education: *Star Teacher*, *Important Teacher*, and *Number One Teacher* by Joanna Fuchs. The writer will use systemic functional grammar theory that focuses on interpersonal, ideational, and textual meanings.

## **B. Research Question**

The research question of this study can be stated as: How are interpersonal, ideational, and textual meanings realized on Joanna Fuchs's poems: *Star Teacher*, *Important Teacher* and *Number One Teacher*?

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

There are some key terms which are relevant with this study in order to avoid misunderstanding as follows:

### 1. Interpersonal Meaning

Interpersonal meaning covers Mood System (Subject and Finite), Modality, Residue which is the rest of clause, and Mood Types (Gerot and Wignell, 1994: 22-42).

### 2. Ideational Meaning

According to Gerot and Wignell, ideational meaning talks about Transitivity which comprises Circumstances, Processes and Participants (1994: 52-77).

### 3. Textual Meaning

Gerot and Wignell (1994: 102-113) review that textual meaning expresses the relation of language to its environment through Theme and Rheme. Theme is divided into Topical Theme, Textual Theme, Interpersonal Theme, Clause as Theme in a Clause Complex, Thematic Equative, Predicated Theme, Theme in Interrogative, Imperative, and Exclamative.

### 4. Poem

According to Wirjosoedarmo in Pradopo (2017: 5), poem is a composition which consists of some lines in each stanza, many words in each line, plenty of syllable in each line, rhyme, and rhythm. There are three poems that will be analyzed entitled *Star Teacher*, *Important Teacher*, and *Number One Teacher* by Joanna Fuchs.

## **D. Objective of the Study**

This study would like to analyze interpersonal, ideational, and textual meanings realized on Joanna Fuchs's poems: *Star Teacher*, *Important Teacher*, and *Number One Teacher*.

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

Based on the objective of the study, there are three kinds of significance in this study as follows:

1. Theoretically

This study is expected to be source and inspiration of the next analysts who are interested in interpersonal, ideational, and textual meanings analysis.

2. Practically

This study is able to give benefits for:

- a. The Writer

The writer is able to increase her understanding about interpersonal, ideational, and textual meanings, and she can both develop and improve her academic writing skill.

- b. The Readers

This study is expected to enhance the readers' interest toward literary works especially poem and help within understanding deeply about interpersonal, ideational, and textual meanings.

3. Pedagogically

This study gives the students of English Education Study Program more comprehending about how the literary works are identified based on interpersonal, ideational, and textual meanings analysis.

## **F. Organization of the Thesis**

The organization of the thesis comprises five chapters. Chapter I is introduction which covers the background of the study, the research question, the definition of the key terms, the objective of the study, the significances of the study, and the organization of the study. Chapter II is about review of related

literature which contains theoretical study, previous studies, and theoretical framework. Chapter III is method of investigation which consists of research design, the source of data, technique of data collection, and technique of data analysis. Chapter IV reveals findings and interpretation. Chapter V states conclusion and suggestions.