

## **Correlation between Knowledge of Literary Theory, Attitude Towards Literature and Reception Ability of Contemporary Poetry**

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**Abstract:** *This article will present the results of research conducted on students of Indonesian Language and Literature Education Department, UNIMA FBS. This study aims to obtain empirical evidence about the correlation between knowledge of literary theory, attitude towards literature, and the reception ability of contemporary poetry. The method used is a survey method with correlational techniques, while the data used to analyze technique is correlational statistical techniques. Through this method, researchers can describe the correlation between the variables which are  $X_1$ ,  $X_2$  as the independent variable and  $Y$  as the dependent variable. The instrument used in this research is a test that includes: knowledge of literary theory test, attitudes toward literature test, and the reception ability of contemporary poetry test. The research proves that there is a positive correlation between knowledge of literary theory, attitude towards literature and the reception ability of contemporary poetry. Reception ability of contemporary poetry can be improved by taking into account knowledge of literary theory and attitude towards literature.*

**Keywords:** *Literary Theory, Attitude, Reception, Poetry, Contemporary Poetry.*

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### **1. INTRODUCTION**

Appreciation of poetry courses in Indonesian language and literature majors of FBS UNIMA, is related to the meaning of poetry, the writing/creation of poetry, poetry readings and musical poetry. In addition, the materials discussed include: the nature of poetry, poetry functions, the types of poetry, the inner structure of the poem: sense/theme, feeling/taste, tone and intention/mandate. The physical structures of poetry are: imagery, diction, meaning and value of a sense of poetry, style, figurative language, typography. In this course presented various expert opinions related to the appreciation of literature in general and poetry related as one literary genre.

The existence of poetry appreciation courses is expected that students have the ability to appreciate poetry, both receptive activities such as to receipt/explain poetry, reading poetry/poetry reading, declamation, unrequited rhyme and create productive activities such as poetry and musical poetry. Those are the provisions of professional teachers who accompanied the knowledge and understanding poetry.

Activity to receive contemporary poetry is one of the activities in the course of the appreciation of poetry. Ability to receive contemporary poetry is the ability of students to apply sensitivity feelings, reasoning, imagination, sensitivity to society, culture, and environment. In addition, the ability to receive poetry is an integral part of the educational goals in order to study the formation of real human.

### **2. PROBLEM IDENTIFICATION**

1. How to receive the ability levels of students in contemporary poetry?
2. What factors can support students' ability to receive contemporary poetry?
3. Does positive attitude toward literature can guarantee to increase the ability to receive contemporary poetry?

4. Does the mastery of literary knowledge can improve the ability to receive contemporary poetry?
5. Does the attitude toward literature and literary knowledge can improve the ability of students poetry reception?
6. Does sociocultural environment can enhance the ability to receive contemporary poetry?

### **3. PROBLEM LIMITATION**

Based on the problems, this study is only limited on "The correlation between knowledge of literary theory, attitude toward literature and reception ability of contemporary poetry on students of Indonesian language and literature education of language and art faculty of State University of Manado"

### **4. BENEFIT OF THE STUDY**

1. Results of this study can provide information for policy-makers in developing curriculum and concepts of poetry reception on Indonesian language and literature education majors.
2. Provide an overview to the students that literary knowledge and attitude toward literature is needed in reception of contemporary poetry.
3. Input to the lecturers who administer poetry appreciation courses, should be implemented in an innovative, creative, fun with the aspect of literary theory knowledge and attitude towards literature.
4. Results of this study can be used as input for other researchers to carry out further research.

### **5. LITERATURE REVIEW**

#### **5.1. Definition of Poetry**

Poetry through the ages always changes and developments in accordance with the evolution and changes in the concept of aesthetic tastes. Tarin (1994:4) said that the word comes from the Greek poem "poesis" which means creation. In English poetry called poetry which means poetry, poet means poet, poem means poetry, rhyme. Meaning that this sort of gradually narrowed its scope to be "the art of literature whose words are arranged according to specific requirements by using rhythm, rhyme of the words. It can be said that poetry is the pronunciation of the feeling, while the prose pronunciation with the mind.

