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EXPLORING EFL READERS' AESTHETIC READING IN *A DREAM WITHIN A DREAM* POEM BY EDGAR ALLAN POE

A THESIS

Submitted to the English Language Teaching Department

Tarbiyah and Teacher Training Faculty

Syekh Nurjati State Islamic Institute Cirebon

In Partial Fulfillment of the Requirements of Undergraduate Degree



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ABSTRACT

Dwi Arianti. 14121310283. Exploring EFL Readers' Aesthetic Reading in "A Dream within A Dream" Poem by Edgar Allan Poe.

This present study particularly adopt from aesthetic reading theory. As Rosenblatt (2005) argues reading literary text is, to a large extent, distinctive compared to reading factual texts because to comprehend a poem one must activate his/her personal experiences during reading. In reading poem, reader and text are coming together in a particular moment in that time that will be getting the meaning of the poem (Rosenblatt, 1978)

The main purposes of this study are to identify how the EFL readers approach and construct meaning in *A Dream within A Dream* poem. In this study, the EFL readers used some strategies when they do approach and construct meaning in *A Dream within A Dream* poem. Besides that, the researcher also identify meaning making process in construct meaning.

This study took descriptive qualitative method. In this study, the researcher is the key instrument. Rather, researcher collect, identify, analyze and organize data synthesis to then give an interpretation of the concept, policies and events that directly or indirectly observable. The data was collected through study document, questionnaire and some interviews.

There are two significant findings in this study. First, the EFL readers used different approaches in reading poem. It is showed in *previewing text* and *predicting text* activity. R#1 used reader oriented approach. It is because connecting her story with the text of poems (remembering). In contrast to R#2, she used author oriented approach. It is because she is more concern firstly on author of the poem. Second, the EFL readers constructed meaning in during reading and after reading by using strategies. Generally, the EFL readers used monitoring and questioning what is happening got 64%, adjusting predictions as you got 14 % and creating images in the mind got portion 12%. Then, they used removing blockages to meaning got 33% and reflecting essence or significance or importance of what has been read got 67%. Those strategies have different activities that used by R#1 and R#2. The R#1 used seven activities and R#2 used six activities in during reading. While, in after reading, R#1 used one activity and R#2 used two activities in after reading.

Keywords: Aesthetic Reading, EFL Readers, Literary Text, Poem



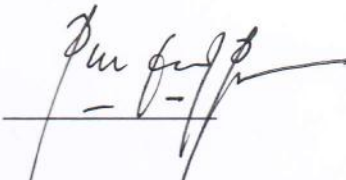

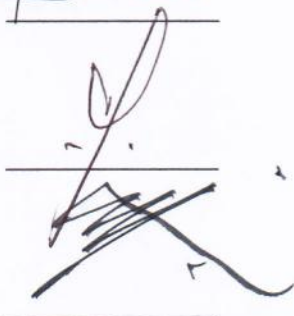
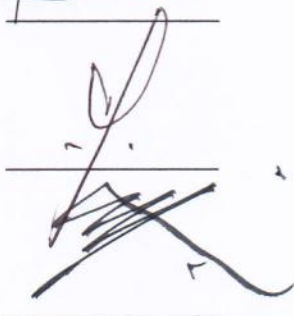


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RATIFICATION

Thesis entitled “EXPLORING EFL READERS’ AESTHETIC READING IN *A DREAM WITHIN A DREAM* POEM BY EDGAR ALLAN POE” by Dwi Arianti, Students Reg. Number 14121310283, has been examined on August 9th, 2016. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I

INTRODUCTION

This chapter discusses the nature of present study and theoretical foundation of the research. It begins with the background problem of the research, the formulation of research, the questions of research, the aims of research, the significance of research, the theoretical foundation, the literature review, and the research methodology. This chapter also is orientation for the next chapter.

1.1 The Background Problem of The Research

Reading is the important aspect in the people's life. It is because reading has many affects for ones. One of them is to get knowledge and new information. Moreover, Spalding and Spalding (1990, p.121-122) states that "reading is one skill that integrates another skill". The simple analogy reading like a car, gets us to our destination (it achieves text comprehension). Moreover, Grabe and Stoller (2011, p.3) states "reading is the ability to draw meaning from the printed page and interpret this information appropriately". It emphasizes that reading is the way to get information.

This research revealed EFL readers in aesthetic reading. This study focussed on how the EFL readers do approach and construct meaning in "A Dream within A Dream Poem" by Edgar Allan Poe in which they used some of strategies in approach and constructing meaning. The primary purpose of this study explores how EFL readers comprehend English poem. In comprehending poem, the EFL readers must activate their personal



experiences during reading. It is because reading literary text open diverse interpretation. The readers have to get understanding appropriately. Barnhouse and Vinton (2012, p.3) argue that the readers have to know the importance of each focus. Readers can read text more aesthetically or more efferently. It depends on the type (genre) of text. Thus, EFL readers comprehend the text appropriately.

