The implementation of teaching literature in the second grade of language program at SMA Negeri 2 Wonogiri academic year 2006/2007

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CHAPTER I
INTRODUCTION

A. Background of the Study

People need to interact with each other to maintain their lives. One of the ways to interact with other people is by communicating. As everybody knows, language is a means of communication playing an important role in expressing ideas, sharing feelings, and so on. It can be said, therefore, it is impossible for people to communicate without language either spoken or written.

There are many languages used in communication in the world such as English, French, German, Spanish, Arabic, Chinese, Japanese, Malay, Indonesian, Javanese, and many more. It is, however, possible for the people to learn other language(s) as a second or foreign language in many ways: attending a language course, getting a language subject in school, and living in a society using foreign language.
Nowadays, English has become an international language, which is highly needed. Almost all fields of knowledge need English to be able to develop themselves since many references are both written and published in English. Therefore, English language teaching is recently a big business.

English, as a language, has many aspects to study. Literature is one of them. Literature includes poetry, drama, fiction, and many kinds of nonfiction writing. Besides that, it also includes oral, dramatic, and broadcast compositions which are not necessarily preserved in a written format, such as films and television programs (www.galegroup.com). From the definition, it can be inferred that kinds of nonfiction which are either in the written or spoken format can be classified as literary work.

However, there are many different ideas about literature. For some people, literature is only written texts with a certain “aesthetic value” (Edmonson, 1996: 45 in http://www.thracenet.gr/bridges/gantidou.html).

Basnet and Mounfold (1993) provide a rather accurate categorization distinguishing three types of literary texts: (a) the visual texts as films, television, advertisement, cartoons, photograph, etc. (b) the spoken and written texts as spoken drama, interviews, film and TV commentaries, radio programs, poetry, novels, play scripts, journalism, newspapers, academic writings, brochures, pamphlets, etc. (c) the musical texts as vocal / instrumental, records, CDs, etc.

Studying literature, however, has not been given a great attention by educational practitioners. They usually teach English focusing on language
skills (listening, speaking, reading, writing), and language elements (structure, pronunciation, and meaning). That is why literature often becomes an unfamiliar subject for students to study.

As what has been stated before, the use of literature in English as Foreign Language (EFL) classroom has not been given a great emphasis. However, during the last fifteen years, interest on the use of literature in EFL classroom has begun to rise (Carter, 1991: 1). People began to realize the importance of studying literature in the improvement of language learning.

Since 80’s there has been a considerably increasing interest in the use of literature in the EFL classroom attributed by Carter and Long (1991) to the emphasis given on spoken rather than on written language in the foreign language teaching. Another support is given by Lazar (1993) who says that in many countries around the world, literature is highly valued.

There has been a strong reawakening of interest in literature and language teaching. Linguists and ELT scholars (Widdowson: 1984, Brumfit: 1985, Long: 1986, Long and Carter: 1991) argue not only for the value of teaching literature in the language classroom but also for the necessity as well of re-inventing a different pedagogical approach for non native speakers of English. From the statement above, it can be said that by using literature, new methods in teaching English to non native speakers of English can be improved. The teachers will have more options of teaching techniques in the classroom activities.
Studying literature, furthermore, is believed to be beneficial to the students in the sense that it provides many sources to the students to develop their skills in studying a language. According to Widdowson quoted by Lazar (1993: 19), it has been argued that literature is a particularly good source for developing students’ abilities to infer meaning and to make interpretations. This is because literary texts are often rich in multiple levels of meaning, and demand that the reader / learner is actively involved in ‘teasing out’ the unstated implications and assumptions of the text.

By studying literature, the students will be able to develop their critical abilities and improve their emotional awareness. They will become increasingly confident about expressing their own ideas and emotions in English. Furthermore, they will feel empowered by their ability to grapple with the text and its language and relate it to the value and traditions of their own societies (Lazar, 1993: 19).

The students will have more experience in studying English because they not only study the language itself, but also study the culture. By studying literature, furthermore, the students will be more involved with the learning experience. They will learn new aspects of life they have not known before, since there are usually many moral values found in literary work. Still, by studying literature, their sensitivity will be more enhanced because interpreting a literary work needs literary competence which commonly deals with human’s feelings and sensitivity.
Although there is a strong reawakening in teaching literature in the world, the same condition does not happen in Indonesia. English language teaching in Indonesia still focuses on teaching language skills and elements. English language teachers do not consider the use of literature as a material in teaching English which can promote students’ awareness and critical thinking in learning English. It can be seen that in Indonesia literature is only taught in language program of Senior High Schools.

Based on the description above, it is interesting for the writer to have a study about the implementation of teaching literature in the secondary school. The title of the research is ‘The Implementation of Teaching Literature in the Second Grade of Language Program at SMA Negeri 2 Wonogiri Academic Year 2006/2007’.

**B. Problem Statements**

Based on the background of the study stated above, the research focuses on:

1. How is the teaching of English literature implemented in the second grade of language program at SMA Negeri 2 Wonogiri?
2. Does the teaching of English literature implemented match to the guideline or the curriculum?
3. What sort of English literature is taught?

**C. Aims of the Study**
Every activity has its own aims. The aims of this study are to reveal and analyze whether the implementation of teaching literature in the second grade of language program at SMA Negeri 2 Wonogiri academic year 2006/2007 matches to the theories of literature teaching and curriculum or not, and to know what sort of literature is taught.

**D. Benefits of the Study**

The benefit gained from this study, knowing how the teacher applies the literature teaching, is that teachers or teaching institutions can develop the quality of the teaching. Furthermore, it will give more information to the people about literature.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. The Teaching of English at Secondary School

1. The Nature of English Language Teaching

According to Stern (1996: 21), language teaching is the activities which are intended to bring about language learning. He says further that language teaching occurs in educational settings: school, university, college, adult class, and so on (1996: 416). From the opinions above, it can be inferred that language teaching is the activities conducted in the educational environment to deal with language learning.

Another definition comes from Brown (1994: 7) who says that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. From the definition above,
it can be said that teaching is all activities treated to other people in order that the people will be able to have a better understanding of knowledge or a study.

Widdowson (1991: 7) has different idea about language teaching. He sees language teaching as a principled problem-solving activity. It is a kind of operational research, which works out solutions to its own local problems. If we learn language as communication related with society and education, we can identify language function concerning on: (1) cultural function, (2) social function, (3) personal function, and (4) educational function. In other words, language teaching concerns on solving problems, which is conducted in a research to find a solution.

There is another definition of teaching coming from Tyson and Carol (1970: 6). They say that teaching is a way of working with the students. In this case, teaching is a process of interaction. The teacher does something to students, and the students do something as well in return. As a result of those reciprocal actions, the students get or learn something, and the relationship between the teacher and the students must be friendly, cooperative, and conducive to give and take in a class. The same idea is stated by Risk (1985: 63) who says that there will be no language – teaching situations without a teacher and a student. It can be said, then, that teaching may occur if there is an interaction between the teacher and the students.

There are many characteristics of a language. According to Stubbs as quoted by Nababan (1986: 63), one of the functions of a language is
education. It means that by using language, people can conduct education. While Littlewood (1986) says that in language teaching, other things which are considered in carrying out a teaching – learning process are condition/situation, teacher and students, media/visual aids, and evaluation.

a. Condition

The condition here concerns on physical and psychological condition. Physical conditions are very closely related with the environment of the school, the condition of the teaching – learning process, the community condition. The environment of the school is the condition of the buildings, teaching aids/media, and all facilities in the school supporting the teaching – learning process. The condition of the teaching – learning process must be conducive so that the activities done in the classroom run smoothly. The community condition means the environment around the school itself. Usually, if the school is located in the city, there are many supporting facilities available. The psychological condition usually concerns on the psychological condition of the education practitioners dealing with the physical condition they have. The better the physical condition, the better the psychological condition the education practitioners will have.

b. The teacher and the students
1) The teacher

The teacher is a person who delivers the lesson to the students. His/her job is not only limited in delivering the lesson, but also giving instructions, guiding students, helping the students to solve a problem, and as a decision maker in the classroom. By looking at those facts, it is a must that the teachers have a special training / education to be a teacher. There are certain abilities to be mastered by the teachers, that are planning, processing, and evaluating.

(a) Planning

A teacher must be able to plan the lesson before he/she conducts the lesson in the class. By making a good lesson plan, the teacher will be able to deliver the lesson well.

(b) Processing

A teacher must be able to teach the students in front of the class. He/she must transfer his/her knowledge to the students. A teacher will never work successfully if he/she cannot control the students and the situation, while he/she is confined by the time. So he/she must have certain skills, which include skills to attract the students’ attention, to open the lesson with some apperception which is suitable with the materials, to present the materials of the lesson (it means what method, approach, and technique used by the teacher), to make questions, to motivate the students, to choose and use the media/visual aid, and to close the lesson with some
conclusion. Beside that, the teacher must master the lesson material perfectly, so that if there some questions from the students, he/she is ready to answer them.

(c) Evaluating

The teacher must be able to arrange the evaluation instrument in the form of oral test, written test, or action test.

2) The students

The students are the subject of an education. They receive lessons from the teachers. They are parts of education practitioners whose ability, skills, and knowledge need to be developed. The students’ conditions also need to be highly considered to reach the expected result of an education.

c. Media

Media here means all things that can be used to channel messages from the sender to the receiver to stimulate thinking, feeling, attention and willingness of the students. The sources of the messages may come from any things that can be delivered to the students. The sender of the messages is the teacher. The media is the transmission of the message to the receivers that, in this case, are the students. After the students receive the messages, they will process them and we can see the feedback coming from them then, whether or not the students can receive the messages. In the teaching–learning process, the media has several functions, that are educative
function, economy function, and cultural function. Educative function means that the media of education can influence the students, educate the students and the society to think critically, give significant learning experience and develop the students’ thinking. Economy function is by using the media, the goal of education can be more effectively and efficiently reached. Cultural function means by using the media, it is expected to be able to change the human being life.

