

**RURAL SENIOR HIGH SCHOOL STUDENTS' ATTITUDE TOWARD  
LITERATURE IN ENGLISH: A DESCRIPTIVE STUDY AT SMAN 1 BATIPUH**

**A Thesis**

*Submitted as partial fulfillment of the requirements for the degree of Bachelor of  
Education (B.Ed) in English Department Faculty of Language and Arts*



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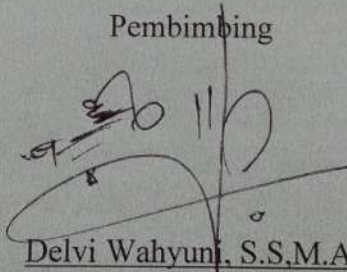
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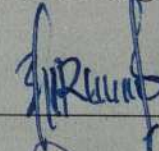
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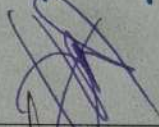
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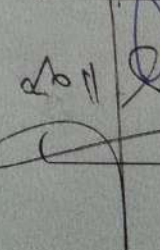
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## **ABSTRACT**

**Devina Damuri (2021).Rural High School Students' Attitude toward Literature in English; A Descriptive Study at SMA N 1 Batipuh. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang**

The new regulation in curriculum 2013 required senior high schools students to choose a compulsory subject that is generally known as elective course. One of all compulsory subjects in elective course is English elective class. Elective course are also implemented in every senior high schools in Indonesia including rural senior high schools. There are some obstacles to learning English in rural areas. Hence, the researcher is interested to research rural Senior High School students' attitudes toward literature in English. This study was descriptive qualitative research. The participants of this research were 22 students in third grade as representative of Social Science class in SMA N 1 Batipuh. The instrumentations of this research are collected from questionnaire and interview. There were some categories asked to students, which were students' favourite genre of literature, benefits of learning literature, topic preferences, the use of language in classroom, and also the learning obstacles in rural senior high school. This findings of this research showed that rural students have positive attitude towards literature in English.

***Key words:*** *Elective Course, Attitude, Rural, Literature in English.*

## ABSTRAK

**Devina Damuri (2021).Rural High School Students' Attitude toward Literature in English; A Descriptive Study at SMA N 1 Batipuh. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang**

Regulasi baru dalam kurikulum 2013 mengharuskan siswa sekolah menengah atas untuk memilih mata pelajaran wajib yang umumnya dikenal sebagai kelas lintas minat. Salah satu kelas lintas minat dalam mata pelajaran pilihan adalah kelas lintas minat Bahasa Inggris. Aturan diadakannya kelas lintas minat juga diterapkan di setiap SMA di Indonesia termasuk SMA di pedesaan. Ada beberapa kendala untuk belajar bahasa Inggris di daerah pedesaan. Oleh karena itu, peneliti tertarik untuk meneliti sikap siswa SMA pedesaan terhadap sastra dalam bahasa Inggris. Penelitian ini merupakan penelitian deskriptif kualitatif. Partisipan penelitian ini adalah 22 siswa kelas III yang mewakili kelas IPS di SMA N 1 Batipuh. Instrumentasi penelitian ini diperoleh dari kuesioner dan wawancara. Ada beberapa kategori yang ditanyakan pada siswa seperti genre sastra favorit siswa, manfaat belajar sastra, preferensi topik, penggunaan bahasa di kelas, dan juga hambatan belajar di SMA pedesaan. Temuan penelitian ini menunjukkan bahwa siswa pedesaan memiliki sikap positif terhadap sastra dalam bahasa Inggris.

Kata kunci: *Kelas Lintas Minat, Sikap, Pedesaan, Sastra dalam Bahasa Inggris.*

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## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Problem

In 2013, the Ministry of Education inaugurated the 2013 Curriculum. In line with a new curriculum, there is new regulation especially in the subject taught in schools. The new regulation in curriculum 2013 required students to choose a supplementary subject and it is generally known as elective course (*lintas minat*). According to the Regulation of the Minister of Education and Culture (2014), elective course in SMA / MA aims to provide opportunities for students to develop knowledge competence, attitude and skill which have been owned by students according to their interests in a group of scientific subjects.

In the Social Science major, students are allowed to choose a subject related to the Natural Science major by students' interest. By including students' interest, elective course will develop insight, experience, and also knowledge of students later. The subject can be studied and selected in the elective course by a specialization in Social Science is English. In English elective course, students are introduced to literature in English that consist of poetry, novel, song and also short stories.

In regards to the study of literature in English Language Teaching (ELT), some studies argue that learning literature has advantages for students (Mainland, 2013; Murat, 2005; McKay, 1982; Collie and Slater, 2006). There are some advantages to learning literature for students. First, learning literature encourages

students to participate actively and individually on the learning process (Mc Rae, 1991; Wallace, 1992; Rodger, 1983; Schmitt, 2000). Second, learning literature has language opportunities that can help the development of students through self-motivation with the sensitivity of the surrounding environment (Abdalla et al, 2015; Widdowson, 1984; Carter, 1998; Alen, 1983; Barnett, 1989). Third, learning literature can help students become creative and more aware readers of the world they live in (McRae, 1991; Daskalovska & Dimova, 2012; Carter, 1997; Babaee et al., 2014). Fourth, literature presents a full and colorful setting in which characters from many social/regional backgrounds can be described (Rai, 2012; Collie and Slater, 2006). Because of these advantages, literature is being taught in the Curriculum 2013.