Experts who argue that the poem is to find and describe it "desirable" (the idea). Thus the purpose of poetry is not to describe the truth, but the soul worships truth and give something more beautiful picture. The element of beauty in one of them is a sense of poetry.

John Dreyden was linking poetry with music. He said, poetry is articulate music (poem is neatly arranged music) and poetry is not to speak but to sing. So, instead of talking but sing (to observers), Samuel Johnson said that poetry is the full power spontaneous expression of author's feeling, he would express emotions that chime back in peace. Matthew Arnold gives a definition that poetry is the highest form of organization of human intellectual activity. Similarly, Bradley said poetry is a passion. He's not our maid, but our leaders. Ralph Waldo Emerson said that poetry is an attempt to express the soul of something timeless, rugged body to move and look for the cause of life and there is a reason.

Another opinions by world poets about poetry are as follows:

1. William Wordsworth: Poetry is the spontaneous expressions of feelings that full power, he gets taste of emotion or feeling that is collected back in peace.
2. Byron: Poetry is the imagination lava eruption prevents an earthquake.
3. Bysche Percy Shelly: Poetry is the record of the moments of the nicest and most pleasant of thoughts that are best and most enjoyable.
4. Emily Dickenson: If I read something and it makes me so cool, so there is no fire to warm up to me, then I know that it is poetry. Only in this way can I know poetry.

5. Watts Dunton: Poetry is a concrete expression and artistic nature of the human mind is emotionally and rhythmically.
6. Lascelles Abercramble: Poetry is the expression of imaginative experience, which is valuable and valid only in ceremonial or social statements are expressed in language, which uses any plans mature and useful (Tarin, 1994:5).

From the opinions of the poets above, a poet is obviously the person who created the creator of the experience or the experience. Hence poetry is an imaginative expression of human experience. First of all that we get when reading a poem is an experience. The more people read a poem the more experience is obtained or enjoy. Especially imaginative experience anyway. It can be concluded that the disclosure implicitly, faint with the implied meaning, in which the words are skewed in connotative meaning, that is exactly what we mean by poetry (Tirtawirya, 1993:9). So many opinions about poetry but really think about whether the poem is not so important. What is important is the fact. Could we understand and enjoy the poem?

Poetry is actually not a simple work of art, but rather a very complex organism. Poetry was created with a variety of language and aesthetic elements mutually completed, so the poem is formed with various meanings interlocked. Thus, in essence poetry is an idea formed by the arrangement, assertion and description of all materials and parts into components and is a beautiful unity (Abrams, 1991:68). If the new poetry arranged elements into components to be presented as a work of art. Existing components that can be named one by one, even its meaning can be explained by the context in which exposure to language poetry. Told by Riffatere, the poem expresses the concepts or terms and other means. Indirect meaning that can be digested by the reader due to three factors, namely (1) the removal of the sense of place (displacing), (2) the deviation sense (distorting), and (3) the creation of new meaning (creating).

Moving on from these thoughts, in analyzing and understanding the meaning of the poem, the reader not only armed with enough literary code, but also be armed with the language code, in addition must also be familiar with the cultural codes that are exposed in the discourse of poetry.

Aminuddin (1990:15) said: "Personally, I agree to the nature of poetry as a form of writing that is very private/personal. A poem usually and probably will contain only a reflection of the author's understanding of poetry (poet) will be something in his world. It is certainly much more personal than the article could cite more than the opinions of others his own opinion; also more personal than the work of a novelist who does not always represent themselves. Such privacy and subjective a poem that has special meaning. This is one reason that causes some to suggest that poetry does not translate."

## **6. THE STRUCTURE OF POEM**

The poem consists of two parts, there are the inner structure and the physical structure of the author. LA Richards mentions both the structure and the method by nature poetry poetry (Donald Keesey, 1994:180), while Marjorie Boulton mention it as a form of mental and physical shape (Boulton, 1989:8-9).

Inner structure of the poem is a form of unity of meaning of poetry consisting of subject matter, theme, feeling, tone and the message conveyed poet. To understand the inner structure, the reader should try to involve themselves with the nuances of poetry, so the feeling and tone of the poet can be expressed through the language given meaning by the reader. One way to involve the reader in understanding the soul meaning of the poem consists of the language code, system code and system code literary culture is trying to understand the code in the poem. System code to understand the meaning of the poem.