There are some researches which have been done in reading area. First is about critical discourse analysis (Isbuga (2007), Moghadam and Sulahi (2015), Khan (2013), and Rafiq and Noureen(2015)). Second concern is about reading strategies on applied linguistic article (Indriyati (2011), Cardina and Zurek (2006), and Ozek (2006)). Third is readers' response (Harfitt and Blance (2011), Kellem (2006), and Liaw (2001)). Fourth is comprehension question (Dalacorte (1994), Cutting *et al.* (2012), and Day and Sook (2005)). Fifth is about PQ4R Method (Octaviani (2013), Manalu (2014), Tandililing (2011), Ruqiya (2011), and Wahyuni (2011)). Sixth is reading strategies (Li (2010), Ozex and Civelex (2006), Zare and Othman (2013)). Seventh is about meaning making (Panevelil (2011), Puspita (2011), and Harfitt and Chu (2011)). Eighth is about environmental issues in reading (Nkwetisama (2011), Bumela (2014), and Dar et al. (2010)).

Based on research above, the researcher took part in aesthetic reading area. It was because reading literary text bring reader to large comprehending in which readers must activate their personal experiences during reading especially reading poem. The purposes of this study explored how the EFL



readers do approach and contrast meaning in comprehending English poems. The study about aesthetic reading have been researched by many researcher such as Pantaleo (2013) who investigated students' response to literature and the texts in general, Chou et al. (2016) focussed on this paper explores aesthetic reading environment to raise students' reading motivation. Last, Lemieux (2015) who investigated how the students fostered aesthetic experience in aesthetic reading. Therefore, this current research focussed to identify the readers' approaching and construct meaning in the poem.

This study identified "A dream within a dream's poem" by Edgar Allan Poe. Poem has difficult meaning that can open diverse understanding. Every reader has different opinion about meaning the poem. So, this research would identify the poem as object of research. This poem is ideal poem from Edgar. Actually, Edgar Allan is gothic poet who was liked in the seventeenth century. Many famous poem that be adopted to the theater involve of The Black Cat, The Premature Burial, dan The Murders in the Rue Morgue. Thus, the researcher excited to identify how experience of Edgar influence reader to construct meaning and give interpretation about the poem itself.

This research has observed students of eighth semester at English Language Teaching Department of Syekh Nurjati State Institute. The respondents are qualified readers based on their ability in literature. The researcher wanted to identify them in English poem, they are qualify or not. Based on the reasons and observation above, the researcher is interested in explore student of ELT Department as EFL readers in reading English poem.



1.2 The Formulation of Research

Research formulation in this study includes the identification of problem, the focus of research and the limitation of problem in the research.

1.2.1 The Identification of problem

The identification of problem is needed for giving clarification about the problem that investigated. Based on the explanation above, the researcher arranged the identification of problem, those are:

1. The Field of the Research

The field of the research is reading, exactly discuss about aesthetic reading.

2. The Main Problem

This research entitled “Exploring EFL Readers’ Aesthetic Reading in *A dream within A Dream* poem by Edgar Allan Poe”. The main problem of this research is how EFL readers explore aesthetic reading in Edgar’s poem.

1.2.2 The Focus of Research

This study focussed on investigating EFL readers’ in reading a poem. The researcher identified how the EFL readers’ approach, and construct meaning in reading poem. In this cases, the readers used some strategies in before, during and reading activity in order to know how they approach and construct meaning in English poem. The researcher had chosen “A dream within a dream” poem from Edgar Allan Poe. In



this study, the researcher identified these problems through study document, interview (in-depth interview) and questionnaire.

1.2.3 The Limitation of the Problem

To avoid unfocussed study in this research, the researcher gave limitation the study that undertitled “Exploring EFL Readers’ Aesthetic Reading in *A Dream within A Dream* Poem by Edgar Allan Poe” into some issues. First, the object as respondent was taken from student of ELT department in IAIN Syekh Nurjati Cirebon. The researcher observed two students as the sample of this study. Second, the researcher chosen EFL readers to observe English poem. Last, the researcher identified readers’ approach the poem. The chosen poem of researcher was “A dream within a dream poem” from Edgar Allan Poe. The researcher also identified how the readers construct meaning in the poem. In this cases, the researcher will identify from step by step, as following before reading, during reading, and after reading. These limitation above will be explained in the next chapter briefly.

1.3 The Questions of Research

Based on the background and the identifications of the problem above, the researcher is going to formulate the problems of the study as follow:

1. How do EFL readers do approach “A dream within a dream” poem?
2. How do EFL readers construct meaning in “A dream within a dream” poem?



1.4 The Aims of Research

There are two aims that have to achieved in this research. In proper with the problem that would be investigated, the research is intended:

1. To identify how EFL readers do approach “A dream within a dream” poem
2. To identify how EFL readers construct meaning in “A dream within a dream” poem

1.5 The Significance of Research

There are some usefulness of this study theoretically and practically. Theoretically, the result of this study can be used as reference for research in reading area. This research will be guide for the researchers especially in aesthetic reading. Furthermore, this study give theoretical information about EFL readers’ in reading poem aesthetically. This study also give comprehension about relation between text and context in which context influence to interpret meaning of the text.