The regulations of Curriculum 2013 are also implemented in every region in Indonesia including senior high schools in rural areas. Different geographical background conditions between rural and urban can influence the learning process (Hossain, 2016). There are some obstacles to learning English in rural areas. First, rural schools do not have sufficient facilities to provide knowledge about English (Setianengsih et al., 2017; Dean and Behne, 2002). The family background becomes the major factor in determining the academic performance of learners (Adell, 2002). The students' background relates to the low socioeconomic factor of their family can affect their performance in education (Rani, 2014). Third, the contents of textbook in rural schools does not match with the environmental issues (Michelle et al., 2010). Because of the factors, students

in rural areas will be lower knowledge of English compared to students in urban areas (Hossain, 2016; Wigati, 2019; Group, 2016; Short & Martin, 2005)

Students in rural Senior High schools experienced some problems and also challenges that can be obstacles to educational success (Radhika, 2019.). However, some consequences of the limited resources of rural areas trigger schools to classify students according to the students' needs (Short & Martin, 2005). Therefore, English elective class is useful for increasing students' interest in learning English and also developing English skills (soft skills). The importance of English soft skills can be the basis for the Program Kemitraan Masyarakat (PKM) in rural areas (Tamrin & Fajar, 2019). In addition, Tamrin & Fajar (2019) also added that literary texts are easier to understand for rural students such as the short story that related to rural life.

In achieving the goals of the Curriculum 2013, different geographical is not only the main factors that can influence the learning process but also students' motivation, students' attitude and also students' academic performance (Hashwani, 2008; Bakar et al, 2010; Oroujlou & Vahedi, 2011). In addition, attitude plays a big role in the learning process (Thi et al., 2019; Mustafa, 2015; Gardner, 1985). Al & Ibnian (2015) stated that students' attitude is a tendency to respond positively or negatively towards a certain subject. In addition, Oroujlou & Vahedi, (2011) stated that positive attitudes serve a better comprehension of the nature of learning for the learners. On the other hand, negative attitudes towards a language can get low expectations from the learning process, increase anxiety levels, and also increase the difficulty of learning (Al & Ibnian, 2015). Same case,

students' attitude plays a major role in achieving the goals of teaching and learning process in rural Senior High School. Therefore, an investigation about rural students' attitude toward literature in English is useful for making the learning process meaningful, contextualized and easy for students to acquire the ability of English skill by using literature(Karakaya, 2013).

There have been a large number of studies on literature in English. The first study was conducted by Choudhary (2016). He found that the role of literature in life by using approaches to literary text for language teaching. The second study is about the challenges for teachers in teaching literature in language classrooms (Al-mahrooqi, 2015). This research found some teacher strategies for maintaining the challenges in teaching reading literary text in the classroom. Then, the other study is about English Language Teaching (ELT) towards literature in English (Ghazali, 2009). He revealed that the teaching strategies used in class and also the effectiveness of the methods favored by students.

To get deep information about the topic of this research, some studies discuss attitudes towards literature in English from both teachers' and students' points of view. The first study investigated the teaching of English literature to EFL students (Karakaya & Kahraman, 2013). This study showed that the teachers have a positive attitude toward selecting literary texts in the reading context. Similarly, the second study stated that the students have a positive attitude in using literary texts (Spirovska, 2016). Next, in Indonesia Afdian & Wahyuni (2020) investigated Students' Attitudes towards Literature in English in Senior



High Schools. The result of this study is the students also have a positive attitude in studying literature in English.

In regards to rural students' attitude towards English (Hussein, 2016), (Short & Martin, 2005) and (Wigati, 2019) conducted some research that aimed to investigate the language attitude of rural students. So far, in Indonesia, rural senior high school students' attitude towards literature in English is still small number investigated before. However, attitude plays a big role in the learning process, not only for urban students but also for rural students the different obstacles in the learning process. This research can be used for identifying students' opinions of the learning process, analyzing students' needs towards literature and also as a reflection for getting the weaknesses over in learning literature Therefore, the researcher is interested to research rural Senior High School students' attitudes toward literature in English.

### **1.2. Identification of the Problems**

Based on the background of the problem above, some issues can be discussed. The first one is analyzing the importance of literature in English. The second is investigating teacher strategies in teaching literature. The last is analyzing rural students' attitudes towards literature in English.

### **1.3. Limitation of the Research**

The research will be limited to analyze rural senior high school students' attitudes toward literature in English.

### **1.4. Formulation of the Problem**

Based on the background of the study, the researcher formulates the problem of this research as follows: "*What is rural senior high school students' attitude toward literature in English*".

### **1.5. Research Question**

The research question of the problem of this study as follows: What is the attitude of rural senior high school students toward literature in English?

### **1.6. Purpose of the Research**

This research purposes to investigate rural senior high school students' attitudes toward literature in English.

### **1.7. Significance of the Research**

Theoretically, this research is expected will be useful for filling the gaps in a similar topic. Practically, this research can give a contribution to teaching literature for teachers. This research can develop additional teaching materials which encourage a positive attitude from students towards literature in English.

### **1.8. Definition of the Key-term**

#### **1. Students' Attitude**

An evaluative statement that reflects students' feelings on the learning process situation. This is referred to the students' awareness, feelings and behavior.

#### **2. Literature**

Expressions of human-based on thoughts, experiences, opinions and feelings in imaginative forms, mirrors of reality that wrapped in aesthetic packaging through language media.

### 3. Rural area

The smallest area is a division of territory in Indonesia which is the rural environment is narrower according to the geographic location so that the community has an inadequate background of knowledge generally.