

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the problems faced by the teachers in teaching English by using literature in Islamic high schools of Kudus.

1.1 Background of the Research

English as a global language is decided to become one of language subjects in Indonesia. Therefore, the policy in teaching English has been set up in Indonesian school curriculum. Parts of Indonesian school curriculum have been ordered to include literature, such as curriculum in 11th grade of specialization. Being an integral part of curriculum, literature should be taught in appropriate way so the purpose of teaching can be reached.

Actually, there are so many types of literary works, such as novel, poetry, poem, short story, etc. But, in 11th grade of specialization, the media used are only poem and narrative text. The syllabus in 11th grade of specialization from Kemendikbud (2016, pp. 21-22) is written;

*Menginterpretasi, membedakan, dan menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk **poem** dan **naratif**, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja dan cerita pendek, sesuai dengan konteks penggunaan poem dan naratif.*

Literature can be defined as imaginative or creative writing, especially of recognized artistic value. It comprises poetry, novels, essays, etc., and characterized by excellence of style and expression and by themes general or enduring interest (El-Helou, 2010).

According to Collie and Slater cited in Hismanoglu (2005, p.2) “Literature is an authentic material which is able to enrich cultural awareness, literature has wide range of language, and literature can be very useful thing to improve learner’s soft skills. Many authentic samples of language in real-life contexts are included within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life / real life like settings.”

Literature make the students understand, appreciate cultures and traditions, feel an artistic form of literature heritage, and know the different ideologies. The

language style also creates personal connection with the students. El-Helou (2010) argued “Literature could play a useful part in developing general language skills, because learning by using literature facilitates the learning of language and communication skills.” Since it comes from real life context, the students are also able to use literature like poem and narrative text in their real life. They can show their knowledge and their ability in literature for several chances. For instance, when they have an argument with their friend, they can use a beautiful word like poem to support their argument. El-Helou (2010) noted “If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives.”

Based on that explanation, it is known that literature is very powerful material for teaching English that also build strong soft skills for students. It is supported by Hismanoglu (2005) that many teachers consider the use of literature in language teaching as an interesting and worthy concern. No wonder, teachers should be a role model in teaching and learning using literature. Therefore, teachers should know well about literature and the ways teach it to the students.

But, in the effort to reach such proficiency for the students, many teachers in Islamic high schools of Kudus face a number of difficulties in teaching the language skills by using literature. Based on the writer’s own experience and observation in English class, teachers do not know well about literature, and teachers are not so interested in literature field. Students also think that literature is uninteresting area. They lack of mastering vocabulary, they lack in book interest, and difficult to interpret the meaning from words of language style in literary works. So, it is difficult for teachers to encourage students to learn use literature. It will be regretted if the teachers do not know well about literature so the students cannot get the benefits of literature as well.

Regarding to that problem, it is important to investigate the teachers’ problems and find the ways to overcome problems, so the quality in teaching English by using literature can be improved.

1.2 Statement of the Problem

Based on the background of the research above, the writer determines the statement of the problem as follow:

1. What are the problems faced by the teachers in teaching literature?
2. How the teachers overcome the problems in teaching literature?

1.3 Purpose of the Research

Based on the statement of the problem above, the writer determines the purpose of the research as follow:

1. To find the problems faced by the teachers in teaching literature.
2. To know the way teachers overcome the problems in teaching literature.

1.4 Significance of the Research

The expected significances of the study are as follows:

1. Theoretically
The result of this research can be a reference for future research. Besides that, the research also enriches scientific knowledge in the field of education in Indonesia.
2. Practically
The research is expected to give some information about the teachers' problems and how to overcome the problems in teaching English using literature.

1.5 Limitation of the Research

Based on the purpose of the research, the writer focuses on English teachers who teach in 11th grade of specialization in academic year 2018/2019 in Kudus. There are 38 Islamic schools in Kudus, and only seven schools that provide teaching English in 11th grade of specialization which is provide teaching literature.

The schools that provide it are SMA NU Al-Ma'ruf (3 teachers), MAN 1 (1 teacher), MAN 2 (1 teacher), MA NU Banat (1 teacher), MA NU TBS (1 teacher),

MA Raden Umar Said (1 teacher), and SMA Muhammadiyah (2 teacher). But, during a permission policy, there are two schools that cannot take a hand in this research. MA NU TBS cannot take a hand in because it is boy high school while the writer is female and also because that school is in examination period so both the teachers and the students are quite busy. Then SMA Muhammadiyah cannot take a hand in because those who are able to do research should be alumni from that school or individual that finished their teacher training internship there. So, total teachers that take a hand in this research are seven teachers.

Those schools are Islamic high schools, which mean a high school that contain Islamic value and managed by committee from its schools.

Here, the writer discusses the problems faced by the teachers and how the teachers overcome the problems in teaching literature in 11th grade of specialization in Islamic high schools of Kudus, which covers learning steps and the result to the students.

1.6 Operational Definition

The term of this research needs to be defined in order to avoid misunderstanding. The writer tries to identify the terms as follows:

1. English teachers in this research are those who teach in Islamic high schools of Kudus that teach in 11th grade of specialization in academic year 2018/2019. Those schools are high school that contains Islamic value and managed by committee from its schools.
2. Problem here means difficulty faced by the teachers in teaching English by using literature, during teaching and learning activity.
3. Literature here means imaginative or creative writing, especially of recognized artistic value. There are two kind of literary works that taught in 11th grade of specialization in academic year 2018/2019, poem and narrative. A poem is a piece an arrangement words that contain meaning and musical elements. Poem will smoothen students' way to learn English in a basic language skills. And then, narrative text is a fiction story to entertain people.