Practically, this study can effect in Teaching English as Foreign Language such as increasing literary skill and moral value. As Alwasilah (2001, p.35) suggests “when the present education system has failed to enlighten the youth with moral and religious value, literature should be viewed as an alternative”. Moreover, “poem can help learners in process of language acquisition” (Panevelil, 2011, p.12).



1.6 The Theoretical Foundation

In this research, there are four main points that related to this current research. The first theory is about nature of reading. The second theory is about aesthetic reading. The third theory is literary text and last is EFL reader. These theory is a basis for the next chapter.

1.6.1 Nature of Reading

In nature of reading, there are four main points. It involve of definition of reading, purposes of reading, models and skills of reading.

1.6.1.1 Definition of Reading

Reading is the important aspect in the people's life. It is because reading has many affects for ones. One of them is to get knowledge and new information. Moreover, Spalding and Splading (1990, p.121-122) states that "reading is one skill that integrates another skill". The simple analogy reading like a car, gets us to our destination (it achives text comprehension). According to Grabe and Stoller (2011, p.3) "reading is the ability to draw meaning from the printed page and interpret this information appropriately". It emphasizes that reading is the way to get information. In addition, Anderson (2003, p.68) described "reading is a process of combining information from a text and the reader's background knowledge to get meaning."



1.6.1.2 Purposes of Reading

The reader has different purposes in reading text. It depends on their needs. According to Grabe and Stoller (2011, p.6-8) there are seven purposes for reading, as following:

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts
4. Reading to integrate information
5. Reading to write
6. Reading to critique texts
7. Reading for general comprehension

Besides, Rivers and Temperley (2004) as cited in Hidayati (2014, p.8) explain six purposes of reading. First, to obtain information for some purposes. Second, to obtain instruction on how to perform some tasks for our work or daily life. Third, to keep in touch with friends by correspondence or to understand business letters. Fourth, to know when or where something will take place or what is available. Fifth, to know is happening or has happened. Last, for enjoyment or excitement).



1.6.1.3 Models and Skills of Reading

According to Grabe and Stoller (2011, p.25-26) describes three models of reading, such as bottom up, top down and interactive model. These models reveal metaphorical generalisations that stem from comprehension research conducted over the past four decades. Bottom up model refers scanning text to find a particular text. As Harmer (2007, p.270) describes that “in bottom-up processing, the reader focuses on individual words, phrases, cohesive devices, and understands the text by combining those detail parts to make a complete understanding.” Here, the reader begins with smallest unit of language to understand text itself.

It is different with top down model. This model assumes that reading is primarily directed by reader goals and expectations. It characterise the reader as someone who has a set of expectation about the text information and samples enough information from the text to confirm or reject these expectation (Grabe and Stoller, 2011, p.25). Top down model uses vocabulary knowledge, background knowledge and social construction to achieve comprehension of the text.

The last model is interactive model. According to Rumelhart (1997) interactive model is a model of the reading process and the way linguistic element are processed and



interpreted by the brain. This model combines both surface structure system (bottom up) with deep structure systems (top down) to build meaning and memory for all readers. It shows that the reader uses both of bottom up and top down model to comprehend the text.

The readers not only use reading model, but also they have to use their skill to achieve comprehension of the text. The skills involve microskills and macroskills (Brown, 2003, p.89-190). In microskills, there are some criteria, such as:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of word, and interpret word order pattern and their significance
5. Recognize grammatical word classes (noun, verb, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.



7. Recognize cohesive device in written discourse and their role in signalling the relationship between and among clauses.

It is different with macroskills. The criteria of macroskills are:

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative function of written text, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. From describe events, ideas, etc., infer link and connections between event, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meaning.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7. Develop and use battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.



These criteria, both microskills and macroskills are important to make comprehension in reading activity. Therefore, the readers must have these skills to get comprehension and meaning of the text.

1.6.2 Aesthetic Reading

Aesthetic reading is reading to explore the work and oneself in which readers are engaged in the experience of reading. Rosenblatt states “In aesthetic reading, the reader’s attention is centered directly on what he is living through during his relationship with that particular text.” An example would be reading Hemingway’s *Old Man and The Sea* to live through a deep sea fishing adventure, or the *Grapes of Wrath* to plumb the emotional depths of living through the Great Depression. One would not read the *Old Man and The Sea* to learn how to deep sea fish, nor the *Grapes of Wrath* to examine the economic factors that caused the Great Depression.

Rosenblatt explains reading and meaning-making happen only in the reader’s mind (it does not take place on the page, on the screen, or in the text) but also in the *act* of reading. Reading text has some purposes. According to Veit (2009, p.29) the late Louise Rosenblatt, a pioneer in the study of reading process, draws a distinction between efferent reading and aesthetic reading. When readers need information, they adopt an efferent stance (they just try to grasp what a text is



saying). When they adopt an aesthetic stance, readers pursue unique personal engagement with a text (usually a work of literature).