## **7. INNER STRUCTURE POETRY**

### **7.1. Theme/Sense**

The theme is the central idea that the poet expressed through his poetry. Themes poems usually reveal the essential nature of human problems, such as love, fear, happiness, sorrow, misery of life, justice, and truth, divinity, social criticism and protest. The theme is the meaning of the subject matter contained in a poem.

Themes can be translated into a sub-theme or subject matter can be said. Poetry often does not reveal a common theme, but the theme is special that can be classified into sub-themes or subject matter (Budidarma, 1994:68). For instance, the theme of this poem is not love, but the more specific theme, for example, resulting in catastrophic failure of love.

Sense or theme or meaning contained in the subject matter of a poem. Each poem contains subject matter / language poets presented to the audience even if in some sense the poem is a bit sketchy.

## **7.2. Tone**

The tone is often associated with the atmosphere. If the tone of the poet mean attitude toward the subject matter (feeling) and the attitude of the poet towards the reader (tone), it means state of the atmosphere caused by the disclosure of feeling tone and environment that can be captured by the senses (Effendi, 1992:134). Related to the theme and tone of the reader. Tone related to the theme of the poet shows the attitude towards the tilled object. For instance, if the object of a poet working on a robber, poet may be sympathy, hate, antipathy, moved and so on. Tone associated with the reader, such as: patronizing tone, sarcasm, inciting tone, a tone relaxed, philosophical tone, and others. It thus can be seen in the "Ballad killing of atmo Karpo" Rendra. In the poem the poet's sympathy with Atmo Karpo, the robber who repented of his sins. The poet invites readers to respond that killed their parents for whatever reason is not justified.

Conclusions, tone or tone poem is the poet 's attitude toward his reader or the poet's attitude toward the reader/ audience of his work.

## **7.3. Feeling**

*The poets attitude towards his subject matter*, is the attitude of the poet towards substance or object that is contained in his poetry. In daily life we come across two or more people facing a similar object but with a different attitude. There are no disinterested sympathy

Feelings expressed in the poem the poet. Poetry can express feelings happy, sad, troubled, afraid, restless, yearning, curious, hate, love, revenge and so on. Expressed the feeling that the poet is total, meaning no half measures. If that is expressed feelings of sadness, the sadness was not half-half, but that is total sadness. Therefore, the poet took all the power of language to reinforce the expression of feelings which are total was (Tarin, 1994:5)

## **7.4. Mandate/ Intention**

Each poet has a mandate to be conveyed in his poetry. With the creation poems, each poet has the objective/mandate to be conveyed in his poetry. With the creation of poems, each poet has a purpose/mandate. If the poet is a teacher, then with a poem he wants to educate the audience of his work/didactic. If it is pastor/clerics then with his work he wants to bring people to the Lord blessed path/religious. If it is a philosopher then his poetry is philosophical.

The poem contains the message or messages conveyed poet or appeal to the reader. Mandate can be compared to a conclusion about the value or usefulness of the poem for the reader. Each reader can interpret the mandate of an individual poem. Readers may interpret the mandate of a poem different from other readers. Interpretation of the mandate of a poetry reader depends on the reader's attitude toward the theme raised poet. Poet, a thinker in creating his work, has a sharp strong feelings and intuition to live a secret life and mystery that exist in people's lives. Therefore, the poem has a hidden meaning that is to be translated by the reader (Recoeur, 1986:180).

# **8. PHYSICAL ELEMENTS OF POETRY**

## **8.1. Diction**

Diction generated by poet requires a long process. The poet does not specify which one will be the diction used in the poem. Therefore, a poet wrote a poem using careful choice of words and diction systematically to generate an atmosphere to match. This is done repeatedly until obtaining proper diction (Leech, 1986: 42-52).

