

# CHAPTER I

## INTRODUCTION

### 1.1. Background of research

Literature has been a subject at schools in many countries, and it has been offered since primary to tertiary education particularly in ESL/EFL learning. In Indonesia context, literature is also included in the subject of language like ethnic language, Indonesian, or English. According to Purves, Rogers and Soter (1990) literature as a body of knowledge, is considered important and it keeps knowledge itself, practice and choice, which has complex interrelationships. Therefore, in order to explain this interrelationship, it is essential to discuss the importance of literature in process of the teaching of literature.

There are several reasons why literature should be taught and learnt. Macmillan (2004) says literature has several functions. First, literature allows learners to live thousand of lives in a short time, and gains little experience from each of them. Second, literature is also considered to offer them insights, which they apply to life. This gives them insights and feelings into other people's minds that will be perceived as being more human, because it relates to emotions rather than logic. The last, literature can give them some experiences, although it will be limited.

To do this, in Indonesia, as stated by Suyono (2005), the aim of language and literature teaching at schools is students can read, write, listen, speak proficiently, and love to do literary appreciation. However, this aim is still not achieved by students

which they face some problems. Like in one private university in Sumedang, where the study was conducted, the teaching of literature still has been unsuccessfully to obtain that aims above. To some extents, the weakness of the teaching of literature was caused by several problems which faced not only by lecturer himself, but also by students themselves. Commonly some problems have similarities as some previous research findings, which have been found in the teaching of literature using reader-response technique. However, other differ which were based on lecturer and students' problems of one private university, in Sumedang.

Based on description above, the study attempted to investigate the teaching of literature, which covered the aim of teaching literature, materials given to learners, teaching literature techniques and approach, and assessment of teaching literature. The study also attempted to find out some problems, particularly in the teaching of literature in EFL context, especially in the research site.

Although literature has been taught and learnt for years, there has been limited research concerning the teaching of literature, the effectiveness of the study of literature, the appropriate materials with suitable techniques and approaches applied by the teachers/the lecturers, and assessment to evaluate the teaching of literature.

## **1.2 Research Aims**

Based on the background above, this study aimed:

- (1) To investigate the teaching of literature conducted at one private university in Sumedang, particularly in terms of the teaching process, materials and assessment.
- (2) To identify the problems (if any) faced by both lecturer and students.
- (3) To find out how the lecturer and students solve the problems.

### **1.3. Research Questions**

In line with the purpose of the study, this study attempted to address the following research questions.

- (1) How is the teaching of literature using reader-response at one private university in Sumedang, conducted?
- (2) What problems (if any) do lecturer and students face in the teaching of literature using reader-response approach?
- (3) How do lecturer and students solve the problems?

### **1.4. Significance of the study**

This study significantly attempted to (1) investigate teaching literature at one private university in Sumedang using reader-response approach; (2) identify the problems (if any) faced by both lecturer and students during teaching and learning literature process; (3) find out solutions of problems.

Then the results of this study may become essential information and source in the teaching of literature in the research site particularly, and in other context generally.

The results of the study, which will also be concerned with the problems, are expected to be a basis for policy-makers to make a policy in the development of the teaching of literature.

Besides, the results of the study are also expected as an analysis of the implementation of literature curriculum and its syllabi for the literature subjects, such as 'Introduction to literature', 'Poetry', 'Prose' and 'Drama' reflected in the classroom activities, whether or not those subjects have attained the objectives of literature teaching.

Hopefully the results of the study are also expected to allow lecturer and students' awareness of the importance of literature, and develop them to love literature for further researches and investigations. The institution of research site and staff are also expected to understand and pay more attention to students' needs, interests and intentions in developing literature.

### **1.5. Organization of Thesis**

This thesis is actually organized into five chapters namely:

- 1.5.1. Chapter I is introduction which covers: background of research; research aims; research questions; significance of the study; and organization of thesis.
- 1.5.2. Chapter II mentions relevant review of literature.
- 1.5.2. Chapter III describes methodology of the study.
- 1.5.3. Chapter IV elaborates findings of the study and discussion.
- 1.5.4. Chapter V explains conclusions and recommendations.