Reader's response comes from transactional theory that the result of combination between the stance of the reader with the content of the text and provide the response. This is where being a reader is so critical. According to Barnhouse and Vinton (2012, p.3), the readers have to know the importance of each focus. Readers have to understand the genre that reader read and know what the strategies to make the meaning of text as prediction or inference and identify the content of text. Reader response has two types aesthetic and efferent. Aesthetic tend to emotional text and efferent tend to information text.

Readers position can influence by reader's experience that help readers understand main idea of text. According to Rosenblatt that reader and text are coming together in a particular moment in that time that will be getting the meaning of the poem (Rosenblatt, 1978) cited in April Sanders (2012, p.1). This study have to representation the ways of readers understanding and response the poems text because this part is important to identify how the process of reading poems, how critical thinking process occur and construct the meaning of poems.

Rosenblatt's transactional theory goes beyond having "knowledge about" literature. For Rosenblatt, literature gives a "living through" (1995, p.38) meaning the reader enters into the text combining his or her experiences as he or she responds. This aesthetic experience is not



solely based upon the text. In order to have an aesthetic experience, a person needs to bring his or her knowledge and previous experiences in order to evoke the poem (Rosenblatt, 1995). There needs to be a balance presented between the two types of responses, aesthetic response and efferent response.

In transactional theory, the responses students have should neither be too dominated by the text nor based solely on their experiences (Rosenblatt, 1995). A transaction occurs when people use the text and their prior knowledge and connections to the text together to have an experience with the text. According to Sipe (2008, p.85), there are five different types of responses, such as analytical, intertextual, personal, transparent, and performative.

1. Analytical Response

The first category of responses, analytical, includes responses that construct meaning from the text through summarizing, predicting, and describing different plot elements (Sipe, 2008, p.85). Analytical responses encompass the most literal types of responses from students. They most closely relate to the traditional classroom read-aloud scenario where the teacher asks students to describe the plot, summarize what was read before, make predictions, or discuss characters from the text.



2. Intertextual Responses

The next category observed by Sipe (2008, p.85) is intertextual responses in which children relate the book being read to other cultural texts and products. Children view the book in relation to other texts they experience in their lives. The texts students draw upon in their responses are not limited to other books they have read, but are often multimodal and include children's experiences with television, oral stories, and other cultural artifacts from their own lives.

3. Connecting Responses

Connecting the text to their personal lives comprises the third type of response. In this response students make connections to the text in one of two ways. Students either apply aspects of their own lives to the text being read or they take pieces from the text being read and compare them or bring them into their own lives (Sipe, 2008, p. 86).

4. Transparent Responses

The fourth response is the transparent response. Although not often observed, this response consists of children demonstrating what Rosenblatt (2005) referred to as a "lived through experience" with the text. Here students are entering the story and its poem world and becoming one with it. In that moment, the world of the text



seems to be “identical with and transparent to the children’s world” (Sipe, 2008, p.86).

5. Performative Responses

In the final response, the performative response, children enter into the text’s world and then use the text and manipulate it for their own purposes. The text functions as a platform for the children’s own creativity or imagination. During a performative response, students often verbally respond to the text and even act it out as it is being read. Performative responses are characterized by “creativity, playfulness, wry humor, sly puns, or flights of fancy” (Sipe, 2008, p.174) and can be musical in nature. During a performative response, children take control of the conversation away from the teacher (Sipe, 2008).

1.6.3 Literary Text

According to Anderson (1998, p.2), text can be divided into different text types. Each text type has a typical structure that can be recognised by users of our language system. Text types are used by speakers and writers to communicate for a particular purpose. One of types is literary texts, this category can be divided into three main text types such as narrative, poetic and dramatic. When a speaker or writer makes judgements about any of these text types, a response text is created. The narrative text type tells a story using spoken or written



language. It can be communicated using radio, television, books, newspapers and computer files. Poetic text types express feelings and impressions of life. A poem can tell a story or give the poet's views of people and events. Dramatic text types use acting to communicate ideas and experiences.

Literary is a piece of written text that has purpose for entertain. Literary derived from the Latin *littera*, meaning "letter". The root meaning of literature refers primarily to the written word and seems to support this board definition. However, such a definition eliminates the important oral traditions on which much of our literature is based, including homer's illiad and odyssey, the English epic Beowulf, and many Native American legends (Bressler, 1998, p.6)

Literary is considered as the expression of beautiful thought, ideas in beautiful language (Hartningsih, 2001, p.4). It will be interesting for some readers if they have high sensitivity and imagination because they can really enjoy the beauty of literature. Literature is writing of particular kind involves a particular use of words, writing that works in particular way, makes different (usually more exacting). Literature is human expression about the life experience in language form.