The values of using media are:

1) Stating the concrete foundations to think and decrease verbalism.
2) Giving concrete learning experiences.
3) Making the thinking grows regularly and continually.
4) Making the students’ attention becomes bigger.
5) Arising the understanding and the development of language ability.
6) Stating the main foundations of the learning development study so that the lesson will be remembered by the students as long as possible.

d. Evaluation

The teacher’s success in teaching-learning process is measured by the result of evaluation, since the instruction is not process-oriented, but result oriented. If there are more than 60% of the students who get good mark, it can be said that the teaching-learning process is successful. A good mark represents
a mark that makes the students pass the test. To arrange an evaluation instrument or a test, a teacher must consider validity, reliability, practicality, and objectivity.

Validity means how well the test can measure the students’ ability. In order to cover this, we refer to the instructional objective, especially the specific instructional objective, every student’s behavior and ability after attending the lesson. If the test can measure the students’ ability according to the specific instructional objective, the test is said valid. Reliability is the consistency or the stability of the tests’ scores. Practicality is the usability of the test. In preparing new test or adopting an existing test, there are several practical considerations to be taken. The aspects that need to be considered are the ease of interpretation and the economy in preparing and scoring the test. Objectivity is that a test is said to be objective if it is free from errors associated with specific judges.

2. The Background of English Language Teaching

Language becomes the most important thing in human communication, since it conveys thought and feeling which are expressed both orally and written. Language and culture are inseparable. They are correlated and interdependent. In facing globalization era, it cannot be denied that foreign language, especially English, will be the most important means of
communication. One should master it to be able to compete with others in the globalization era.

In accordance with Undang-undang no. 25 Tahun 2000 about Program Pendidikan Nasional (Propenas) 2000-2004 the aim of education is to anticipate the globalization in education. As a means of communication, English is one of life skills which must be mastered by SMA graduates as the way to seek jobs, to get a better life, or to continue their study (www.dikdasmen.depdiknas.go.id). This statement means that English is very important nowadays to be mastered by people to compete in many aspects of life.

The fact, however, shows that most SMA graduates are not able to communicate in English although they have learned English for six years (in SMP and SMA). This condition is a result of the fact that the English teaching and learning process concern more on grammar, regardless of giving the students opportunity to learn more on speaking ability. So it makes sense that there are many students are not able to speak English.

3. The Objective of English Language Teaching

English is one of the compulsory subjects in Indonesian Secondary Schools. The aim of English language teaching in Indonesia is to accelerate the process of developing the nation and country, to establish friendship with other nations, and to carry out Indonesian’s foreign policy. The main working knowledge of English consists of listening skill, speaking skill, reading skill,
and writing skill. All of those skills are mostly needed by higher education students to understand the content of English textbooks and references which comprise 90% of all references, to understand lectures delivered in English, to introduce Indonesian culture to other nations, and to communicate orally with foreign students.

Based on the GBPP or guideline, English lesson at senior high schools should cover structure, reading comprehension, vocabulary, dialogue/speaking, and composition/writing. Teaching structure aims to reinforce students to recognize and recall the grammar rules they have understood. The emphasis of teaching reading is the comprehension and the mastery of sentence patterns that exist in the passages. In vocabulary section, usually new words are introduced in the sentences. It is expected that the students will be able to use the words correctly. In the dialogue section, the students are asked to speak in English and are introduced to certain situations in which they may be involved in the daily life. The last, the writing skill, aims to motivate the students to write simple sentences by using the patterns they have learned.

4. Curriculum in the English Language Teaching
   a. The Meaning of Curriculum

       The writer considers it is necessary to discuss curriculum in this study, since the kinds of language functions and language elements that
will be analyzed are based on the curriculum of Senior High School that is Competence Based Curriculum (CBC). The first is about the meaning of curriculum. Howel, Fox, and Morehead (1993: 3) state that a curriculum contains some materials to get learning objectives. They also say that it is pivotal to all instructional activities, including evaluation. In line with them, Van Tassel-Baska states that curriculum is a structured series of learning outcomes (1992: 244).

Different idea comes from Hoover and Patton (1997: 6) who define curriculum as the planned and guided learning experiences under the direction of the school. To support this definition, the writer quotes Moore’s definition. Moore (1994: 65) states that curriculum is all the planned and unplanned learning experiences that students undergo while in a school setting.

In addition, Robertson (1971: 566) in Yalden (1987: 29) states that curriculum includes the goals, objectives, contents, processes, resources, and means of evaluation of all learning experiences planned for pupils both in and out of the school and community through classroom interaction and related programs. From many definitions above, it can be said that curriculum is a planned set of learning objectives provided by the school to help the students in gaining their goals while they are in school setting.

b. Types of Curriculum
Hoover and Patton (1997: 6-8) identify three types of curriculum that are frequently mentioned. They are explicit curriculum, hidden curriculum, and absent curriculum. They also discuss the three types related to the preparation of special educators. The following are the brief views of them:

1) The explicit curriculum

Explicit curriculum refers to formal and stated curriculum that teachers and students are expected to follow. This type of curriculum includes the specific goals and objectives for different areas such as reading, language, social studies, science, and math. It is also found in publicized course listing or school catalogs, which is available for students, parents, and other community members. Hoover and Patton also write that the explicit curriculum is the published, advertised, and documented curriculum that is provided by school for the students.

2) The hidden curriculum

This curriculum refers to the actual one implemented in classroom – what students learn on daily basis as teachers make interference about the explicit curriculum they are required to teach. It is found in the various practices, characteristics, or features that result from the decisions made by educators as the stated goals are implemented. It may sometimes negate important aspects of the explicit curriculum due to students’ learning unintentional outcomes.
This happens because the explicit curriculum cannot account for all planned learning. The hidden curriculum includes interpretations made about explicit curriculum related to implementation procedures and the emphasis different explicit curriculum aspects receive. For example, allowing a group of students to spend an entire month on one topic within the explicit curriculum represents hidden curriculum. Other examples of hidden curriculum include factors such as class structure or routines, selected academic or behavioral expectations, reward and reinforcement systems, selection and use of problem solving techniques to study a required topic, different arrangement, and various types of acceleration and enrichment practices. This type of curriculum consists of learning experiences—both positive and negative—that produce changes in students’ attitudes, beliefs, and values but are not part of the explicit curriculum. Some students learn negative behaviors and attitudes, such as how to cheat, how to dislike the school, and how to manipulate adults. This curriculum often reflects societal values, such as rewarding great success, ignoring average performance, criticizing or punishing failure. The control mechanism within the school and the classroom are part of the hidden curriculum. The decisions about tracking, both for student and teacher assignments, convey messages about relative worth and, as such, are part of the hidden curriculum.

3) The absent curriculum
According to Hoover and Patton, absent curriculum refers to curriculum we elect not to include in our schools or classrooms. This type of curriculum includes subject areas, content and teaching strategies, behavior management techniques or classroom organizational dimensions that are excluded for various reasons. It is critical for teachers to be aware of absent curriculum in their classrooms. What educators choose to exclude or not to teach may be just as important as what they elect to teach in their classroom.

Elements from explicit, hidden, and absent curriculum operate continually in each classroom, sometimes complementing each other and at other times negating each other. This interaction must be considered as teachers determine what curriculum adaptations are necessary. For example, in many situations the adaptations may include the addition of content or educational practices as a means to deal with absent curriculum, along with adaptations to explicit or hidden curriculum. In other situations, adaptations of hidden curriculum are required along with or instead of adaptations to the explicit curriculum.

c. Functions of curriculum

Nurgiyantoro (1988: 6) states that curriculum has some functions that can be observed from three aspects. The first aspect is the function of curriculum for the school itself. The second is the function for the upper
level school. The last is the function for the society. Those three aspects should always appear in the functions of curriculum.

1) Function for the school itself

   The function for the school itself at least can be divided into two. First, curriculum is as a tool or instrument to gain the educational goals. Curriculum manifestation in teaching learning process can be shown as teaching program. The teaching program itself is a system that consists of several components, which are intended to gain the educational objectives. The objectives that will be gained are arranged from national educational objectives until instructional objectives. If the instructional objectives are gained, the objectives at the upper level can be taken. Every school curriculum must list some educational objectives that should be taken from teaching learning process. Second, curriculum is used as a guidance to arrange educational activities implemented in school. Besides, curriculum also arranges everything related to the kind of program, the way of implementation, implementation strategies, the responsibility, facility, etc.

2) The function for the upper school

   In this function, curriculum is used to control and maintain the balance of education process. By knowing the curriculum of certain level school, the curriculum for the upper school can be adapted or be adjusted. For example, if a subject has been given in
the curriculum of lower school, it has to be considered in the upper school especially in choosing materials. The materials adaptation is aimed to avoid time wasting and to keep the continuation of the materials given. Besides that, there is a curriculum that functions to prepare the student to be a teacher. If a school or college has this goal, the school has to know the curriculum of the lower school in which the teacher will teach. If the teacher teaches in teacher training and education faculty, he or she must master the junior and senior high school curriculum, and so on.

3) Function for the society

As everybody knows, the school graduates are prepared to interact with society or the members of the society, or to work based on his skills, so the curriculum should know and reflect the needs of society. In order to get that need, there should be cooperation between school and “outsider” in developing the intended curriculum. Thus, society or everyone who will use the school graduates may give useful help, criticism, or advice for the better education program in school. Nowadays, the appropriateness between curriculum program and society needs is not in the same level. It can be seen from the fact that school graduates are not ready or appropriate with the vacancies needs. Consequently, not everybody can take the job vacancies that are provided although there are many human resources. It happens because they do not have appropriate skill with the needs of
job vacancies. The school’s mission also determines the preparation of the skill for school graduates to hunt for job. It depends on what the kind of school is; general school (SMA) or vocational school (SMK). SMA’s mission is preparing the students to study in the upper level education, while SMK’s mission is helping the students to get jobs or to work.

d. Current English Curriculum in Indonesia

Nowadays, Indonesia uses the new 2004 Curriculum. It is popularly called Competence-Based Curriculum (CBC). According to Mulyasa (2002: 39), it is a curriculum concept stressing on developing skills (competence) on certain standard to gain learner’s competence.

