

**SKRIPSI**



**THE PROBLEMS FACED BY THE TEACHERS IN TEACHING  
ENGLISH BY USING LITERATURE IN ISLAMIC HIGH SCHOOLS OF  
KUDUS**

By  
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NIM 201532011

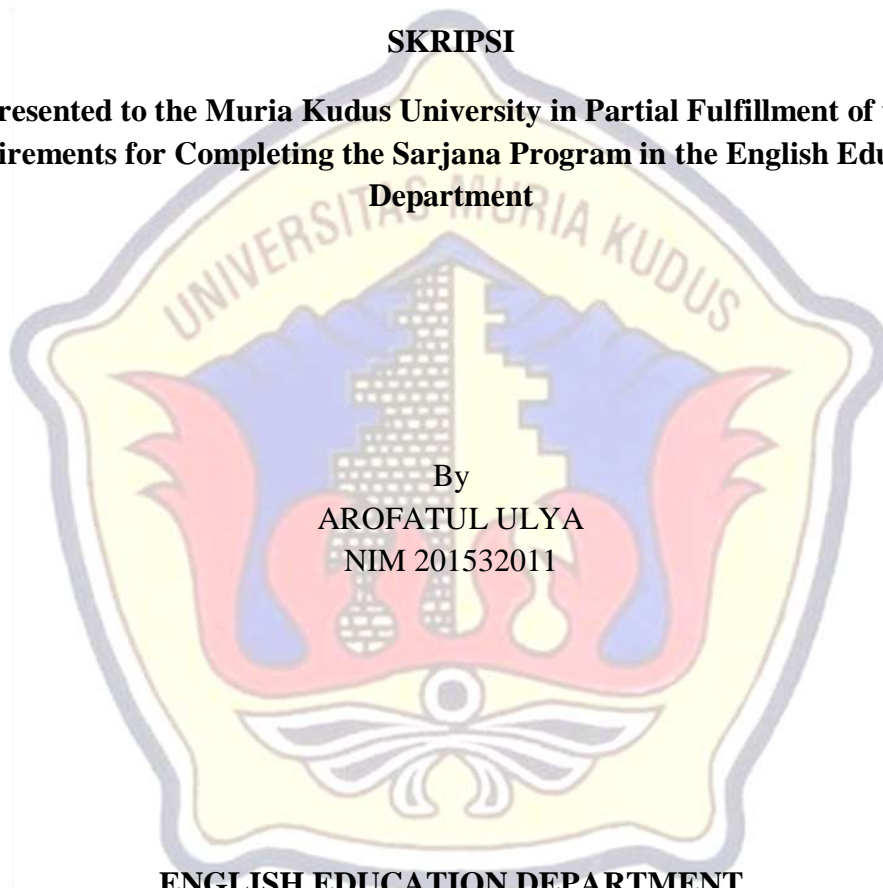
**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2019**



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**Presented to the Muria Kudus University in Partial Fulfillment of the  
Requirements for Completing the Sarjana Program in the English Education  
Department**



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**ENGLISH EDUCATION DEPARTMENT  
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**2019**

## MOTO AND DEDICATION

### MOTTO:

Live in the sunshine. Swim in the sea. Drink the wild air. – Emerson.



### DEDICATION:

This *skripsi* is dedicated to:

- The writer's beloved parents and brother for unconditional and whole-hearted loves, also for support each other.
- The writer's beloved big family and future.
- All people that have been supporting the writer during the writer's lifetime.

## APPROVAL OF SKRIPSI ADVISORS

This is to certify that the *Skripsi* of Arofatul Ulya (201532011) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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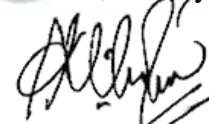
This *skripsi* is not merely writer's own work but also has been improved by the great cooperation and assistance of a number of people. Therefore, the writer would like to express gratitude to:

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The writer convinced that there are mistakes made elsewhere. Therefore, the writer would like to apologize for any mistakes and the writer open for more constructive criticisms and suggestions. Furthermore, the writer hopes that this *skripsi* will be useful especially for those in the field of English teaching and learning.

Kudus, 5 July 2019



**Arofatul Ulya**



## ABSTRACT

Ulya, Arofatul. 2019. *“The Problems Faced by the Teachers in Teaching English by Using Literature in Islamic High Schools of Kudus”*. Skripsi. English Education Department, Teachers Training and Education Faculty, Muria Kudus University. Advisors : (1) Dr. Fitri Budi Suryani, M.Pd. (2.) Aisyah Ririn Perwikasih Utari, S.S., M.Pd.

**Key Words:** Literature, Problems, Overcome.

Literature is very powerful material for teaching English because literature builds strong soft skills for students. Students will have preparation to face their real life through literature. Students' knowledge about many things like culture, character, tradition, and so on, can also be increased through literature.