Abdul Hadi in Eneste, the creative process of childbirth poem said, the selection of proper diction will generate suggestions, the magical power that arises from the diction in the form of a word or phrase (Eneste, 1994:182). The words were chosen in accordance with the atmosphere of the poet's feelings and tone poems. If the expressed feelings of grief, it will be chosen words that

show the effects of grief. If the protest or sarcastic tone, the words used are the poet and cynical rant that support the protest. In the case of a religious nature, the poet used diction certainly relate to things or events of a religious nature, good diction concrete and the abstract. Says azan, makrifat, and Sholawat connotes piety for Muslims, and so on.

## **8.2. Figurative Language**

Probably everyone has heard or uttered the phrase: "Nyiur waving", "boiling rage" or "night raids butterfly", and others. Frames are not always as clear as language examples above. Reading poetry requires knowledge and awareness of the frame language used by the poet to express his ideas. Although many types of frame language, but basically it's kind of a whole can be divided into two major parts, namely metaphor and simile.

The meaning of a metaphor is:

1. Style statements that describe an object or thing with the equation suggested by other objects.
2. Style statement indirectly to two things or two objects are not equal.
3. The style combining the two objects, two objects or two ideas into an imagery.

Metaphors do not usually use the word "like" or "as" and others.

Examples of metaphors:

1. He was drowning in a sea of sorrow
2. Fruit hearts are overwhelmed with poor
3. beach break waves return
4. His voice is lost ditengah night .

(Theory and Appreciation of Poetry, BP Situmorang, 1985:5).

## **8.3. Imagery**

Imagery or imaging is disclosure poet sensory experience into words and phrases that manifested a more concrete picture of the atmosphere. The phrase that causes the reader as if to see something, hear something or feel for something. If as if the reader saw something when reading the poem the poet is depicted visual image (image shape), if the reader was heard at the time of reading the poem, the image depicted is auditory (sound image) or (auditory image); if the reader felt the motion shown in the poem, the image depicted is of motion (kinesthetic image of movement or image); if the reader feeling the poet, the image depicted is the sense (tactile image, the image of touch) (Walujo, 1996:23)

## **8.4. Sound**

The role of sound received a significant attention in determining the meaning of the resulting poem, if the poem is read. The discussion sounds in the poem comes to rhyme, Rithmah and metrum. Rithmah means equation or the repetition of sounds, while the opposition of Rithmah means regularly repeating sound waves that form between lines of poetry. Metrum is a variation of the word or syllable stress (Wellek and Warren, 1986:159).

However, in understanding the discourse through writing poetry with a variety of aesthetic arrangement by poet, poem meaning to new concrete when the poem was read out (read esthetic, read loud). This is based on an assumption of acceptance by using visual senses more difficult than the auditory senses. Even now there is no rule in the Indonesian language governing inotasi meaning of the sounds of language in an attempt to determine the meaning of utterances. Pike (in Suminto, 1982: VI) urges the poet to give instructions in writing to the tone of his poems. It was thus to assist the reader in interpretation of poetry reading.

## **8.5. Sense of Meaning and Value in Poetry**

The poet is more tied up in the form rather than the author, or in other words, it is bound to the words he used if you want to express something. He was very attached to what is the meaning of a

word and impression of what was raised that word. Because many words that have two kinds of meaning. One is the sense of the lines, as we find in the dictionary. This is called denotative meaning. A word may have a number of denotative meaning. The second is implied the meaning, the meaning of which is added or suggested to express the meaning of it. The words of this type usually acquire meaning shifts depending on the situation, condition, place and time of use. Words like these that we call connotative. Denotative words connote a sensible, intelligent words. Connotative words are the words imaginative, emotional words. For example, the word "flower" and "beetle". Denotative meaning "beetle" is "wasp" or "bee" and "flower" is "flower". But the connotative meaning of "beetle" is "young" and "flower" is "the girl".

## **9. CONTEMPORARY POETRY**

Contemporary means nowadays or modern is not bound by the ancient rules and develop appropriate with now era (modern). So, the contemporary poetry refers to poetry that is free of lexical meaning, it means the words or sentences are often not lexical meaning (meaning of the dictionary). Sometimes even the words used did not exist in the dictionary or glossary of contemporary poetry.