He (2002: 38) says further that competence is knowledge, skills, and abilities or capabilities that a person achieves, which become part of his/her being to the extent he/she can satisfactorily perform cognitive, affective, and psychomotoric behaviors. While Gordon (1998) says that there are some aspects on competence concepts, they are knowledge, understanding, skill, value, attitude, and interest.

The characteristics of Competence-Based Curriculum according to the National Education Department as quoted by Mulyasa (2002: 42) are:

1) Achieving the target competence of learners, individually or in group.
2) Having orientation on learning outcomes and disparity.
3) Applying and teaching process using various approaches and methods.
4) Teachers are not the only learning resources.

5) Assessment is based on the process and learning outcomes concern on reaching competence.

Mulyasa (2004: 55) adds that there are some factors affecting the CBC. They are:

1) The characteristics of curriculum; including the range of the new idea of a curriculum and the clarity of it for the user in the field.

2) The implementation strategy; is a strategy used in the implementation such as the discussion profession, seminar, upgrading, and the activities which can support the use of curriculum in the field.

3) The characteristics of curriculum user; including knowledge, skill value, and the teacher’s attitude towards the curriculum with his ability to realize the curriculum planning.

Margono in [www.um.or.id](http://www.um.or.id) adds that CBC also has several characteristics, i.e. as minimal curriculum of national standard, fun learning atmosphere, classroom-based assessment, and school-based curriculum management.

Standard of competence of this curriculum pays more attention on individual disparity such as on the students’ ability, speed of learning, and social-cultural condition. The teacher, therefore, should realize that each student has different ability, potential, interest, hobby, attitude, health condition, family background, and his/her activity in school. According to Mulyasa (2002: 186), in order to understand their students’
differences, the teachers may take these strategies: (1) do observation of the students’ condition both in and out of the class, (2) prepare time for communication or consultation between the teachers and the students, (3) take a note and check the students’ work and give constructive comments, (4) give a chance for the slow learners to make a better achievement.

On the other sentences, Marss in Mulyasa (2004: 55) talks about three factors influencing the curriculum implementation. The first is support from headmaster; the second is from colleague; and the last is internal support from the teachers themselves. From the various factors, the teacher factor is the main factor.

Supporting the previous statement, Sukmadinata (1998) in Mulyasa (2005: 4-5) states that the main barrier in developing curriculum in the school is lied on the teachers. Among them is the knowledge and competence of the teachers themselves. Besides, the curriculum implementation in the teaching learning process in the school is very affected by the supporting means, especially the condition of learning room, laboratory, and the teaching aids.

In teaching-learning process, the teacher is a facilitator. He/she tries to make an enjoyable situation for the students. Besides providing a fun environment, the teacher may use various approaches, like inquiry, cooperative learning, communicative, and constructivism.
The teacher, furthermore, should pay attention to the process and steps in teaching. In instance, before asking the students to produce a simple narrative text, the students should have experienced in reading this kind of text, in discussing it, and in analyzing it. In this way, reading and discussion automatically activate listening and speaking activities because the students have chance to express their argument. Finally, all language skills may develop comprehensively.

In the teaching-learning process, the teacher may monitor the students’ participation continuously. For example, to know whether a student may communicate in written or spoken way, the teacher uses a checking data of indicators as monitor instrument for a long-term process. The teacher may also collect the result of the monitoring on the students’ personal data. From these data, he/she will know who have reached the target competence faster or slower, so he/she may give special treatment to the students, for example the slow learner should get remedy, though on limited time that has been programmed.

The development of this curriculum is decentralized. There are several components that have right and role in composing syllabus; Center of Curriculum of the National Education Department, Local Government (including Education Department of province), and the school.

According to Mulyasa (2002: 169), to gain effectiveness during making the syllabus, there are three procedures to follow:
1) Planning

   In this step, the syllabus developers collect information and source reference.

2) Implementation

   The activity to compose syllabus may use these steps:

   a) Decide the list of competences, the goals of learning, and the materials that should be learned.

   b) Decide the methods and techniques that will be used.

   c) Decide the instruments for class-based assessment.

3) Revising

   The syllabus draft may have fit and proper test, and revising process since the first time it is made until it is implemented. The syllabus needs continuous revisions.

   In addition, there are some activities dealing with the development of the syllabus. They are identifying, arranging standard of competence and basic competence, deciding main material and its description, choosing learning experience, expanding basic competence to indicators, expanding indicators to assessment instrument, deciding time allotment, and deciding the equipments that will be used.

   Prior to its implementation, schools need to sharpen their vision and mission, analyze the students; and schools’ ability, develop syllabus, increase the teachers’ ability related to learning models, equip themselves with learning facilities, and change the principals leadership styles.
Mulyana adds that the leadership styles of a headmaster is one supporting factor in creating vision, mission, and programs that will be implemented in stages. The headmaster, therefore, should have management ability to improve his school’s quality.

The aims of English Teaching in Curriculum 2004 are:

1) Developing communicative competence both in spoken and written language. Communicative competence involves listening, speaking, reading, and writing skills.

2) Building consciousness of the essential and the importance of English as a foreign language as a means of study.

3) Improving students’ understanding on correlation between language and culture, and entrance cultural view in disparity.

(Depdiknas, 2003: 6-7)

B. The Teaching of Literature

1. The Nature of Teaching Literature

a. Literature

In this thesis, we deal with literature as the research object. The writer, therefore, think that it is necessary to discuss literature a little bit. According to The MacMillian English Dictionary, literature is noun
1. stories, poems, and plays, especially those that are considered to have value as art and not just entertainment. In other words, literature is something having art value that is used to entertain.

However, there are many different ideas about literature. For some people, literature is only written texts with a certain “aesthetic value” (Edmonson, 1996: 45 in http://www.thracenet.gr/bridges/gantidou.html).

Literature is sometimes defined as anything written. This definition is actually both too broad and too narrow. We can begin by saying that literature is (to quote Robert Frost) “a performance in words”. It has in it an element of entertaining display, and surely we expect literature to be, in some sense, entertaining, or, to put it in slightly different terms, to afford pleasure.

According to Barnet (1963: 2) literature is an adult game, a sort of make-believe, which is suggested in some of the words we apply to pieces of literature – “fiction”, “story”, “tale”, “play”. By this definition, it can be said then, that literature is words game done by the adults and applied in forms of fiction, story, tale, and play.

Different idea is stated by Irish Murdoch, The Listener (1978) in Lazar (1993) who says that literature is a sort of disciplined technique for arousing certain emotion. It means that literature is used as a media to express human’s emotion. Furthermore, Lazar (1993: 7) states that literature does not constitute a particular type of language itself, but it may
reveal a higher incidence of certain kinds of linguistics features which are highly patterned in the text.

Literature includes poetry, drama, fiction, and many kinds of nonfiction writing, as well as oral, dramatic, and broadcast compositions not necessarily preserved in a written format, such as films and television programs (www.galegroup.com). From the definition, it can be inferred that kinds of nonfiction, which are either in the written or spoken format, can be classified as literary work.

Basnet and Mounfold (1993) (in www.onestopenglish.com) provide a rather accurate categorization distinguishing three types of literary texts: (a) the visual texts as films, television, advertisement, cartons, photograph, etc. (b) the spoken and written texts as spoken drama, interviews, film and TV commentaries, radio programs, poetry, novels, play scripts, journalism, newspapers, academic writings, brochures, pamphlets, etc. (c) the musical texts as vocal / instrumental, records, CDs, etc.

In the literature world, there is –what the so called- genre. According to Wellek and Warren (1977: 226), a genre is a principle of order that classifies literature and literary history not by time or place, but by specifically literary types of organization or structure. They (1977: 227) say further that most modern literary theory would be inclined to scrap the prose-poetry distinction and then to divide imaginative literature into fiction, drama, and poetry.
1) Fiction

Dealing with fiction, Pickering and Hoeper (1996: 30) say that the word fiction refers to any narrative, in prose or verse, that is wholly or in part of product of imagination. In other words, a fiction is the product of imagination that is written into narrative text.

As such, plays and narrative poems (poems telling a story can be classified as fiction, as can folktales, legends, allegories, satires, and romances. All of them contain certain fictional elements. The world of fiction is a re-created world apart, a world of the possible or the probable, rather than actual.

2) Drama

The word drama comes from the Greek verb “dran” that has meaning “to perform”. Pickering and Hoeper (1996) state that when we speak of drama, we mean a story in dialogue performed by actors on a stage, before an audience, in other words, a play. We also use the term drama in more general sense to refer to the literary genre that encompasses all written plays and to the profession of writing, producing, and performing plays.

3) Poetry

Pickering and Hoeper (1996) have an opinion about poetry. They say that poetry, like all literature, attempts to communicate an author’s emotional and intellectual response to his/her own existence and to the surrounding world. Poetry is an expression of what is
thought and felt, rather than what is known and fact. It depends on observation, just a science might find distant and unrelated.

b. Teaching Literature

Teaching literature may mean the activities of educating or instructing or teaching literature material containing any written or spoken material, but the term most often refers to creative works. Carter and Long (1997) say that the study of literature involves reading literature within an academic, institutionalized setting for purposes of obtaining qualifications in literary studies. It involves a considerable baggage of critical concepts, literary conventions and metalanguage and the requirement is often that students should follow an ability to use such terms and concepts in talking and writing about literature.

Carter and Long (1991) describe the main educational, linguistics and psychological argument that are put forward for the teaching of literature as three models are associated with specific pedagogic practices: the cultural model, the language model, and the personal growth model,

1) The Cultural Model

Carter and Long (1991: 2) say that the cultural model highlights the teaching of literature for its value in “encapsulating the accumulated wisdom, the best that has been thought and felt within a culture”. Works of literature are the relics of culture and through their “study”, the students understand and appreciate cultures
and ideologies that are different from their own in time and space. Literature preserves universities of cultural and artistic heritage, and, since it is characterized by this “human sense”, it possesses a central place in the study of the humanities in colleges and the western world.

The relationship between a culture and its literature does not always seem simple and explicit for various reasons. First, few works of literature could claim to be a genuine and purely factual representation of the social and historical reality of an era (i.e. Dicken’s novels and 19th century novel, but one could not argue the same about the 20th century, especially when looking at the post-war novel). To support this idea, we can refer to Brumfit and Carter (1986: 25) who say that literature is a form art and as such is the language and the content of it is deliberately and creatively modified for the needs of the writer.

