

**ISLAMIC SENIOR HIGH SCHOOL STUDENTS' ATTITUDES TOWARD
LITERATURE IN ENGLISH: A DESCRIPTIVE STUDY
AT MAN 1 KOTA BUKITINGGI**

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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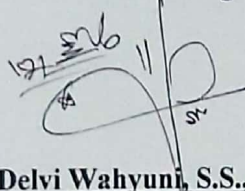
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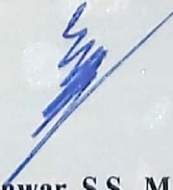
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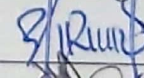


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ABSTRACT

Khairunnisaa, Kharisma. 2021. *Islamic Senior High School Students' Attitudes Toward Literature In English: A Descriptive Study At Man 1 Kota Bukittinggi*. Skripsi. Jurusan Bahasa dan Seni, Universitas Negeri Padang.

Curriculum 2013 has created some changes in the regulations and methods used during the learning process. One of which is the existence of elective classes at the Senior High School level, including English elective class. This class allows the students to learn other subjects outside their compulsory subjects based on their interests and passion. This regulation also existed at Islamic High School. There are more compulsory subjects in this school rather than in the regular school. Therefore, this study aimed to explore Islamic Senior High School students' attitudes toward literature in English. The participants of this research were 24 students of twelve-grade in science specialization class of MAN 1 Kota Bukittinggi. The sample was chosen using purposive sampling technique. The criterion for choosing the sample was the students who took English in elective class. This study employed descriptive research. The instrumentations of this research were questionnaire as the primary and interview as the secondary to get deeper information. There were several categories asked to the students, which were students' favorite genre of literature, advantages of literature, language preference in the classroom, and also the influence of numerous subjects in Islamic high school. Overall, the result of this research showed that students of Islamic Senior High School have a positive attitude toward literature in English.

Key Words: Curriculum 2013, Attitude, Islamic School, Literature in English.

ABSTRAK

Khairunnisaa, Kharisma. 2021. *Islamic Senior High School Students' Attitudes Toward Literature In English: A Descriptive Study At Man 1 Kota Bukittinggi*. Skripsi. Jurusan Bahasa dan Seni, Universitas Negeri Padang.

Kurikulum 2013 mengakibatkan beberapa perubahan peraturan dan metode yang digunakan selama proses pembelajaran. Salah satunya adalah adanya kelas lintas minat di pada tingkat Sekolah Menengah Atas, termasuk lintas minat Bahasa Inggris. Kelas ini bertujuan untuk memberikan kesempatan kepada para siswa untuk memilih salah satu mata pelajaran selain mata pelajaran wajib untuk dipelajari, sesuai dengan minat dan bakatnya. Peraturan ini juga berlaku di Sekolah Menengah Islam (Madrasah Aliyah). Maka dari itu, penelitian ini bertujuan untuk mengetahui sikap siswa Madrasah terhadap karya sastra berbahasa Inggris. Peserta pada penelitian ini adalah 24 siswa kelas dua belas jurusan IPA di MAN 1 Kota Bukittinggi. Sampel penelitian dipilih dengan menggunakan teknik *purposive sampling* dengan kriteria siswa yang mengambil lintas minat Bahasa Inggris. Jenis penelitian adalah deskriptif. Instrumentasi yang digunakan pada penelitian ini adalah angket dan kuisioner. Ada beberapa kategori yang ditanyakan kepada siswa, yaitu sikap siswa terhadap karya sastra berbahasa Inggris, manfaat karya sastra berbahasa Inggris, pemilihan bahasa didalam kelas saat belajar sastra berbahasa Inggris, dan pengaruh banyaknya mata pelajaran dalam sikap siswa terhadap mata pelajaran sastra. Secara keseluruhan, hasil penelitian ini menunjukkan bahwa siswa memiliki sikap positif terhadap karya sastra berbahasa Inggris.

Key Words: Kurikulum 2013, Sikap, Sekolah Islam (Madrasa), Karya Sastra Berbahasa Inggris.

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This thesis is impossible to be accomplished without the help and supports from many people. Therefore, the researcher would like to express gratitude to her honorable advisor, Delvi Wahyuni, S.S., M.A., for the valuable assistance, support, and motivation in completing this research. Then, deep acknowledgments are addressed to the contributors of this thesis, Witri Oktavia, M.Pd., and Devy Kurnia Alamsyah, S.S., M.Hum., for contributing many valuable ideas, corrections, and suggestions for the better version of this research.