The term of contemporary poetry is always compared with the term of unconventional poetry, the poetry of the present or cutting-edge poems. The contemporary term in contemporary poetry does not refer to the term in the dictionary even though it means today. The present or current, the imposition or application of contemporary poetry in contemporary terms more leads to the will shows on the conditions of the artist's creative process in create new idioms. If it is argued that contemporary poetry shows at the time and not on model poetry so, the opinion that need to be extended or repaired.

Interpret the contemporary art or more particulars to poetry contemporary with period for example: period of several years. It is the careless step or attitude, because it is not every poem e.g during the 1970s called contemporary if it seemed there was no or traits contemporary. Hence, poetry contemporary not pointed at the time. In poetry contemporary one important face is the face of exploration and several new possibilities. The new possibility for example the new experiment like missorder words, the creation of new words, the creation of new idioms and the experiment of semantic and syntactic. Contemporary poetry not only tied to the theme but also to physical structure poetry. (Budianta, 2002: 68) Based on the existence of this contemporary poem, the understanding, the poem appears in the present form and his style does not follow the norms of poetry in general, poetry is born at a certain time in the past have different traits with other poems. Contemporary poetry is a form of poetry that seeks to escape from the bonds of conventional poetry itself. For example, Sutardji began not to trust the power of the word, but he began to turn on the existence of sound and strength. Danarto is starting the power line in creating poetry.

## **10. THE RECEPTION ABILITY OF CONTEMPORARY POETRY**

Ability is a power to show a special action, either physically or mentally (Raman Selden, 1994: 3). Of course different tasks require different skills. In line with that, Warren (1994: 1) said that the ability as the power to demonstrate the responsive actions, including the complex of coordinated movements and mentally problem solving. The ability is a conceptual consideration. Isser, Wolfgang (1988: 5) argues that the ability means all of the psychology conditions required to show an activity. Through those opinions above it can be concluded that the ability is the psychological conditions, power or responsive of actions in explain poetry.

Aminuddin explained that the initial provision which someone should have in order to receive the taste of literary, are (1) has a sensitivity of emotions or feelings, (2) have the knowledge and experience which is dealing with the problems of life and the problems of humanity, either through an intensive-kompletatif life or through read books that deal with issues of humanities such as, philosophy and psychology books, (3) have an understanding of the literary aspects, and (4) have an understanding of the intrinsic elements of literature that will be relating to the study of literary theory. In addition, the training of literature can be used as a means of fertilization/motivational coaching, interests, and attitudes of the students of literature (Aminuddin, 1990: 30).

With varieties of the initial provision of knowledge and skills through literature training who have given to the students, at the next stage is expected all of the students have the ability of appreciation the creative literature. This creative appreciation, according to Grace in the *Atar Spring* is a form of literary response which includes psychiatric aspects, particularly of feelings, imagination and critical power (Atar spring, 1993: 152-153). Thus, a student who has a good literary response is also expected to have the ability to respond all of the issues of life in critical way. It is very possible, because the poem itself can be viewed as a manifestation of human life that is expressed in artistic and imaginative through language as medium (Mursal Esten, 1997: 9).

## **11. THE RECEPTION OF LITERARY**

An approach of the reception of literary is the research to examines the horizon of the readers and how the internal processing of the readers towards literary works. In short, the reception of literary can be referred to as an approach that examines the literary text with dotted measured in readers who give a reaction or response to the text. A reader as people who always react or response is the variable according to the space, time, and socio-cultural category. It means that literary works are not the same reading, understanding and judging of all time or in certain societies. This is a fact known to literature. Jauss is the first person who has systematically spread out his view of reception theory of literature into a new theoretical foundation to respond the variation in interpretation as something natural.

According to this theory, the formulation provides a welcome by everyone who is aware of the diversity of interpretations given to the literary against something literary works, the reader is directed by "the horizon of expectation". "The horizon of expectation" is an interaction between literary work on the one hand and the system of interpretation within the community lovers on the other hand (Jauss, 1975: 204). "The horizon of expectation" literary work which allows the reader to give meaning to this work, actually it has been directed by the poetry of literary convention system that utilized in his work (Teeuw, 1993: 21).