Secondly, Lazar (1993: 25) has an opinion that the issue of how far a literary work can represent its culture raises the question of how culture is defined. It can be seen from his words:

“… is our definition to an anthropological one in which culture is defined loosely as the values, traditions and social practices of a particular group – which are then revealed in the literary text? Or do we define culture as the discemmens and knowledge traditionally possessed by the well educated, enlightened and cultivated native speakers, which is passed on “good literature”? What then is the place of “popular culture”, which may in fact be of greater interest to many of our learners?”
An example of the model’s exemplification was the post-war English teaching in the overseas context which had been marked by a consistent ‘flight from the text’.

2) The Language Model

This model is supported by the idea stated by Carter and Long (1991: 2), that is the emphasis is given on language as the literary medium. Literary texts are exploited for the teaching of vocabulary or structure or language manipulation. The student will enrich and develop their language input since literary texts offer contact with some of the subtle and varied creative uses of the language.

The reader’s responses to the literary texts are totally neglected and the approach may result instead in mechanistic and demotivating teaching practices spoiling any pleasure that the reading of good literature can give. In addition, the contribution of the teaching literature to the students’ emotional involvement and to their personal growth seems to be totally neglected.

3) The Personal Growth Model

According to Carter and Long (1991), the personal growth model is an attempt to bridge the gap between the previous two models. This highlights the need of the students’ personal engagement with the reading of literary texts. Still according to them, the knowledge of and the knowledge about literature involve reading of literary texts within the academic setting of literary studies and deal with the
knowledge and the use of critical concepts, literary conventions and metalanguage which is often required by the students in talking and writing about literature.

The personal growth model highlights the necessity and the pedagogical value of developing the students’ awareness so that they become critical readers of literary texts and not passive accumulators of whatever is being taught to them.

2. Background of Teaching Literature

According to Widdowson (1984), the issue of teaching English literature in a non-native context dates back from the early years of this century when literature was considered of high prestige in language study and access to literary works was assumed as a part of the purpose of language learning.

If the students are exposed to the better English, they will develop their ability in using it. As Short and Candlin (1989) in Brumfit and Carter (2000: 91) who say that the approach was characterized by a concentration on the classics assuming that if the students were continually exposed to the best uses of the English language, it would in some sense “rub off” on their own performance in the language.

Lately, English Language Teaching (ELT) mostly focuses on the structures using genuine texts. This is supported by Short and Candlin
(1989) in Brumfit and Carter (2000: 91) who say that the gradual disappearance of literature teaching from the language classroom was an expected consequence. Surrogate literature replaced authentic texts in the form of situational text book dialogues and short tales that were devised to carry structure only but none of the literary effect that characterizes a genuine text. In addition, as stated by Long (1986) in Brumfit and Carter (2000: 42), the literature class consisted often of an enthusiastic teacher-orator and passive students being ‘too busy writing in translations of unfamiliar words to respond to the text’. It means that the literature class has not run well as expected dealing with its purpose of developing the students’ literary appreciation.

Furthermore, Long (1986) in Brumfit and Carter (2000: 42-45) say that the place and the role of literature in the language classroom was questioned furthermore by the ELT approaches during 1960-1980, which did not encourage students to develop ‘a feeling for language, of response to texts’. Structuralism with the emphasis on correctness in grammatical form and repetition of a restricted lexis was incompatible with the teaching of literature, as stated by the expert, Widdowson (1984: 162):

“literature, and poetry, in particular has a way of exploiting resources in a language which have not been codified as correct usage. It is therefore misleading … it has no place in an approach to teaching that insists on the gradual accumulation of correct linguistics form.”

Communicative approach emphasized on the study of the language for practical purposes and since literature has no obvious practical uses, it contributed nothing to the utilitarian objectives of language teaching, thus,
it had no place in the language classroom. This statement is supported by Widdowson (1984: 161) who says that the inclusion of literature was ‘a potentially disruptive influence in the well-ordered world of the carefully controlled language courses’. He, furthermore, states that there is more to life than safe investment of effort. Language learning is surely not simply a part of training, an element in actuarial estimates and the calculation of man power needs. Surely, we might murmur wistfully, it should also have something to do with education as well.

As what has been stated before, the use of literature in English as Foreign Language (EFL) classroom has not been given a great emphasis. However, during the last fifteen years, interest on the use of literature in EFL classroom has begun to rise (Carter and Long, 1991: 1). People began to realize the importance of studying literature in the improvement of language learning.

Since 80’s there have been a considerably increasing interest in the use of literature in the EFL classroom which was attributed by Carter and Long (1991) to the emphasis given on spoken rather than on written language in the foreign language teaching. Another support is given by Lazar (1993) who says that in many countries around the world, literature is highly valued.

There was a strong reawakening of interest in literature and language teaching. Linguists and ELT scholars (Widdowson: 1984, Brumfit: 1985, Long: 1986, Long and Carter: 1991 among others) argued not only for the value of teaching literature in
the language classroom but also for the necessity as well of re-inventing a different pedagogical approach for non native speakers of English. From the statement above, it can be said that by using literature, new methods in teaching English to non native speakers of English can be improved. The teachers will have more options of teaching techniques in the classroom activities.

The pedagogical interface of literature and language teaching should become the students’ responses to the text for the reason that: “… the teaching of literature is an arid business unless there is a response, and even negative response can create an interesting classroom situation (Long: 1986 in Brumfit and Carter, 2000: 42).

The reawakening of interest in the teaching of literature to non-native students was a major motive for the design and publication of several books. Among others from 1980’s and early 1990’s Language for Literature (1983) by R. Walker, Reading Between The Lines (1984) by J. McRay and R. Boardman, A Course in English Literature (1986) by B. Lott, The Web of Words (1987) by R. Carter and M. Long, Past into Present (1990) by R. Gower, and Making Headaway Literature (1992) by J. and L. Soars attempt ‘to bridge the gap between language and literature studies’ or ‘to introduce the students to some of the finest literature in English’ making use of the texts as a basis for language practice and ‘to improve and develop the students’ understanding about the use of the language than the reading and discussion of literary texts.
Literary texts actually give benefit to the students. The appreciation of the texts can be derived from the exercises. Gower (1990: introduction) supports this idea by saying that the accompanying exercises are designed to further appreciation of the texts by showing how the different features of style and language work together to create the whole.

According to the aims of the previously mentioned course books, emphasis is rather given on students’ language development through the presentation of extracts of novels and short stories than on their literary development. In addition, the potential that literary texts carry for the students’ critical ability development and personal growth seem to be underestimated or totally neglected. Looking at the Introduction of Language for Literature, the language exercise includes:

a. sentence structure and substitution exercises.
b. vocabularies exercises.
c. text completion exercises.
d. word use rephrasing exercises.
e. grammar use or sound stress punctuation exercises.
f. Plot exercises, character exercises, detail, style and technique exercises, as well as “open” exercises are included in the literary or context analysis.

3. **Objective of Teaching Literature**

There are some objectives in teaching literature. Carter and Long (1997) promotes some by stating that the study of literature involves reading literature within an academic, institutionalized setting for purposes of
obtaining qualifications in literary studies. It involves a considerable baggage of critical concepts, literary conventions and metalanguage and the requirement is often that students should follow an ability to use such terms and concepts in talking and writing about literature.

Another idea is suggested by Lazar (1993: 3) who says that literature provides wonderful source of material for eliciting strong emotional response from the students. In other words, by using literature, we can stimulate the students’ emotion or feelings. Since literature contains many and different values, the students may get themselves used to understand other’s feeling.

Trilling (1950) as quoted by Atkins (1993) gives different opinion dealing with the objective of teaching literature. He states that studying literature, offers a wide-ranging and general discussions, the aim being to give to the reader is a clear sense of what is involved in studying the subject effectively and successfully.

While Littlewood (1988: 1) suggests that the goal of foreign language teaching is communicative ability. The communicative language teaching has the main purposes to communicate meaning effectively to a partner rather than to produce certain language in an acceptable way.

4. **The Position of Teaching Literature in Secondary Schools**

   Literature has been a sub-material in the curriculum of the English subject in the language program of senior high schools, but until recently it has not been given much emphasis in the classroom. Teachers concern more
on the structures/grammar. They usually teach about English, and not teach English. Structuralism on the one hand, with the emphasis on correctness in grammatical form and repetition of a restricted lexis was incompatible with the teaching of literature. Widdowson (1984: 162) says: “… literature, and poetry, in particular has a way of exploiting resources in a language which have not been codified as correct usage. It is therefore misleading … it has no place in an approach to teaching that insists on the gradual accumulation of correct linguistics form.”

On the other hand, however, the difficulty and inaccessibility of many literary texts to non-native English speaking students and on the other, lack of a consistent and suitable methodology for the teaching of literature brought about rather the opposite effect than the expected one.
CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Study

This research observes the implementation of teaching literature in the second grade of language program in senior high schools. This study takes place at SMAN 2 Wonogiri. The study is begun in October 2006 and hopefully ends in July 2007.

B. Method of the Research

Related to the objective of the study, the writer uses a descriptive method, since the writer has only one focus, that is the implementation of teaching literature in the second grade of language program in senior high schools. This method is used to represent a broad spectrum of research activities having a common purpose of describing situations, events, or phenomena (Mason and Branble, 1997: 37). Ary (1985: 415) states that a descriptive research is directed toward determining the nature of a situation, as it exists at the time and place of the study. From those definitions, this research has an aim to evaluate or analyze the contents of the literature teaching in the language program of Senior High School.
Suharsimi Arikunto (1998: 245) states that a descriptive research, generally, is non-hypothesis research. This thesis, therefore, just collects data, analyzes them and draws a conclusion based on the data only, without taking general conclusion. It means that the result is just valid for the data used in this research, not for others. Thus, the method of the research is document analysis. Suharsimi (1998: 92) says that the other terms for document analysis are content analysis, activity analysis, or information analysis. Based on Suharsimi’s definition, another word for document analysis is content analysis.