Sunaryono (1988, p.2) argues that characteristics of literature involve: first, that literature has power. The use of language in a certain piece work of literature may create a powerful emotional impact in the reader mind. Second literature is also vivid. One of its great



achievements is by the power of written word to make u hear, to make you feel, it is before all, to make you see. Third, the language of literature is clear to clarify this, he use a passage describing a character.

The kinds of literature are mentions two main divisions they are literature of knowledge and the literature of imagination, both of literature in function, according to the purpose of the writer. The literature of knowledge presents or interprets facts, ideas or happenings, a description of a person or place, the explanation of scientist process, the account of war, or the discussion of political issues. The literature of imagination interprets experience by fictitious presentation of person, ideas, and events these writing involve prose, poetry and drama (Sunaryono, 1988, p.3).

1.6.3.1 Poem

Poem is one of type of literary text. The main of literary text is aexperience. From the text, the reader will get experience itself. According to Rosenblatt (2007, p.305) states the quality of our literary experience depends not only on the text, on what the author offers, but also on the relevance of past experiences and present interests that the reader brings to it. Besides, “to improve, not simply the quality of books studied, but rather the quality of literary experiences undergone and to lead the student to have literary experiences of higher and higher quality requires constant concern for what



at any point he brings to his reading, what by background, temperament, and training he is ready to participate in” (Rosenblatt: 2007, p.307). Flanagan (2007) as cited Predergast (2009:3) argues that “poem is an imaginative awareness of experience expressed through meaning, sound, and rhythmic language choices so as to evoke an embodied response”.

According to Hughes (2007, p.1) “poem is important to increasing literacy skills even in technology development”. Literacy is important for students to be able to read and write or construct texts in multiple genres. In addition media will help students develop their visual and digital literacy skills to think more critically about how images, sounds, and print text work together to communicate meaning. There are three important roles of poetry in improving literacy skills (Hughes, 2007, p.1-2):

1. The transformative potential of poetry

Poems surface the feeling of reader and stimulate thought through the content of text. Poems not only to medium for expressing but also to can help the reader mind to be more concentration and give attention of the meaning especially in ambiguity meaning. As Hughes argues (2007, p.1) “poetry should have a central place in all of our lives, not only for the aesthetic pleasure it affords, but also for its



ability to awaken our senses, connect us with ourselves and others, and lead us to think in synthesizing ways, as required by its use of the language of metaphor.”

2. The challenges of teaching poetry

According to Hughes (2007, p.2) “the dominant model of poetry teaching, particularly for older students, has been to teach poetry through print text and to focus on finding one meaning to be dissected”. For creating and engaging meaning poem of students is better if teacher help them to understand poem in particular so that brings them to a deeper understanding and find meaningful ways to engage them with poetry.

3. Poetry’s power to improve literacy

Applying language in poem can expand oral and written vocabulary. The students that have well-developed oral skills will higher achievement in reading and writing as well. It means that students can surface a sensorial response to the poem. Besides that students also can relate their feelings and sense through their experience. In addition students will improving their literacy skill through making inferences, identify main idea in content of poem, making judgments and drawing conclusions, clarifying and



developing points of view, and making connections as cited in Hughes (2007, p.2).

4. Literacy and New Media

Literacy is important for students to be able to read and write or construct texts in multiple genres. In addition media will help students develop their visual and digital literacy skills to think more critically about how images, sounds, and print text work together to communicate meaning. Literacy also involves students in performances and discussions, as well as the reading and writing of poetry.

According to DiYanni (2002, p.682) poem is classified into two type. These are narrative poems and lyric poems. Narrative poems reveal story and song. While lyric poems reveal emotion and song. Narrative Poems involve epic, romance and ballad.

1. Epics

DiYanni (2002, p.682) states “epics are long narrative poems that record the adventures of a hero whose exploits are important to the history of nation”. Epics, typically, show civilization origin of nation and it reveals their central beliefs and values. The epic style seems like action and it is



more formal, complex and serious. The famous epics in Western literature are Homer's *Iliad* (about the Greek and Trojan war), Virgil's *Aeneid* (about founding of Rome), Dante's *Divine Comedy* (a journey through hell, purgatory, and heaven), and Milton's *Paradise Lost* (about revolt of the angels, a man's creation and fall).

2. Romance

The second type of narrative poems is romance in which adventure is a central feature. The plot of romances is complex (with surprising and even magical action common). Usually the characters that appeared are human being, monsters, dragons and disguised animals in the world that does not adhere consistently to the laws of nature as we know them. Famous romance during Middle Ages and Renaissance is a poetic genre has fallen from favor (DiYanni, 2002, p.683)

3. Ballads

Ballads is a most popular form of narrative poems. DiYanni (2002, p.682) argues that "ballads originally is meant to be sung or recited". There are two type of ballads. First, Folk ballads (popular ballads) is growth on orally, only to be written down much later. Hence, these ballads did not know the name of author (unknown authorship) and



happen different version of many such as “Barbara Allan” and “Edward, Edward”. Second, literary ballads (unknown authorship) imitate the folk ballad by adhering to its basic convention (repeated lines and stanzas in refrain, swift action with occasional surprise endings, extraordinary events evoked in direct, simple language and scant characterization) but are more polished stylistically and more self conscious in their use of poetic techniques.