The "horizon" concept became the basis of the theory of Jauss. It is determined by three criteria: (1) the general norms are scattered from the texts that have been read by the reader; (2) the knowledge and experience of readers or all the text has been read before; (3) the contradiction between fiction and reality, for example, the ability of the reader to understand the new text, either in narrow horizon from hopes of literatures or in broad horizon from knowledge of life (Segers, 1988: 36).

## **12. THE KNOWLEDGE OF LITERATURE THEORY**

### *The definition of literature*

The definition of literature is very diverse. Various people defined the definition itself according to their understanding. According to A. Teeuw, literary described as everything that is written; the use of language in the form of writing. Meanwhile, Jacob Sumardjo and Saini K.M. define the literature with 5 understanding, and through the 5 understanding, it was limited into a definition. Literature is an expression of the human in the form of experience, mind, spirit and a belief in a form of concrete imagery that evokes a fascination with language tools. In more detail, Faruk argued that in the beginning the definition of literature is very diverse, i.e. encompassing all sorts of language or writing activity results. Along with the widespread of the habit of reading and writing, the understanding itself become narrow and is defined as all the result of the imaginative language activity, either in a life that reflected in there or in term of language used to describe the life itself.

In order to learn the literature deeper, there are at least 5 characteristics of literature that must be understood. First, the understanding of that literature has the interpretation of mimesis. That means, the literature who have created should reflect the reality. If have not been, the literature is required to approach reality. Second are the benefits of literature. Studying literature inevitably must know what the benefits of literature are for its consumer. By knowing the benefits that exist, at least we are able to give the impression that the literature created useful for the benefit of mankind. Third, in literature must be agreed upon the elements of fiksionalitas. The fiksionalitas element itself is a reflection of reality, it is a reality that is not 'impressed' contrived. Fourth, the

understanding of that a literary work is a work of art. With the characteristic as a work of art, in the end we can tell which includes literary works rather than not a literary. Fifth, after four of these characteristics we understand, in the end had to be boiled down to the fact that literature is a part of the community. These indicates that literature written in a certain period of time have the signs, which are more or less the same, with norms, customary, or habit of appearing in unison with the presence of a literary work.

### **13. KNOWLEDGE OF LITERARY THEORY**

According to Aholiab Watloly knowledge ("episteme" in Greece) is one of the typical human ability that forms the global civilization and brings the great consequences against the nature of humanity. (Watloly, Aholiab, 2001: 21)

A theory is basically a summary that make up the existing knowledge in a particular field. Understanding the theory according to Sudjana is a set of meaning (construct and concept) are inter-related, as well as the proportion which is serving a systematic view about the symptoms to the set of existing relationships between variables, and in order to explain and predict the symptoms. (Sudjana, 1992: 21)

Atmazaki defined the science of literature, theory of literature that describes the basic notions of understanding about literature, the elements that build on literary works, types of works of literature, as well as the development of a framework of thought of experts about what they call the literature. (Atmazaki, 2007:1).

Luxembourg declared literary theory can be mentioned as a science that examines the properties that are present in literary texts and how texts are functioning within the community (Luxembourg, 1994: 89). The existence of literary theory will make it easier to review a literary work systematically so that the results of the study can be scientifically accountable. According to Fananie, a literary theory is a theory that studies the basic aspects in literary texts.

These aspects include the intrinsic and extrinsic aspects of literature. Basic theory of intrinsic literary language is closely related to the language as a system, as the system of literature, literary competence, language conventions, and the extrinsic conventions related with influenced aspects of the literary creator. These aspects include flow, elements of culture, philosophy, politics, religion, psychology, and so on. (Fananie Zainuddin, 2001: 18) In detail, literary theory discuss various aspects, ranging from the conventions of language, which includes sound, meaning, the structure, style and choice of words up to distinction in the type of language use poetry and prose from a wide variety of time. (Fananie, 2001: 19)

### **14. THE CORRELATION BETWEEN KNOWLEDGE OF LITERARY THEORY AND THE ATTITUDES TOWARDS LITERATURE WITH THE RECEPTION ABILITY OF CONTEMPORARY POETRY**