C. Subjects of the Study

1. Population

According to Putrawan (1990: 5), population is any group of individuals that have one or more characteristics in common that interest to the researcher. The population may be all the individuals of a particular type or more restricted part of that group. The population of this study is all elements that exist in the second grade of language program at SMA N 2 Wonogiri.

2. Sample

Putrawan (1990: 5) says that sample is a few proportions of population selected for observation and analysis. Sample must represent the population, as it is a part of population from which generalization is taken. In this study, the sample is the English literature teacher and two students of the second grade of language program at SMA N 2 Wonogiri.
3. **Sampling**

In order to get the sample, the writer, in this study, use purposive sampling. This sampling is used to take the sample out of the population based on certain criteria decided by the researcher. The criteria used in taking the sample are:

a. The teacher must be the one who teaches English literature.

b. The students taken as the samples are the ones who are actively involved in the English literature instructional process.

**D. Sources of Data**

The sources of the data of this research are events, respondents, and documents. The writer uses the implementation of teaching literature in the second grade of language program in SMAN 2 Wonogiri as the object of the research.

1. **Events**

   In this research, the events are the process of the implementation of teaching literature in the second grade of language program at SMAN 2 Wonogiri.

2. **Respondents**
The respondents are the English teacher and the students of the second grade of language program at SMAN 2 Wonogiri. The teacher chosen is the teacher teaching literature in the language program.

3. Documents

The documents are the handbook, the text books, and the guidelines being followed.

E. Techniques of Collecting Data

Similar to the source of data, the techniques in collecting data that is used in this research are:

1. Observation

The observation is focused on the implementation of teaching literature in the second grade of language program at SMAN 2 Wonogiri. The writer observes what activities or events occurred in the literature teaching (literature appreciation).

2. Interview

The writer interviews the English teacher teaching literature appreciation to have an explanation about the process of the teaching and learning, and the objective of the literature teaching in the senior high schools.

3. Document Analysis

Finally, the writer takes the data from the handbook used in the teaching and learning process. In this research, the writer takes all themes
in the handbook and then analyzes them globally. The writer will analyze sort of literature taught in the English subject of language program in Senior High schools.

**F. Technique of Analyzing Data**

In analyzing the sort of literature taught in the English subject of language program in Senior High Schools, the writer refers to the technique proposed by Strauss and Corbin, that is constant comparative method. In this method, there are four steps in analyzing the data:

1. Determining set of information
2. Making categories of information based on their similarity.
3. Determining the relation between categories.
4. Developing proposition based on the relationship between categories.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter the writer presents several points that answer the problems of the research. The findings are focused on the implementation of teaching literature, whether it reflects the curriculum being followed or not, and what sort of literature is taught. They are discussed in separated points.

1. The Implementation of Teaching Literature

   a. The Objective

   SMAN 2 Wonogiri is the only Senior High School in Wonogiri which have language program besides science and social programs. The objective of the language program is to allow the students to sharpen their competence in language and to lay a basis for the students to step up to the higher level of education, which needs better language proficiency. While, the objective of teaching literature in this program is introducing English literature work and its culture. As what can be seen in the writer’s interview with the teacher of English literature in SMAN 2 Wonogiri:
RK : Menurut Ibu, penting tidak mengajarkan Sastra Inggris?
HNF (03) : UHmm... bagaimana ya, soalnya pelajarannya sebagai tambahan pengertian, atau pengenalan karya sastra Inggris. untuk mengenalkan kebudayaan Inggris.

RK : Pengajaran sastra Inggris ini apakah cuma pengenalan saja atau sampai pada tataran analisis?
HNF (07) : Tujuan utamanya hanya memperkenalkan jenis-jenis karya sastra. Kalau sampai tataran analisis belum bisa, karena selain susah juga menyita waktu.

Besides, the instruction aims at motivating the students to learn more about English. Since the content of the literary works discussed in class is interesting, entertaining, and educative, the students may be motivated in learning English. This program is opened in two grades, that are the second and third grade, which are later on called as XI and XII grade in Curriculum 2004. The students joining this program are expected to have a better language proficiency compared with the students of other programs (science and social programs).

b. The Second Grade of Language Program Class

The language program in SMAN 2 Wonogiri is available in two grades, that are in the second and third grade. The research is focused on the second grade of language program. In the second grade, different from other programs, the language program is opened in one class only. This class consists of 36 students (males: 6. females: 30). To support the program, school has two language laboratories. The classroom is well
arranged to make the students comfortable in learning, like what is stated in the field notes:

**Situasi Latar**


Di atap ruangan terdapat enam buah lampu neon panjang. Di seluruh dinding kelas terdapat ornamen-ornamen dari kertas yang dibentuk dengan sangat kreatif. Selain itu juga terdapat beberapa tulisan yang berupa slogan atau kata-kata mutiara di bagian dinding kelas.

Jumlah siswa yang mengikuti perkuliahan pada saat pengamatan dilakukan berjumlah 34 siswa. Pada saat melakukan pengamatan, saya duduk di kursi paling belakang.

c. The English Language Teachers

In language program, there are three teachers who are responsible to teach English. Each teacher holds different skills to teach. The teachers are: (1) Ely Kusrini, S. Pd., (2) Heny Nurul Fatimah, S. Pd., and (3) Firman Firdayanto, S. Pd.

The teacher teaching literary appreciation is the second one stated above. It is her first year in teaching literature in language program. In other programs, she teaches grammar and reading. Based on the observation and interview with the students, she is not considered to be a good teacher. As a teacher, she is often disrespected by the students.

It can be seen in the field notes below:
08.00 WIB

(06) Bel jam pertama berakhir. Guru berdiri dan berkeliling untuk memeriksa kegiatan siswa. Keadaan menjadi semakin gaduh karena tidak semua siswa dijangkau oleh guru.

08.45 WIB


As a teacher, she is also considered as less strict. She often does not pay attention to her students, and just focuses on the lesson. In delivering the lesson, she is not too creative. It means that she often gives more theories than practices to the students. It can be seen in the facts below:

**RK** : Menurut adik, guru Sastra Inggrisnya gimana?
**R (09)** : Terlalu monoton, karena hanya membicarakan hal-hal itu saja. Lebih banyak teorinya daripada prakteknya. Selain itu juga kurang bisa menguasai kelas, jadi banyak siswa yang tidak memperhatikan.

**RK** : Menurut adik, guru Sastra Inggrisnya gimana?
**W (09)** : Gurunya santai, sudah pas kalau menurut saya. Tapi kadang-kadang juga kurang tegas.

d. The Teaching Learning Process

The teacher, in delivering lesson, mostly uses Indonesian rather than English. It can be seen in the interview as follow:

**RK** : Oh ya, kemarin dalam menyampaikan pelajaran, Ibu kebanyakan using Indonesian, kenapa Bu, padahal kan di kelas Bahasa?

**HNF (16)** : Sodanya anak kurang mengerti. Untuk lebih memahamkan mending langsung pakai Indonesian, daripada translate menyita waktu.
Here, the teacher has a reason that by using Indonesian the students can understand better and faster. If she uses English in delivering the lesson, it will take much time because she must translate the words into Indonesian in order to make the students understand. In other words it is a time wasting since literature has only little time allotment. It can be seen from the interview below:

**RK** : Dalam satu minggu sastra Inggris mendapat berapa jam?
**HNF (08)** : Satu minggu kita dapat dua jam pelajaran.

**RK** : Kalau sastra Inggris dapat berapa jam?
**R (05)** : Sastra Inggrisnya 2 jam, ya cuma hari Rabu pagi seperti ini saja mas.

**RK** : Kalau sastra Inggris dapat berapa jam?
**W (05)** : Sastra Inggrisnya 2 jam.

In delivering the lesson, the teacher combines between theories and performance. At the first time, the teacher explains the theories of a topic. After finishing delivering the theories, the teacher asks the students to have a performance dealing with the topic. For example, the students are asked to perform a drama, read a poem in front of the class. It can be seen from the interview below:

**RK** : Bagian yang menyenangkan apa?

**RK** : Bagian yang menyenangkan apa?
**R (08)** : Paling suka drama, praktek-praktek juga.
The students are very excited when they perform a work of literature. However, they have less performance than theories. It can be seen from the interview:

RK : Menurut adik, guru Sastra Inggrisnya gimana?
R (09) : Terlalu monoton, karena hanya membicarakan hal-hal itu saja. Lebih banyak teorinya daripada prakteknya. Selain itu juga kurang bisa menguasai kelas, jadi banyak siswa yang tidak memperhatikan.

The instructional process seems to be less interactive, meaning that it is mostly one way teaching. The teacher focuses on the theories because she has intention that the students will be able to do the test. The literature test items are commonly about reading comprehension of a text and definitions of literary works and their parts. It is in line with the teacher said in the interview:

RK : Kemudian apakah sastra juga diujikan. Maksud saya apakah soal mengenai English Literature juga keluar dalam tes? Kemudian jenis soalnya bisanya seperti apa?
HNF (11) : Jelas keluar, karena yang membuat soal kami sendiri bukan dari Kabupaten. Jenis soalnya kebanyakan, hampir semuanya malah, kami buat reading comprehension dan bagian-bagian dari karya sastra, ya yang sudah kami jelaskan, yang mudah-mudah saja.

2. The Curriculum Used

a. The Position of Literature

As what has been stated before, SMA N 2 Wonogiri is the only high school in Wonogiri that opens language program. As the result of this, the school is given a freedom by the local government to conduct the class, including deciding what subjects are taught in that class.
It is the school right to decide whether or not a subject is going to be taught to the students. In this case, literature is only an additional subject to teach in the language program. This is in line with what the teacher said in the interview:

**RK**: Terima kasih. Sebenarnya… apa sih bu, dasar pengajaran Sastra Inggris di kelas Bahasa?

**HNF (02)**: Sebenarnya begini, posisinya dari kabupaten tidak mengharuskan. Sastra Inggris hanya merupakan pelajaran tambahan di kelas Bahasa. Ini merupakan hak sekolah dalam menentukan pelajaran tambahan di kelas Bahasa karena di Wonogiri Cuma SMAN 2 yang membuka kelas Bahasa. Sebenarnya bukan Cuma Sastra Inggris, tapi juga public speaking, Linguistics, kebetulan saja yang sekolah menentukan Sastra Inggris sebagai mata pelajaran tambahan yang diberikan di kelas Bahasa.

b. The Curriculum Used

SMAN 2 Wonogiri uses Curriculum 2004, which is commonly known as Competence Based Curriculum (CBC). This curriculum has major aims that are:

2) Developing communicative competence both in spoken and written language. Communicative competence involves listening, speaking, reading, and writing skills.

