CHAPTER I

INTRODUCTION

This chapter consists of background to the study, research questions, purpose of the research, significance of the research, scope of the research, definition of key terms, and organization of the thesis.

1.1 Background to the Study

Literature has been a subject at schools in many countries and offered since primary education. In the context of Indonesia, literature teaching is often practiced along with language teaching, such as ethnic language, Indonesian, or English. Purves, Roger and Soter (1990) state that as a body of knowledge literature is considered important and keeps knowledge itself, practice and choice, which has complex interrelationship. Therefore, it is essential to discuss significance of literature in the process of literature teaching.

There are several reasons why literature should be taught and learnt. Macmillan (2004) says that literature has several functions. First, literature allows learners to live thousands of lives in a short time and gains experience from each of them. Second, literature is also considered to offer them insight, which they apply in their life. Such experience gives them insight and feeling for other people's mind that will be perceived as humanistic effect because it relates to emotion rather than logic. Moreover, literature can give them some experience in spite of having limitation (Macmillan, 2004).

In Indonesia, as stated by Suyono (2005), the aim of language and literature teaching is that students are able to read, write, listen to, speak proficiently and love to do literary appreciation. This aim, however, has still not been achieved by students. In other words, they still have some problems to master literary competence. At an Islamic University, where this study was conducted, the literature teaching has still been unsuccessful to achieve the goal. In this matter, the weakness of literature teaching is caused by several problems faced not only by lecturers but also by students themselves. Commonly some problems have similarity as some previous research findings, which have been found in the literature teaching (Parkinson and Thomas, 2005; Fogal, 2009; Amer, 2006; Timuchin, 2008; Maryanah, 2007). However, others are different based on the lecturers and students' specific problems of Islamic University of Bandung.

Based on the description above, this study attempts to explore or investigate the literature teaching occurring at Islamic University of Bandung covering aims of the literature teaching, materials given to learners, literature teaching technique and approach, and teaching literature evaluation. Also, it attempts to find out some problems, particularly in the teaching context of EFL literature in the research site. Although literature has been taught and learnt for years, there has been limited research concerning with the literature teaching, effectiveness of the study of literature, the appropriate materials with suitable techniques and approaches applied by the lecturers, and assessment to evaluate the literature teaching. By such reason, this research was conducted in the narrow context—the literature teaching at the research site

1.2 Research Questions

Issue being addressed is on lecturers' strategies in the teaching of English literature at the English Literature Department of an Islamic University in Bandung. The writer expects to solve them through the following questions:

1. How is English literature taught at an Islamic University in Bandung?

2. What difficulty (if any) do the lecturers face in the teaching of English literature?

3. How do the lecturers solve the problems?

1.3 Purpose of the Research

The writer has curiosity about the English literature lecturers' strategy in the teaching of English literature and is eager to present a study on the teaching methodology. To be clearer, objective of the study consists of main objective and specific objective.

The main objective of this research is to explore methods of teaching English literature conducted by the lecturers at the English Literature Department of an Islamic University in Bandung. Meanwhile, the specific objectives are:

1. to investigate or explore the teaching of English literature at an Islamic University in Bandung,

2. to identify problems faced by the lecturers in the teaching of English literature, and

3. to know how the lecturers solve the problems.

1.4 Significance of the Research

By conducting this research, it has some significance for the academic world. The most significant is that such a study can give positive input to both English literature lecturers at the English Literature Department in learning and teaching activity and the writer self. Given those inputs, it is expected that they are increasingly aware of their weaknesses in teaching-learning process, so that they eventually are able to enhance or improve technique and method of teaching the English literature. That is why the writer really looks forward that this research is so significant and useful to improvement of the matters related to the teaching methodology that is paid less attention during this time. Latter on, in perspective of education practice, such a research may give benefit in the framework of improvement of literature teaching in the classroom. In addition, it is also expected that this research is useful for the English literature learners to improve their writing and reading proficiency because indirectly the lecturers still portray an important role of how learning-teaching activity may harvest success, either for the lecturers or for the students.

1.5 Scope of the Research

This research restricts itself on methodological problems around teaching of English literature. The problem is expanded toward broader ways in perspective of applied linguistics. Nevertheless, it still focuses more on practice of teaching the literature in the classrooms, in which the lecturers may interact with the students in the teaching-learning activity. This study focuses more on all domain of the teaching methodology, especially teaching EFL literature in the context of

Indonesia. That is why this research is concern with the lecturers' strategies of the English literature teaching in the classrooms. Furthermore, the research problem is limited on practices of teaching the English literature conducted by six literature lecturers. And this study finally discusses up broader things in terms of literary teaching methodology.

1.6 Definition of Key Terms

1. Methodology:

   - the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them (Richards *et al*, 1992:228)

   - pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological (Brown, 2001:15)

2. Approach:

   - the set of correlative assumptions dealing with the nature of language, learning and teaching (Anthony, 1972)

   - the theoretical foundation upon which any systematic method is based (Paulston & Bruder, 1976)

3. Method:

   - refering to the procedures of language teaching, to an "overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach (Paulston &Bruder, 1976).

- an overall plan for systematic presentation of language based upon a selected approach (Anthony, 1976)

4. Technique:

   - the actual classroom behavior of the specific strategies which the lecturers select to achieve their objectives (Paulston &Bruder, 1976)

   - the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well (Anthony, 1976)

5. Teaching:

   - the simulation, guidance, direction and encouragement of learning (Burton inWahab, 2007)

   - teaching is an art, not a science—you must throw your heart into it, realize that it cannot all be done by formulas, or you will spoil your work, and your pupils, and yourself (Hihget, 1977).

6. Strategy:

   - patterns of teacher behavior that are recurrent, applicable to various subject matters, characteristics of more than one teacher, and relevant to learning (Ebel, 1975:1)

   - ... a repertoire of teaching skills and behavior in a word, strategies ...(Gilstrap & Martin)

7. Literature:

   - literature must be an analysis of experience and a synthesis of the findings into a unity" (West).

- perhaps something is literary because the text is the kind of writing we like to read; it's a highly valued kind of writing. In this case, anything can be literature, and anything can stop being literature. The important implication is that we don't get to decide what is literature because our parents, lecturers, exams, textbooks, etc. define that for us. We are trained to value the kind of writing that they value. This doesn't mean that we are empty vessels with no ability to think for ourselves. However, our "personal" values and criteria are not personal, but social. These social institutions provide us with a range of possibilities, and social values are notoriously difficult to change (Eagleton).

1.7 Organization of the Thesis

This thesis is organized into five chapters. Chapter one is introduction, describes background of the study, the research questions, purpose of the research, scope of the research, definition of key terms, and organization of the thesis. Chapter two reviews the literature around the teaching methodology, especially teaching of English literature genres. Theoretically it talks about teaching of English literature as second or foreign language—how the teaching of literature is developed in the developing country. Chapter three is the research methodology. It depicts methods on how this research is conducted—in terms of research design, research site, data collection technique, data analysis technique, and population and sample. Chapter four is discussion and findings. It analyzes and discusses the research data by purpose to answer the research questions untill

the research findings can be got. The last chapter, chapter five, is conclusion and suggestion. It makes up an extract of discussion on the research data, and suggestion provides concessions to develop the next research.