Knowledge of literature and the attitudes towards literature are correlated with the ability to receive the contemporary poetry. It will experience obstacles if it has no knowledge of literary theory, but if having an adequate knowledge of literary theory, it will provide convenience for the students to understand the literature, especially in order to receive the contemporary poetry. As for the attitude towards literature is an expression of feeling happy or not happy someone against literature by evaluation of beliefs, feelings, and actions against literature. Pleasure of literature called positive attitude while not feeling happy called negative attitude. Students who have a positive attitude will easily to understand contemporary poetry as a literary work. And in other hand, the ability to receive the contemporary poetry is the ability to understand intercourse, involve, enjoy and even appreciate the work of literature.

Thus, it can be said when knowledge of literary theory and the attitudes towards literature that someone possess better, it would be good in a reception of contemporary poetry.

### **15. RESEARCH HYPOTHESIS**

The hypothesis in this study are formulated as follows.

- a. There is a positive correlation between the knowledge of literary theory and the reception ability of contemporary poetry.

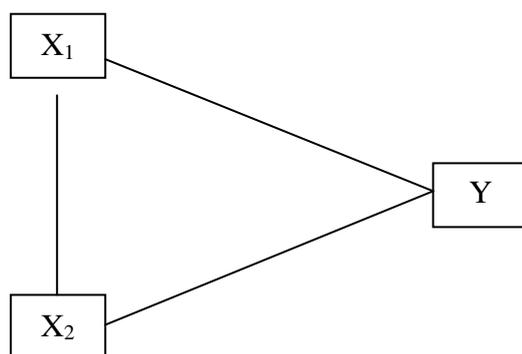
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- b. There is a positive correlation between attitudes towards literature and the reception ability of contemporary poetry.
- c. There is a positive correlation between knowledge of literary theory and the attitudes towards literature with the reception ability of contemporary poetry.

### 16. RESEARCH METHODS

The Research Methods used in this research is a survey method with the correlational technique, while the techniques analysis of data used statistical techniques correlational. With this method, the researcher can describe the correlation between the variables examined are  $X_1$ ,  $X_2$ , as a free variable and  $Y$  as bound variables. The instruments used in this research in the form of the test which covers: literary theory knowledge test, attitudes towards literature test, and the reception ability of contemporary poetry test.

### 17. RESEARCH DESIGN



Descriptions:

$X_1$  = Literary theory knowledge

$X_2$  = Attitudes towards literature

$Y$  = The reception ability of contemporary poetry

### 18. TIME AND PLACE OF RESEARCH

This study carried out since August to December 2013 on the IV semester students in majoring Indonesian language and literature education of language and art faculty of State University of Manado (UNIMA) in Tondano.

#### 18.1. The Result and Discussion of Research

The research results prove:

1. There is a positive correlation between the knowledge of literary theory and the reception ability of contemporary poetry.
2. There is a positive correlation between attitudes towards literature and the reception ability of contemporary poetry.
3. There is a positive correlation between knowledge of literary theory and the attitudes towards literature with the reception ability of contemporary poetry.

#### 18.2. Discussion

This research proposes three hypotheses which need to be tested empirically. All the hypotheses are assumption about the correlation between mastery theory of literature and attitude toward literature, either individually or jointly with the ability to receive contemporary poetry.

*18.2.1. The correlation between knowledge of literary theory and reception ability of contemporary poetry.*

The first hypothesis proposed in this study suggests that there is a positive correlation between knowledge of literary theory ( $X_1$ ) with the ability to receive contemporary poetry ( $Y$ ). The calculation of simple regression analysis based on variable data of the ability to receive

contemporary poetry towards literary theory of knowledge, produces 0.18 b regression and 42.86 a constant. Thus the correlation between the two variables can be described by the regression equation  $Y = 42.86 + 0.18 X_1$ . Before being used for predictive purposes, the regression equation should qualify the significance and linear test. Therefore, to determine the degree of significance and regression of linear used F test.