3) Building consciousness of the essential and the importance of English as a foreign language as a means of study.

4) Improving students’ understanding on correlation between language and culture, and entrance cultural view in disparity.

(Depdiknas, 2003: 6-7)
In order to be in line with those objectives, the English teaching in the second grade of language program at SMAN 2 Wonogiri is divided into several parts. The division is based on the skills (listening, speaking, reading, and writing) and the language elements (vocabulary, grammar). Those skills must be covered in each theme. Besides, the language program is also provided with English literature as an additional subject. This subject discusses the English literary works and their elements, such as drama, poems, short stories. It aims to introduce the English culture and to sharpen the students’ language skills. English is taught six sessions of lesson per week. It includes literature which is taught two sessions of lesson per week (2 x 45 minutes).

c. The Sources of the Materials

The English language class in the second grade of language program at SMAN 2 Wonogiri is provided with a major book, that is Linked to the World for Language Program published by Yudhistira. Literature content in this book is very limited. There are only several discussions about literary appreciation. Not all units in the book contain literary appreciation. The units containing literary appreciation are:

1) Unit 1 Funny Stories
   a) Fable: The Stupid Frog
   b) Elements of a play
2) Unit 2 Story Telling
   a) Fable: The Crow and the Pitcher
b) Short story: The Snow Girl

3) Unit 3 Written Message
   a) Kind of poem: Acrostic
   b) Kind of poem: Word Cinquain

4) Unit 8 Writings
   a) Poems reading: In My Cell, We Thank Thee, A Special World
   b) Values of literary texts: hedonic, artistic, cultural, practical, ethical, moral and religious value
   c) Short story: Beautiful Eyes, The Lark and Her Young Ones

5) Unit 11 Agriculture
   a) Elements of a story
   b) Reading a short story

6) Unit 13 Outer Space
   The difference between literary text and factual text

   It can be seen that the book does not adequately provide literary appreciation. The teacher, consequently, finds other source of material to teach. The teacher usually writes the material on the board, and the students copy it on their notebook. It is in line with what the students said in the interview:

   RK : Iya, tapi saya lihat dalam buku itu content sastranya cuma sedikit. Apakah ibu cuma mengajarkan sastra yang terdapat di dalam buku saja atau bagaimana?

   HNF (05) : Biasanya saya memberikan catatan tambahan di luar dari buku. Tapi ya itu mas, kami sebenarnya bingung tiap kali mau mengajar sastra di kelas Bahasa, karena tidak ada
3. **Sort of Literature**

In the research the writer found out the sort of literature given in the second grade of language program are as follows:

a. **Drama**

The word drama comes from the Greek verb “dran” meaning “to perform”, as Pickering and Hoeper (1997) say that when we speak of drama, we mean a story in dialogue performed by actors, on a stage, before an audience, in other words, a play. We also use the term drama in a more general sense to refer to the literary genre that encompasses all written plays and to the profession of writing, producing, and performing plays.

In this section, the students are explained about the definition of a drama and its elements. The elements cover plot, characters, setting, and theme. After that, the students are asked to form groups. They are, then, asked to perform a drama in front of class.

b. **Fiction**

Dealing with fiction, Pickering and Hoeper (1996: 30) say that the word fiction refers to any narrative, in prose or verse, that is wholly or
in part of product of imagination. In other words, a fiction is the product of imagination that is written into narrative text.

As such, plays and narrative poems (poems telling a story) can be classified as fiction, as can folktales, legends, allegories, satires, and romances. All of them contain certain fictional elements. The world of fiction is a re-created world apart, a world of the possible or the probable, rather than actual.

The discussion is focused on the difference between fiction and non fiction. The teacher explains each and gives the examples. Next, the discussion is about the elements of a fiction. The students, then, are asked to read a fiction entitled “The Stupid Frog” and are asked to find out the elements of the fiction read.

c. Proverb

Proverb is a wise saying. According to Oxford Learner’s Pocket Dictionary, proverb is well known short saying that states the truth or gives advice. The proverbs given to the students are as follows:

1) A stitch in time saves nine
2) Strike while the iron is hot
3) When the cat is away, the mice will play
4) Spare the rod and spare the child
5) Speech is silver, silent is golden
6) Out of the frying pan and into the fire
7) Out of sight, out of mind
8) Practice makes perfect
9) The proof of the pudding is in the eating
10) The road to hell is paved with good intentions
11) Rome was not built in a day
12) Still waters run deep

After knowing the proverbs and their meaning, the students are given statements. They are, then, asked to match the statements with the suitable proverbs.

d. Limerick

A limerick is a short, often a humorous and ribald poem. It is a poem genre, an art form in which human language is used for its aesthetic qualities in addition to, or instead of, its notional and semantic content. It consists largely of oral or literary works in which language is used in a manner that is felt by its user and audience to differ from ordinary prose. It may use condensed or compressed form to convey emotion or ideas to the reader’s or listener’s (http://www.thefreedictionary.com).

The teacher gives explanation about limerick and its characteristics. After that, she gives an example of limerick:

There was an old man of the coast
Who placially sat on the post
But when it was cold
He relinquished his hold
And called for some hot buttered toast
The students are asked to read the limerick and answer several questions. The questions are about the rhyme of the limerick, the synonym of difficult words found in the limerick, and the story line of the limerick. After that the students are given another limerick arranged in the jumbled order. They are asked to rearrange it into a good limerick. The jumbled limerick is:

Said the doctor, “It is a plain”
Weighed down by B, A, and M. D
You are killing yourself by degrees
A maiden at college, named breeze
.Collapsed from the strain

e. Idiom

Idiom is an expression whose meaning is different from the literal one. It is in line with Oxford Learner’s Pocket Dictionary stating that idiom is group of words with a meaning that is different from the meaning of all the individual words. The examples of idiom taught to the students are as follows:

1) to read between the lines
2) to make neither had not tail of something
3) to put someone on the back
4) to pay through the nose for something
5) to put heads together
6) to receive with open arm
7) to have something in hand
8) to know or learn something by heart
9) to lose heart
10) to pull someone’s legs
11) now’s the time
12) to stick your neck out

The students, then, are given statements to be matched to the idioms above.

f. Short Story

The usual expectation of a short story, as a form of writing, is prose narrative that established a unified mood to relate as incident involving a few characters often in a single setting. A short story generally comprises less than 10,000 to 20,000 words (though usually more than 500 words). If a short story does have a narrative arc, its unitary mood will be paramount. (http://www.thefreedictionary.com)

In the discussion of short story, the teacher focuses on the kinds of short story. They are myth, sage, legend, fable, fairy tale, and folktale. Each is defined and illustrated by giving examples. The students, then, are asked to make groups. Each group should remember a legend, and then write it down to be reported in front of the class.

g. Poetry

What is poetry? One modern poet, perhaps a little vexed by this question, replied that poetry, unlike prose, is a form of writing in which few lines run to the edge of page. According to Pickering and Hoeper (1997):
Poetry, like all literature, attempts to communicate an author’s emotional and intellectual response to his or her own existence and to the surrounding world. Poetry is an expression of what is thought and felt, rather than what is known and fact. It depends on observation, just a science might find distant and unrelated.

The poet must write carefully and reflectively in order to find words which do not only fulfill the demands of meter and rhyme, but also express the meaning in a manner that complements the imagery and tone of the rest of the poem. Poetry shares with all other literary genres. The fact is that it is a form of communication between the author and the reader.

In the discussion of poetry, the teacher does not only teach about poetry and its elements, but also introduce kinds of figure of speech in English poetry. The kinds of figure of speech taught are simile, metaphor, personification, and apostrophe. Besides, the teacher also introduces kinds of poetry: epic, elegy, and ode.

After the theory is finished, the students are asked to read a poem by Sheelagh Lennon entitled A Special World. The students are also asked to understand the meaning of the poem, and find the figures of speech contained in the poem.

h. Song

According to Griffee (1992: 3), song is defined as pieces of music having words. The main parts of a song are music and words. While, music itself is related with rhythm. A group of words without music, then, cannot be included as a song. The song is generally performed
in a repetitive pattern that makes it easy to be memorized. What are meant by repetitive pattern here is that in a song, there are usually several lines of the song, which are repeated twice or more called as “refrain” when they are performed.

In the second grade of language program at SMAN 2 Wonogiri, song is taught to the students. The song analyzed here is “Boulevard of Broken Dreams” by Green Day. The students are asked to listen to the song, and then find meanings of difficult words found in the song. After that, the students together with the teacher retell the story contained in the song.

i. Film

Film, according to Hornby (1995: 434), is a story recorded as a set of moving pictures to be shown on television or the cinema. Film is moving pictures compiled together to express a certain theme, idea or story (http://www.english.uiuc.edu/newmedia/disc19_frm.htm,p.2). It can be concluded then, film is moving pictures compiled together expressing a certain theme, idea, or story to be shown on television or the cinema.

In teaching film, the teacher at first explains definition of the film. Besides, she also explains elements of the film: title, theme, characters, plot, and moral value. The teacher then asks the students to make a report of the film they have watched at home. In the next meeting, still in the same discussion, the teacher asks the students to watch short education
films in the language laboratory. Three films are presented to the students. The titles of the film are “Supermodel”, In the Eyes of Indra”, and “Flower for Dini.” The students are asked to find the elements of each film, and then are asked to compare the three films to decide which one is good for them to watch.

j. Diary

The word diary comes from Latin word “dies” meaning “a day”. A diary gives a daily account of what happens in a person’s life. Oxford Learner’s Pocket Dictionary states that a diary is a book used for a daily record of events, appointment, etc.

The teacher explains the diary’s definition and read the students an example of it. After that, she asks them to remember their most impressive experience in the past, and then write it down in form of diary.