However, in the effort to reach such benefit, Kudus teachers faced a number of difficulties. It is necessary to find out the problems and the way to overcome the problems so teaching and learning activity using literature can be the ideal one.

In this research the researcher used descriptive qualitative research. The researcher collected the data by asking Kudus teachers to fill the questionnaire about the problems faced by the teachers. After that, the researcher offered the way to overcome the problems through analyzing the questionnaire result and data in review of related literature on second chapter of this research. The researcher believes that the data is valid because the previous related researches show the similar problems.

This research shows that there are two main problems with various ways to overcome the problems. Internal problems come from teachers' self, it comprises teachers do not have background and training in literature, teachers are lack of clear purpose in literature, and teachers less interest in literature. The researcher suggests the teachers to enrich their knowledge, improve their teaching skill, and remain their commitment as a teacher.

External problems come from students, material sources, and others. It comprises students lack competence, the use of inappropriate approaches, literature requires higher focus, and technical aspect. The researcher offers the teacher to motivate the students, use relevant approaches, provide suitable sources, and categorize the material based on its function so it does not waste many times.

The researcher really hopes this research can be useful for English teachers, especially for Kudus teachers as one of reference to deliver literature material in the ideal way, so the students get benefits from learning English using literature.

## ABSTRAK

Ulya, Arofatul. 2019. “*Masalah yang Dihadapi Guru dalam Mengajar Bahasa Inggris Menggunakan Kesusastraan di SMA Islam di Kudus*”. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing (1) Dr. Fitri Budi Suryani, M.Pd. (2.) Aisyah Ririn Perwikasih Utari, S.S., M.Pd.

**Kata Kunci:** Kesusastraan, Masalah, Mengatasi.

Kesusastraan adalah materi yang sesuai untuk mengajar Bahasa Inggris karena kesusastraan mampu membentuk *soft skill* siswa. Dengan belajar menggunakan kesusastraan, siswa memiliki bekal untuk menghadapi kehidupan nyata. Pengetahuan siswa tentang banyak hal seperti kebudayaan, kepribadian, tradisi, dan lainnya, juga dapat meningkat dengan belajar menggunakan kesusastraan.

Bagaimanapun, untuk mendapatkan manfaat kesusastraan, guru di Kudus menghadapi banyak kesulitan. Diperlukan adanya usaha untuk menemukan masalah tersebut dan jalan untuk mengatasi masalah tersebut, sehingga kegiatan belajar mengajar dengan menggunakan kesusastraan dapat berjalan secara ideal.

Dalam penelitian ini, peneliti menggunakan jenis penelitian deskriptif kualitatif. Peneliti mengumpulkan data dengan meminta guru di Kudus untuk mengisi kuesioner tentang masalah yang dihadapi guru. Setelah itu, peneliti menawarkan jalan untuk mengatasi masalah tersebut dengan cara menganalisis data temuan dan data dari kajian pustaka pada bab dua. Peneliti yakin data yang ditemukan valid karena banyak penelitian sebelumnya yang menunjukkan permasalahan yang hampir sama.

Penelitian ini menunjukkan, terdapat dua permasalahan utama dan cara untuk mengatasi masalah tersebut. Masalah internal berasal dari guru itu sendiri, yang meliputi guru tidak punya latar belakang dan pelatihan dalam mengajar kesusastraan, tidak tahu tujuan pengajaran kesusastraan secara jelas, dan kurang tertarik dengan kesusastraan. Peneliti menyarankan agar guru meningkatkan pengetahuan mereka dalam bidang kesusastraan, mengembangkan kemampuan mengajar mereka, dan memegang komitmen sebagai pengajar.

Masalah eksternal berasal dari siswa, sumber bahan ajar, dan lainnya, yang meliputi lemahnya kompetensi siswa bila dihadapkan dengan kesusastraan, penggunaan metode pembelajaran yang tidak sesuai, kesusasteraan membutuhkan fokus yang tinggi, dan aspek teknis dalam proses pembelajaran. Peneliti menawarkan agar guru memotivasi siswa, menggunakan metode pembelajaran yang relevan, menggunakan sumber yang relevan, serta mengkategorikan materi berdasarkan fungsinya untuk siswa agar pembelajaran tidak membuang banyak waktu.

Peneliti begitu berharap agar penelitian ini dapat berguna untuk guru bahasa Inggris, terutama untuk guru bahasa Inggris di Kudus, sebagai referensi untuk memberikan materi kesusastraan secara ideal, sehingga siswa mendapatkan manfaat yang sesuai dari mempelajari bahasa Inggris menggunakan kesusastraan.

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