The second type is lyric poem. Lyric is subjective poems, brief and express feelings and thoughts of single speaker. Typically, lyric poem is characterized by brevity, melody and emotional intensity. It designed to be sung to a musical accompaniment. The lyric poems include elegy, epigraph, sonnet, sestina, aubade and villanelle.

1. Elegy is a lament for the dead such as Seamus Heaney’s *Mid Term Break*.
2. Epigraph is a brief witty poem that is often satirical, such as Alexander Pope’s *On the Collar of a Dog*
3. Sonnet condenses into fourteen lines an expression and emotion or an articulation of idea according to one of two basic patterns: the Italian (Petrarchan) and the English (Shakespearean). An Italian sonnet is composed of an eight-



line octave and six-line sestet. A Shakespearean sonnet is composed of three four-line quatrains and a concluding two-line couplet. One example is Robert Frost's *Acquainted with the Night*.

4. Sestine consist of six stanzas of six lines each followed by a three-line conclusion or envoy. The sestine requires a strict pattern of repetition of six key words that end the lines of the first stanza. One example is Elizabeth Bishop's *Sestine*.
5. Ode is a long stately poem in stanzas of varied length, meter and form. While, aubade is a love lyric expressing complaint that dawn means the speaker must part from his lover. The examples are Jhon Keats's *Ode to a Nightingale* (Ode poem) and Jhon Donne's *The Sun Rising* (Aubade poem)
6. Villanelle, which also relies on repetition, is composed of five three- line tercets and a final four-line quatrain. The examples include Dylan Thomas's *Do Not Go Gentle into That Good Night* and James Merrill's *Dead Center*.

According to Bustami (2012, p.5-9), there are some elements of poem. First is theme (the central idea or the subject matter that the writer wants to convey or send to the reader through the poem) Second is feeling (the poet's attitude towards his subject matter. In society, people have different



attitudes towards an object, a person or a condition). Third is tone (the attitude of the writer or the poet towards the reader. A poet may send cynical expressions when he sees the bitterness of life, bad society, or bad government). Fourth is intention (When someone talks or writes about something, he wants to send a message or an intention. The message or intention of the writer (or poet) usually implicit). A poems gives message or meaning by indirection. Indirection is produced by:

1. Displacing occurs when the sign shifts from one meaning to another, or when a word stands for another meaning.
2. Distorting happens when there is ambiguity, contradiction or nonsense.
3. Creating (riffaterre, 1978, p.2 as cited in Subhan, 2012, p.9) happens when textual space serves as a principle of organization for making signs out of linguistic items that may not be meaningful otherwise (for instance, symmetry, rhyme, or semantic equivalences between positional homologous in stanza).

1.6.4 EFL Reader

Nowdays, English is an international language. Poepole can communicate with other poeple around the world with using English. In Indonesia, English is considered be important to be learned as Foreign



Language. English should be acquired by Indonesians for many reasons, such as for education, government activity, economic development and others. As Coffin (2004, p.38) explains that:

English as a foreign language' (EFL) is taught in non-English-speaking countries where English is not the official language such as Japan, China or Venezuela. However, as Modiano states, "the traditional definition of the foreign-language speaking speech community is now breaking down...because the increased use of English through globalization has made it difficult to differentiate between second language and foreign language speech communities"

Besides that, Wallace (1992, p.62) notices that "EFL students are often marginalized as readers; their goals in interacting with written texts are perceived to be primarily those of language learners." In this cases, EFL readers should learn reading English in order to make them get information what they have been read in appropriate meaning. They as EFL reader also should practice reading skills analyze linguistic structure or new vocabulary items.

1.7 The Literature Review

In the area of aesthetic reading, there are some researchers that related with current research. First is of Pantaleo (2013) who investigated students' response to literature and the texts in general. Second is who analyzed Chou et al. (2016) focussed on exploring aesthetic reading environment to raise students' reading motivation. Last, Lemieux (2015) who investigated how the students fostered aesthetic experience in aesthetic reading.



Pantaleo (2013) has analyzed the students' response in reading text. In this case, the analysis of the student's writing showed how their responses that include aesthetic responses. This study also described how instruction of art and design visual elements could contribute to students' aesthetic responses to the texts. The findings of the study showed a consideration of pedagogical issues related with the teaching aesthetic response in the classroom.

Lemiux (2015) focussed the study on how the students fostered aesthetic experience in aesthetic reading. This study explored aesthetic reading environment to raise students' reading motivation with using aesthetigrams. The researcher used Lynn's aesthetigrams to help strengthen students' interest and participation in literature class. Besides, activity of aesthetigrams was used to understand students' aesthetic, emotional and intellectual responses to literature. To observe the problem, the researcher used mix method both of qualitative and quantitative. The result showed that the use of aesthetigrams are conducive to learning in literature classroom settings.