B. Discussion

The writer finds that the teaching of literature in the second grade of language program at SMAN 2 Wonogiri is less emphasized and gets little attention from the teacher, especially the teacher of language class. It can be seen from facts showing that the teaching of literature is not well administered.

In SMAN 2 Wonogiri, dealing with the implementation of teaching literature, the school does not support the implementation well. It can be seen
from the interview with the teacher that says that the school does not provide the material given to the students. The teacher of literature is given a freedom by the school and should find the material by herself. This condition is not in line with what Mulyasa (2002: 169) says. He says that in the implementation level of making the syllabus, the school must decide the list of competences, the goals of learning, and the materials that should be learned. As a result of this, the material contained in the book used, Linked to the World published by Yudhistira, does not cover the necessity of the teaching learning process. Not all units of the book contain literature material.

Literature, in the second grade of language program at SMAN 2 Wonogiri, gets less attention because its position in the school is only as additional subject. Furthermore, the objective of teaching literature, as stated by the teacher in the interview, is to introduce English literary works and its culture. This opposes Carter and Long (1997) who state that the study of literature involves reading literature within an academic, institutionalized setting for purposes of obtaining qualifications in literary studies. It involves a considerable baggage of critical concepts, literary conventions and metalanguage and the requirement is often that students should follow an ability to use such terms and concepts in talking and writing about literature.

Another idea is suggested by Lazar (1993: 3) who says that literature provides wonderful source material for eliciting strong emotional response from the students. In other words, by using literature, we can stimulate the students’ emotion or feelings. Since literature contains many and different
values, the students may get themselves used to understand other’s feeling.

Trilling (1950) as quoted by Atkins (1993) gives different opinion dealing with the objective of teaching literature. He states that studying literature, offers a wide-ranging and general discussions, the aim being to give to the reader is a clear sense of what is involved in studying the subject effectively and successfully.

Those statements break down the objective of teaching literature in the second grade of language program at SMAN 2 Wonogiri. The objective only focuses on the introduction of literary works, not on the studies of values contributing to the students’ life.

From the teaching learning process, the teacher uses mostly Indonesian in delivering lesson. This condition opposes Moody’s opinion stated in “Metode Pengajaran Sastra” by Rahmanto (1980) that is the teaching of literature is connected to the teaching of language. According to the opinion above, the teacher, besides teaching literature, should also teach the English language itself by using it in the classroom.

In the interview it is known that, as stated by the students, the teacher, in delivering the lesson, only uses the same method and approach, so that the students get bored. This case, of course, does not reflect the point in the curriculum stating that teaching-learning process, the teacher is a facilitator. He/she tries to make an enjoyable situation for the students. Besides providing a fun environment, the teacher may use various approaches, like inquiry,
cooperative learning, communicative, and constructivism (PPLP Dasmen PGRI Jawa Timur, 2004: 6). In this research, the writer notifies that the teacher does not use the appropriate method of teaching literature.

Further, the shortage of literary teaching is in the level of language teaching and learning strategy implementation, which always changes, from the use of grammar translation method, direct method, audiolingual method, and communicative method that becomes the latest trend in the language teaching methodology in Indonesia nowadays. In addition, we do not know what kind of teaching approach will be used to tackle the existence of communicative approach that will probably left behind. This is what makes the educational system implemented in Indonesia hard to achieve its goal. The teacher will be confused with those situations because the curriculum must be changed and adjusted following the latest issue. The thing that might be ignored by the language curriculum developers in their decision-making is the presence of the foreign culture. As long as the culture to which the target language belongs is not considered and not introduced to the students, they should not expect that the teaching learning process will be successful as included in the objective of curriculum.

The learning model as formulated by the curriculum developer results in the emphasis of language aspects, the development of “cognitive” aspects or rationalization which has potential to grow, meanwhile the “affective” aspect which deals with sense and intuition or “linguistic sense” has a little potential to develop. Ideally, both aspects should develop side by side,
harmoniously, within the individual. Yet, in the process of development, the affective aspect is the one to suffer most. Truly speaking, the English literary works is actually rich of beauty in its language, humor, everyday expression and humanity. Besides, literary works also comprise cultural values which are worthwhile in education and the increasing point of view that should be taught in the attempt of acquiring “spirit and willingness” of learning and communicating in English.

Based on the discussion above, the writer finds that the implementation of teaching literature in the second grade of language program at SMAN 2 Wonogiri is not well conducted. It is not given a priority by the English teachers due to the assumption of the teachers that literature is not very beneficial nor giving support to the English language teaching. Teaching literature or literary appreciation is less emphasized and gets little attention from the teachers especially the teachers of language class, who are supposed to use this subject to support the teaching and learning process of language, especially English. This condition is the result of the school policy that puts literature as an additional subject, and the school does not well provide materials to teach literature. In general, the implementation of teaching literature in the second grade of language program at SMAN2 Wonogiri does not well reflect the curriculum used, that is Competence-Based Curriculum.
CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

In this chapter, the writer, dealing with the research finding and the discussion, will discuss conclusion, implication, and suggestion resulted by the result of the study.

A. Conclusion

The writer finds that the teaching of literature conducted in SMA Negeri 2 Wonogiri gets little attention from the teachers, especially the teachers of language class who are supposed to use this subject to support the teaching and learning process. The writer notices that the teacher pays less attention to the method of teaching literature, so that the teacher tends to use the same and boring method. The teacher also ignores the importance of using English in delivering the lesson. The teacher mostly uses Indonesian rather than English in the classroom. It is not a good model for the students. Dealing with the literature material, the teacher faces a problem as a result of the school policy. The school considers literature as an additional subject to teach in the language
program. The school then, does not provide the material and gives freedom to the literature teacher to select it by herself. In conclusion, the implementation of teaching literature in the second grade of language program at SMAN 2 Wonogiri does not well reflect the curriculum used.

The materials of the literature taught in the second grade of language program at SMAN 2 Wonogiri are drama, fiction, proverb, limerick, idiom, short story, poetry, song, film, and diary. The teacher, besides using textbook, finds the materials by herself to teach literature.

**B. Implications**

Based on the result of the study, the writer finds some implications. They are, among other:

1. Since literature is used only as an additional subject, it gets less attention from the teacher.
2. The students are less exposed to English since the teacher tends to use Indonesian as a medium of instruction.
3. The material of teaching literature is not well arranged, but it is at the teacher’s disposal.

**C. Suggestions**

After finishing the analysis, the writer has some suggestions to the school, the teachers, the students, and the curriculum makers.
1. The school

The school should pay more attention to the literature appreciation in the language class. It covers the policy about the position of English literature. It should have a more strict position so that both teachers and students will consider it as an important subject to study. Besides that, the school should also equip the language class, dealing with the literary appreciation, with a better condition such as the media and the material.

2. The teachers

The teachers play important role in the teaching learning process. It will be better if the teachers give more attention and priority to the literature materials in presenting their English teaching and learning process. Besides that, the usage of English should be paid more attention. The teaching learning process will be better if the language used is mostly English. Last but not least, the teachers should be able to select teaching methods which are appropriate with the condition of the students and can facilitate them to reach the goal of the lesson.

3. The students

The students here, in the instructional process, should be more active. The more active they are, the more conducive the instructional process will be. Since English literature is a new subject for them, they must be able to use it to learn English deeper. They should be able to make use the moral values found in the literary works as insights for their life.
4. The curriculum makers

It will be better if the curriculum makers include participation of experts of teaching literature and add more literature materials beside the curriculum and guideline. Hopefully, the literature materials get a proportional part in the curriculum and guideline.

**BIBLIOGRAPHY**


Catatan Lapangan Hasil Pengamatan

Nomor : 01  
Hari / tanggal : Rabu, 07 Maret 2007  
Waktu : 07.15 – 08.45 WIB  
Tempat Pengamatan : Kelas XI Bahasa SMAN 2 Wonogiri  
Objek Pengamatan : Kegiatan Belajar Mengajar Pelajaran Sastra Inggris  
Guru : HNF  
Pengamat : Rahmadi Kuncoro  

Situasi Latar  

belakang, dan 2 kursi di belakang tiap meja. Di bagian depan kelas terdapat satu buah meja dan kursi untuk tempat duduk guru.


Jalannya Kegiatan Belajar Mengajar

07.20 WIB


Komentar Pengamat (KP): Sebenarnya bel tanda masuk jam pertama adalah pukul 07.15 WIB, saya juga kurang mengerti mengapa guru-guru di SMA tersebut banyak yang melalaiakan hal tersebut dengan masuk kelas lebih dari jam tersebut. Seharusnya guru dapat mematuhi dan menggunakan waktu dengan seefisien mungkin. Guru menyapa dengan “Good morning” sudah benar, karena untuk menstimulasi siswa berbahasa Inggris. Tindakan guru dengan membacakan nilai ulangan mungkin dimaksudkan untuk menunggu siswa yang datang terlambat, karena pada saat itu ada beberapa siswa yang belum datang.

07.30 WIB

(02) Setelah membacakan hasil ulangan, guru melakukan refleksi kesalahan-kesalahan siswa saat mengerjakan ulangan. Pada saat itu ada satu siswa yang datang terlambat, guru tidak memberikan teguran. Setelah refleksi selesai, guru menyatakan bahwa tema yang akan dibahas pada pertemuan kali ini adalah film, seperti yang telah disampaikan pada pertemuan sebelumnya. Kemudian guru
menuliskan definisi film dan unsur-unsur film di whiteboard. Setelah selesai menuliskan, guru menjelaskan apa yang telah ditulisnya.

**KP:** Usaha guru untuk melakukan refleksi kesalahan siswa sudah benar, karena dengan begitu siswa tahu kesalahan yang telah dilakukan. Sikap guru yang membiarkan siswa datang terlambat tidak tepat. Karena jika hal itu dibiarkan terjadi terus, siswa akan meremehkan peraturan dan membuat guru kehilangan wibawa. Langkah guru menyatakan tema sudah tepat, karena jika memasuki pokok bahasan baru, guru memang harus menstimulasi siswa. Salah satunya dengan menyatakan tema. Langkah guru berikutnya yaitu menuliskan dan menjelaskan definisi dan unsur-unsur film sudah tepat, karena perhatian siswa menjadi terfokus.