*18.2.2. The correlation between attitude towards literature and ability to receive contemporary poetry.*

The second hypothesis proposed in this study stated that there is a positive correlation between attitude towards literature ( $X_2$ ) and the ability to receive contemporary poetry ( $Y$ ). The calculation of simple regression analysis based on variable data of the ability to receive contemporary poetry towards attitude towards literature produces 0.89 b regression and 48.18 constant a. Thus the relationship between the two variables can be described by the regression equation  $Y = 48.18 + 0.89 X_2$ . Before being used for the purposes of regression, the regression equation should qualify the significance and linear test. Therefore, to determine the degree of significance and regression of linear used F test.

*18.2.3. The correlation between knowledge of literary theory and attitude towards literature ability to receive contemporary poetry.*

The third hypothesis proposed in this study stated that there is a positive correlation between knowledge of literary theory and attitude towards literature with the ability to receive contemporary poetry. The calculation of multiple regression analysis based on variable data of the ability to receive contemporary poetry towards the attitudes against literature produces 0.16 a1 regression of literary theory of knowledge ( $X_1$ ), 0.799 a2 for attitude towards literature ( $X_2$ ), and 26.62 a0 constant a0. Thus the correlation between the two independent variables together with the dependent variable can be described by the regression equation  $Y = 26.646 + 0.167 X_1 + 0.799 X_2$ . Before being used for predictive purposes, the regression equation should qualify the regression significance test. Therefore to determine the degree of significance and linear regression, used F test.

Based on the explanations of three hypotheses above, it can be proved that:

1. Mastery of literary theory ( $X_1$ ) has a positive relationship with the ability of reception in contemporary poetry ( $Y$ ). This is evidenced by the value of the correlation coefficient ( $r_{y1}$ ) = 0.43 and the value of the coefficient of determination ( $(r_{y1})^2 = 0,1849$ ), showed that the 18,49% from the students' ability of receive the contemporary poetry is closely related to knowledge of literary theory. Thus knowledge of literary theory is consistently having a direct relationship with the student's ability of reception in contemporary poetry. That is, the higher the students' knowledge of literary theory, increasingly higher levels of students' ability to receive the contemporary poetry itself. In other hand, the lower the students' knowledge of literary theory, it can make lower level of the student's ability in order to receive the contemporary poetry.
2. An attitude towards literature ( $X_2$ ) has a positive relationship with the reception of contemporary poetry ( $Y$ ). This is evidenced by the value of the correlation coefficient ( $r_{y2}$ ) = 0.38 and the value of the coefficient of determination ( $(r_{y1})^2 = 0,1452$ ), showed that the 14,52% of students' ability to receive the contemporary poetry is closely related to the student's attitude towards literature. Thus, the attitude towards literature consistently has a direct relationship with the student's ability in receive the contemporary poetry. That is, the higher the student's attitude toward literature, increasingly higher students' ability in receives the contemporary poetry. In other hand, the lower the students' attitude toward literature, it can make lower level of the student's ability in order to receive the contemporary poetry.
3. Knowledge of literary theory ( $X_1$ ) and attitudes towards literature ( $X_2$ ) for singly or together to have a positive relationship with the ability of receive the contemporary poetry ( $Y$ ). This is proven by multiple correlation coefficient values ( $R_{y1\ 2})^2 = 0,549$ , and the coefficient of determination ( $(R_{y1\ 2})^2 = 0,3014$ ), indicating that the 30,14% of the ability of receive the contemporary literary is closely related with knowledge of literary theory and attitude towards literature. Thus, knowledge of literary theory and the attitudes towards literature consistently

together have a direct relationship with the ability to receive the contemporary poetry. That is, the higher the level of knowledge of literary theory, and the higher the attitude towards literature, increasingly higher levels of ability to receive the contemporary poetry. In other side, the lower level of knowledge of literary theory and the lower level of the attitude towards literature together can make the lower level of the students' ability in receive the contemporary poetry.

## **19. CONCLUSION**

Based on the results above, it can be concluded that to increase the reception ability of contemporary poetry of students in majoring Indonesian language and literature education of Language and Art Faculty of State University of Manado (UNIMA) can be done by increasing the knowledge of literary theory and the attitude towards literature. The higher the knowledge of literary theory and the higher the attitude towards literature can increasingly higher students' ability in order to receive the contemporary poetry.

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