Chou et al. (2016) investigated aesthetic reading environment to raise students' reading motivation. This study explored how educator or teacher understand about rising children's reading motivation through operating classroom aesthetic reading environment. This study used qualitative method. To collecting data, the researcher used observation, interview and document. The finding showed that young children's reading motivation were promoted



through classroom aesthetic reading environment and parent-child shared promotion activities. The reading motivations included interest, perceived control, collaboration, involvement and efficacy.

The previous studies above focused on students' response and the effect of aesthetic reading in literature and classroom. In contrast with my current research, this study focussed on investigating EFL readers' in "A dream within a dream" poem. The researcher concerned how reader approach and construct meaning with using descriptive qualitative method. Thus, interpretation of words can give the meaning appropriately.

1.8 The Research Methodology

Research methodology describes six main points. These points are the objective of research, the place and time of research, the method of research, the source and type of data, the techniques of collecting data, the instrument of research and the techniques of analyzing data.

1.8.1 The Objective of Research

The objective of this research is to analyze how the EFL reader in aesthetic reading a poem. The poem entitled "A Dream within A Dream" by Edgar Allan Poe. The poem was accessed from <http://www.poemhunter.com> in February 2016. The aims of the researcher are to know the reader approach and construct meaning in the poem.



In this study, the respondents are the student of English Language Department at Syekh Nurjati State Islamic Institute Cirebon. There are two respondents. They are taken from eighth semester. In the context of study, they were involved of student who has attended introduction to literature class. As Lodico et al. (2006, p.140) states “the researcher will identify key informants person who have some specific knowledge about topic being investigated.”

1.8.2 The Place and Time of Research

This research focuses on EFL readers’ approach and construct meaning in the poem. The researcher generally took place of the research in IAIN Syekh Nurjati Cirebon. Eventhough, the place was still unprediction. It could be at in the house, mosque, park and so forth. According to Alwasilah (2000, p.100) that “qualitative research focuses on phenomena. It doesn’t have generalizability and comparability, but have internal validity and contextual understanding.” The respondents in this study are student of English Language Teaching Department. It was conducted on May - August 2016.

Table 1.1

Research Timeline

No	Time	Activities
1	7 – 15 May 2016	Proposal preparation
2	16 – 25 May 2016	Collecting the data



3	25 May – 10 June 2016	Analyzing the data
4	10 June – 10 July 2016	Writing the finding research
5	10 July - 1 August 2016	Finishing the research

1.8.3 The Method of Research

This research used qualitative method. Qualitative method is a study of the research that was described and tended to use analysis. Processes and meanings (subject perspective) is highlighted in qualitative research. In the qualitative method, the researcher have role as tool to collecting data. It means that “the researcher is the key instrument”. Qualitative also as research procedural that produced descriptive data like written or oral from someone or something that we are observed (Bodgan and Tylor as cited Meleong, 1990, p.3). Qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. As Fraenkle, et al (2012, p.426) describes the characteristic in qualitative:

1. The natural source is the direct source of data, and the researcher is a key instrument in qualitative research.
2. Qualitative data is collected in the form of word or pictures rather than numbers.
3. Qualitative researcher is concerned with process as well as product.



The design of this research is descriptive qualitative. It is because the researcher will identify how the readers approach and construct the meaning in the poem. As Hasan (2002, p.56) argues “the purposes of descriptive qualitative are to collecting actual information that describe phenomenon clearly, to identify problem and to make comparison or evaluation”. The researcher will collect data with test and interview. As Koh and Owen (2000, p.1) describe descriptive qualitative method usually use the survey, which includes questionnaires, personal interviews, phone surveys, and normative surveys.

1.8.4 The Source and Type of Data

In this research, the researcher collected the data in forms of primary data dan secondary data. Primary data refers to original documents (correspondence, diaries, report, etc.) relics, remains, or artifacts (Ary, et al., 2010, p.467). As Kothari (2004:95) states “The primary data are those which are collected a fresh and for the first time, and thus happen to be original in character.” Primary data is EFL readers as main problem. In this study, the researcher used two students of eighth semester from English Language Teaching Department in State Islamic Institute Cirebon. Besides that, the primary data is also taken from transcripts of some interviews and questionnaire.

The secondary source is the data that supports the main data. It are taken from many kinds of book that related with the theoretical



review. The secondary data that was used in this research are journal, book, and the other source that relevant to support this research. Therefore, the secondary data source of this research are to make convincing the research.

1.8.5 The Techniques of Collecting Data

In this study, the researcher used two techniques in collecting data involve of study document and interview. These techniques of collecting data fit to the research design as mixed research method. As Lodico et al. (2006, p.5-6) argues that the qualitative researchers are often said to take inductive approaches to data collection because they formulate hypotheses only after they begin to make observation, interview people, and analyze document.