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CHAPTER I INTRODUCTION

1.1 Background of the Research

The latest learning curriculum applied in Indonesia is Curriculum 2013. This curriculum is the modification of the previous curriculum: School-Based Curriculum 2006 (KTSP 2006). There are significant changes in the regulations and the methods used in the learning process due to the existence of this curriculum. One of those is students may choose to learn other subjects outside of their compulsory subjects in elective class (*Kelas Peminatan*) at the Senior High School level (Hakim, 2017). Elective class is aimed to allow the students to develop their knowledge competencies, attitudes, and skills based on their interests, passions, and abilities in certain scientific subjects.

One of the classes is English elective class. This class can be chosen by the students of Science specialization as well as Social specialization classes. In English elective class, students are introduced to the literature in English, which in the Indonesian context has not been specifically taught for a long time to the students of High School level (Puadi Ilyas, 2016). The literary texts that would be learned are poetry, short story, and song. As stated in curriculum 2013, the goal of teaching English literature to Senior High School students is to gain students' ability in comprehending the contextual meaning of the social functions, structures, and also language features of the texts about teenagers' social life (Kemendikbud 2013).

Related to the existence of literature in the English elective class, some

scholars claim that literature is beneficial in supporting students' achievement in language learning. According to Collie and Slater as cited from Puadi (2016) literature text has four main advantages in language learning. First, literature is believed to expose students to authentic materials. This is because literature gives the real examples of language usage. Second, literature is believed as a tool for cultural enrichment. This is because the works of literature contain the culture of the country where the language has been nourished. Third, since literature contains unusually spoken words, it is valuable for the language enrichment of the students. Fourth, literature is important for students' personal improvement. Novianti (2016) also states that literature is one of the effective sources of learning to increase students' imagination and creativity and also to enhance students' motivation.

However, besides its positive images, literature also has some negative sides to language teaching. For instance, the vocabulary and the grammatical structures of the literary works are considered too complicated for students of high school level. Moreover, the length of the literary text is also considered being a difficult factor for the students to understand the text. So, it becomes a challenge for the teachers to choose appropriate literary texts to be discussed in the classroom (Floris, 2004).

Curriculum 2013 has also been implemented in Islamic Senior High School (Madrasah Aliyah/MA). Here, there are more compulsory subjects that must be learned by the students rather than in regular high school (Mahdalena, 2017). It is because Islamic Senior High School is under the auspices of the Minister of Religion, so it has to contain some Islamic characteristics. One of which is the

Islamic subjects (Permenag Nomor 60, 2016). Besides learning compulsory subjects like those in the regular high schools, the students of Islamic High School also have to study Arabic, *Aqidah and Akhlak*, Islamic History, *Fiqh*, and many more that cannot be found outside of Islamic schools (Sabda et al., 2019).

Even though Islamic High School needs to contain Islamic characteristics, the objectives of students' learning are not limited only to comprehend Islamic values. However, there is an integration between religious and intellectual values. Because of that, Islamic Senior High School does not only offers religious maturity, but also intellectual capacity (Alawiyah, 2014). That is one of the reasons for the existence of English in the learning process of Islamic High School. Besides being a tool for accessing literature, English literature for Islamic students is useful for *da'wah* and communication on a broader scope (Latif, 2019).

Different from Boarding school, the exposure to the English language in Islamic High School, which in this context is MA, is much lower. Islamic boarding school obliged the students to stay in the dormitory of the school, and they are exposed to the use of language in daily life in both school and dormitory environment (Nurjaman & Sahida, n.d.). In several Islamic boarding schools in Indonesia, there are various kinds of activities that can boost students' English proficiency. For example, there is an English Week activity, where the students are required to use English in their daily conversations, in addition to using Arabic (Pratama, 2019). While at Islamic High School, English is only used as a subject and an option in elective classes, some schools use English as a supporting or

extracurricular activity. This shows the lack of engagement between Islamic High School students with the English language environment. In fact, some experts argue that the environment is very influential on student achievement, especially in learning foreign languages. According to Dulay as cited in Baroto (2017) environment is a crucial factor in language acquisition. If the students are exposed to an environment with very limited exposure to the second language, of course, the learning process will run ineffectively.