1.8.5.1 Study Document

According to Hopkins, document is a technique of collecting data that was used in qualitative approach (1993, p.140). The researcher chooses the documentation to collecting data and investigate the poem. As Creswell (2012, p.223) explains:

“A valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journal, and letters. These sources provide valuable information in helping



researcher understand central phenomena in qualitative studies.”

Document also refers to a wide range of written, physical, and visual materials including what other authors may term artifacts (Ary, et al., 2010, p.442). Documents are categorized into four categorization:

1. *Public records*
2. *Personal documents*, are typically first person narrative and include such items as diaries, letters, home videos, scrapbooks, and so forth.
3. *Physical materials*, may include many objects, such as equipment, paintings, photographs, and other physical traces.
4. Researcher generated document are prepared by researcher or for the researcher by the partisipants (Ary, et al., 2010, p.442).

In this study, the researcher uses poem and transcript of some interview and questionnaire as documents. Here, EFL readers read “A dream within a dream” poem until they understood the poem. After that, the researcher took their understanding through recording as result of interview.



1.8.5.2 Interview

According to Ary et al. (2010, p.438) “interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses”. While Cohen et al. (2005, p.267) states “interview enable participants to discuss their interpretations of the world in which they live and to express how they regard situation from their own point of view”. According to Freankle et al. (2009, p. 446) the purpose of interview are to find out what is on their minds and what they think or how they feel about something.

In this study, interview is used to reinforce data in this research. The interview is done to make sure the researcher about how EFL readers approach and construct meaning in the poem. Therefore, the researcher asked some question to the readers about background knowledge and strategies in reading poem to ensure the data. The instrument in this technique is interview guidelines.

1.8.5.3 Questionnaire

Questionnaire is used to identify EFL readers construct meaning in the poem. The questionnaires type is closed-ended responses. As Ary et al. (2010, p.391-393) argues that “closed-



ended questions take more time to construct, but the responses are easier to tabulate”. The data collection based on questionnaire is conducted after the researcher was doing interview.

In this study, questionnaire is used to validate data in this research. Here, the researcher gave fifteen questions to respondents about activities in reading poem. Then, the researcher matched the answer with result of interview and validate or analyze the data itself. The instrument in this technique is questionnaire guidelines.

1.8.6 The Instrument of Research

The instrument of this research is the researcher herself. As Lodico et al. (2006, p.106) called it “self-developed instruments where the instruments are created by the researcher for a specific setting or group of participants in collecting data, it will be conducted by the researcher”. It means that the researcher is a source of collecting data. The researcher analyzed data to make conclusion of the finding. Besides, the researcher has to understand and comprehend data through some of related books, journals and articles. According to Lincoln and Guba as cited Sugiyono (2012, p.305):

“The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is



the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product”.

1.8.7 The Techniques of Analyzing Data

Data analysis is data processing and interpretation of data. According to Ary et al. (2010, p.481) data analysis is the most complex and mysterious phase of qualitative research. It shows that analysing data is very complex. It is also called as mysterious phase because we do not know what the result. In this study, all data that have been collected will be analysed to get understanding of these data. Lodico et al. (2006, p.301-302) stated there are many stages will be conducted in data analysis, as following:

a. Preparing and organizing the data.

The researcher prepared the data such a poem and guidelines of interview and questionnaire completely. These data is used to analyse how EFL readers’ approach and construct meaning in comprehending poem. Then, the researcher record the result of interview and questionnaire. After that, the researcher organize these data based on the question of research. The researcher transcript recording of some interviews from R#1 and R#2 and analyze readers’ answer in questionnaire.



b. Reviewing and exploring the data.

These data that have been collected were reviewed by researcher in order to make understanding of all data. In this case, the researcher validated data from collecting data itself. After that, the researcher explore these data. Last, the researcher began to make code in research finding.

c. Coding data into categories

Ary, et al. (2010, p.483) argues “coding is about developing concepts from the raw data. It is the core of qualitative analysis and includes the identification of categories an themes and their refinement”. In this study, the researcher used coding of person to make easier when the researcher describe about person. There are coding in this study that are described in table below:

Table 1.2

Research Coding

Description of Research Coding
R : Researcher
R#1 : Respondent 1
R#2 : Respondent 2

d. Constructing descriptions of people, places, and activities.

The researcher constructed the data of R#1 and R#2 when they used strategies in reading poem. Besides that, the researcher described detail of the people, place, and activities that used in this



research. Then, transcript of interview and questionnaire combine with field note and explain the data in detail.

e. Reporting and interpreting data.

All data findings are interpreted and then the researcher reports the data as final conclusion of this research. It is the last step that is used by the researcher to describe and explain the phenomena. The researcher summarizes and explains data (results) in narrative form.

Data are collected by researcher through interview, questionnaire and document analysis. The researcher analyzed more than one data collection to validate findings. As Lodico (2005, p.267) argues “data in qualitative research are analyzed through the reading and review of data (observation notes, interview transcript) to detect themes and patterns (result) that emerge. The data will be categorised by coding.”



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