In addition to the environment, other things can also affect students' achievement in learning, one of which is attitude. As stated by Fakeye (2010), students' attitudes are considered as one of the most influencing factors that affect the students' learning process. It helps students dealing with challenges, overcoming obstacles, and accomplishing their learning goals (Prastiwi, n.d.). Students with positive learning attitudes are happier and more actively engage in the learning process. While students with negative learning attitudes may feel anxious in learning, for example, they would easily get bored and hard to enjoy the learning process (Zulfikar et al., 2019). Similarly, students' attitudes can be used as a consideration of the success in the teaching and learning process in Islamic Senior High School. For this case, the study about Islamic students' attitude toward literature in English is viewed as important for making the learning process valuable, and to raise the efficiency of the students in language learning class (Oroujlou & Vahedi, 2011).

A large number of studies on literature in English with various dimensions have been conducted over the years across the world. For instance, first, a study

conducted by (Floris, 2004) about the power of literature in EFL classrooms. She revealed some advantages of literature promoted some examples of practical teaching. Next, the study by (Dickfors, 2015) discussed the use of literature in English following socio-cultural learning theory. Then, the study related to English literature teaching in Indonesia context by (Novianti, 2016). This research found out some criteria for selecting the literary text that fit with students' needs and wants, the problems faced by the teacher in teaching literature in English, and some strategies to maintain the problems during the learning process.

To sharpen the topic of the study, some scholars specifically discuss attitudes towards literature in English from both teachers' and students' points of view. First, the study conducted by (Iheanacho, 2013) about teachers' attitudes towards the use of literature in teaching English as a foreign language. He found out that teachers have positive attitudes towards literature in English. The teachers believed that literature could enrich students' vocabulary development, internalizing the structure and grammar, and getting feeling of the language. This is in line with the research by (Karakaya & Kahraman, 2013) that also showed a positive effect of literature in building vocabulary. Next, (Khaoula, 2017) investigated EFL students' attitudes towards the use of short stories to promote their oral performance. The result of this study confirmed that students have positive attitudes toward the advantages of using short stories to improve students' speaking performance. Then, in Indonesia, there is a study about Senior High School Students' Attitude towards Literature in English that was conducted by (Afdian & Wahyuni, 2020). This research showed that

students have positive attitudes towards the advantages of learning literature in English.

In regards to Islamic students' attitude towards English, (Faizah & Jaliyya, 2017) and (Ratnadewi et al., 2020) conducted research that aimed to investigate the language attitude of Islamic Boarding School students. However, the specific study about Islamic High School students' attitude toward literature in English considers being under research, especially in Indonesia. Whereas the attitude is very important, not only for regular students but also for Islamic students, in order to identify their opinion of the learning process, analyze their needs and wants, and as an improvement for the weaknesses of the instruction in learning. Hence, the researcher is interested to conduct a study about Islamic Senior High School students' attitudes toward literature in English.

1.2 Identification of the Problem

Based on the background of the story above, some issues could be discussed related to this topic, which are identified as follow: First, analyzing the importance of literature in English for English as Foreign Language (EFL) classroom. Second, investigating the strategies used by the teachers in teaching literature in English at Islamic Senior High School. The third is exploring the attitude of Islamic Senior High School students toward literature in English.

1.3 Limitation of the Problem

The researcher focused to study the Islamic Senior High School students' attitude toward literature in English.

1.4 Formulation of the Problem

The researcher formulated the problem of this study into Islamic Senior High School Students' attitude toward literature in English

1.5 Research Question

The research question of this study is as follows: *“What is the attitude of Islamic Senior High School Students toward literature in English?”*

1.6 Purpose of the Research

This study aimed to explore Islamic Senior High School students' attitudes toward literature in English.

1.7 Significance of the Research

Theoretically, this study would fill in the gap of the previous studies related to this topic. Moreover, it would enrich the understanding of English learning especially for literature in English. The result of this study would also give a profitable description and useful reference for any further researchers who want to study a similar case.

Practically, this research was expected to improve teachers' awareness to fit appropriate learning activities based on the students' needs and wants, so it would be encouraged their positive attitude toward English in general, and literature in English in particular.

1.8 Definitions of the Key Term

1. Curriculum 2013

Curriculum 2013 is a learning curriculum that was prepared to accommodate the national goal of education: enrich the ability and

character of the nation.

2. Attitude

It refers to the positive or negative views of the students about the given treatment in the classroom, for this case literature in English.

3. Islamic school

Islamic-based secondary level of formal education which equivalent to senior high school.

4. Literature in English

Literature in English is an aesthetic literary written material produced in the English language and contains some values and beliefs.