07.40 WIB


**KP:** Langkah guru memberikan kesempatan siswa untuk bertanya sudah tepat, karena hal ini dapat memperluas pembahasan. Sikap yang tidak responsif yang diperlihatkan siswa mencerminkan kalau siswa kurang aktif dalam mengikuti pelajaran. Sikap guru duduk di kursinya pada saat siswa mencatat saya rasa kurang tepat. Akan lebih baik kalau guru berkeliling mengecek apa yang dilakukan siswa.

07.50 WIB


**KP:** Menurut saya, langkah guru ini kurang tepat. Akan lebih baik jika guru memberikan contoh tentang analisis sebuah film sehingga siswa tidak merasa bingung.
07.55 WIB

KP: Saya kurang yakin apakah keadaan siswa yang ramai mengindikasikan bahwa mereka sedang berdiskusi mengerjakan tugas. Kemungkinan besar mereka ramai sendiri karena tidak tahu apa yang harus dikerjakan dan guru hanya duduk di depan saja.

08.00 WIB
(06) Bel jam pertama berakhir. Guru berdiri dan berkeliling untuk memeriksa kegiatan siswa. Keadaan menjadi semakin gaduh karena tidak semua siswa dijangkau oleh guru.

KP: Sikap guru dengan berkeliling sudah tepat, karena membantu siswa yang menghadapi kesulitan dalam mengerjakan tugas. Akan tetapi guru kurang bersikap tegas sehingga keadaan menjadi gaduh.

08.15 WIB

KP: Keadaan kelas yang gaduh mungkin disebabkan oleh sikap guru yang kurang tegas dan membiarkan siswa. Ditambah lagi sikap guru yang berbincang-bincang dengan siswa yang paling depan. Jelas hal ini merupakan "time-wasting", waktu menjadi terbuang percuma.

08.35 WIB

KP: Langkah guru bertanya pada salah seorang siswa sudah tepat. Hal ini dimaksudkan untuk mengecek apakah siswa benar-benar mengerjakan apa yang diinstruksikan guru atau tidak. Akan tetapi jawaban yang tidak lengkap dari siswa itu mengindikasikan bahwa KBM tidak berjalan efektif dan efisien. Langkah guru dengan menjelaskan bahwa plot harus ditulis dalam bentuk narrative sudah tepat, agar siswa tidak mengulangi kesalahan yang serupa.

08.45 WIB


Berdasarkan pengamatan yang dilakukan, dapat dikatakan bahwa keadaan kelas menjadi gaduh karena siswa tidak kurang mengerti benar dengan tugas yang diberikan oleh guru dan tidak semua siswa mendapat perhatian guru akibat guru yang kebanyakan hanya duduk di kursi. Siswa tidak dapat melaksanakan tugas yang diberikan oleh guru dengan benar karena siswa kurang mengerti dengan penjelasan guru yang terlalu singkat dan tidak mendapat contoh dalam mengerjakan tugas. Hal ini dapat diatasi dengan cara guru berkeliling kelas mengecek kegiatan seluruh siswa dalam berdiskusi sehingga semua siswa merasa diperhatikan. Selain itu juga guru seharusnya menyampaikan materi pelajaran dengan runtut. Dalam artian setelah menjelaskan sesuatu, guru sebaiknya

**Refleksi Akhir**
memberikan contoh sehingga siswa mempunyai acuan dalam mengerjakan tugas. Dari fenomena tersebut dapat disimpulkan bahwa dalam pelajaran Sastra Inggris, pelajaran akan menjadi efektif dan efisien apabila guru memberikan perhatian yang menyeluruh dalam memantau kegiatan siswa dan menyampaikan materi pelajaran dengan jelas.

Catatan Lapangan Hasil Pengamatan

Nomor : 02
Hari / tanggal : Rabu, 14 Maret 2007
Waktu : 07.15 – 08.45 WIB
Tempat Pengamatan : Kelas XI Bahasa SMAN 2 Wonogiri
Objek Pengamatan : Kegiatan Belajar Mengajar Pelajaran Sastra Inggris
Guru : HNF
Pengamat : Rahmadi Kuncoro

Situasi Latar

belakang, dan 2 kursi di belakang tiap meja. Di bagian depan kelas terdapat satu buah meja dan kursi untuk tempat duduk guru.


**Jalannya Kegiatan Belajar Mengajar**

07.20 WIB


Komentar Pengamat (KP): Sebenarnya bel tanda masuk jam pertama adalah pukul 07.15 WIB, saya juga kurang mengerti mengapa guru-guru di SMA tersebut banyak yang melalaihkan hal tersebut dengan masuk kelas lebih dari jam tersebut. Seharusnya guru dapat mematuhi dan menggunakan waktu dengan seefisien mungkin. Guru menyapa dengan “Good morning” sudah benar, karena untuk menstimulasi siswa berbahasa Inggris. Tindakan guru melakukan review pelajaran minggu kemarin sudah tepat, karena untuk menstimulasi siswa masuk ke dalam diskusi selanjutnya.

07.30 WIB

(02) Setelah memberikan contoh resensi, guru meminta salah seorang siswa untuk maju mempresentasikan tugasnya membuat resensi sebuah film. Siswa yang ditunjuk bernama Bina, dia meresensi film “Heart”. Suara presenter kurang keras sehingga siswa yang lain tidak dapat mendengar dengan jelas. Suasana kelas menjadi gaduh, guru tidak mengingatkan siswa lain untuk
memperhatikan Bina, tetapi guru hanya fokus terhadap presentasi Bina. Setelah selesai, guru mengajak semua siswa memberikan tepuk tangan pada Bina.

**KP:** Langkah guru untuk meminta siswa mempresentasikan tugasknya sudah tepat. Karena hal ini dapat melatih siswa berbicara di depan umum. Guru seharusnya merespon keadaan kelas yang gaduh dengan mengingatkan siswa agar memperhatikan dan mengingatkan Bina agar memperkeras suaranya. Langkah guru mengajak siswa memberikan tepuk tangan pada Bina sudah tepat, karena hal ini mewujudkan feedback positif pada siswa, sehingga dapat memotivasi siswa.

07.35 WIB

**KP:** Suara Khoirul sebagai presenter yang keras sangat berpengaruh terhadap situasi kelas. Dengan suara yang keras, siswa lain menjadi memperhatikan. Tindakan guru memberikan komentar pada tugas siswa sudah tepat, karena hal itu mewujudkan feedback terhadap siswa.

07.40 WIB

**KP:** Lagi-lagi suara presenter yang kurang keras membuat kelas menjadi ramai. Guru seharusnya mengingatkan siswa agar tidak ramai, dan mengingatkan
presenter agar lebih memperkeras suaranya sehingga suasana kelas menjadi tidak ramai.

07.45 WIB


08.00 WIB

KP: Suara Fajar yang keras membuat siswa lain dan guru menyimak presentasinya dengan tenang. Hal ini seharusnya dipertahankan agar suasana kelas tetap kondusif untuk belajar. Respon guru dengan membeikan pujian pada Fajar sudah tepat, karena itu merupakan motivasi untuk siswa menjadi lebih rajin. Tepuk tangan yang diberikan juga merupakan feedback bagi siswa.

08.10 WIB
(07) Kemudian guru memanggil siswa selanjutnya untuk presentasi, yaitu Rochmandani. Rochmandani membuat resensi film ‘In Hell’. Rochmandani mempresentasikan tugasnya dengan gaya yang lucu sehingga siswa lain dan guru

**KP:** Gaya presenter yang lucu dapat membuat siswa dan guru mengikuti jalannya KBM dengan baik. Akan tetapi, siswa cenderung memperhatikan cara presentasi Rochandani yang lucu daripada memperhatikan isi presentasi. Tindakan guru memberikan komentar tentang moral value pada tugas Rochmandani sudah tepat karena hal ini berfungsi untuk mengingatkan siswa bahwa moral value adalah salah satu unsure intrinsic sebuah film. Tepuk tangan yang diberikan juga merupakan feedback bagi siswa.

08.20 WIB


**KP:** Langkah guru untuk pindah dari tempat duduknya kemudian berdiri di depan kelas sudah tepat, karena hal ini dapat memusatkan perhatian siswa untuk kembali mengikuti pelajaran. Kemudian tindakan guru memberikan teori-teori membuat resensi film sebenarnya terlambat. Seharusnya hal ini dilakukan pada awal pelajaran sebelum siswa diminta membuat resensi sebuah film. Sehingga siswa tidak membuat kesalahan-kesalahan yang tidak perlu, seperti lupa mencantumkan unsur intrinsik sebuah film: karakterisasi, moral value.

08.30 WIB

Siswa menjawab dengan antusias karena film ini sangat terkenal. Guru kemudian menjelaskan tentang karakterisasi film tersebut. Setelah selesai memberikan penjelasan, guru memberi kesempatan siswa untuk bertanya, akan tetapi tidak ada siswa yang bertanya.

**KP:** Tindakan guru memberikan contoh resensi film sudah tepat, karena hal ini dapat memberikan gambaran lebih bagi siswa tentang resensi film. Guru terus mengulang-ulang tentang unsur intrinsik sebuah film, hal ini sudah tepat karena dapat memberikan pemahaman pada siswa bahwa unsur-unsur tersebut sangat vital dan harus ada dalam sebuah film. Langkah guru dengan memberikan contoh resensi film yang terkenal juga sudah tepat, karena hal ini dapat memicu siswa untuk tertarik mengikuti pelajaran.

08.40 WIB

(10) Setelah menunggu beberapa saat, dan tidak ada siswa yang mengajukan pertanyaan, guru kemudian menutup pelajaran. Guru memberikan salam kemudian keluar kelas bersama saya.

**KP:** Tindakan guru menutup pelajaran sebelum bel berbunyi kurang tepat, karena hal itu dapat dimanfaatkan untuk memberikan gambaran tentang kegiatan yang akan dilakukan pada pertemuan selanjutnya.
Refleksi Akhir


Berdasarkan pengamatan yang dilakukan, dapat dikatakan bahwa keadaan kelas menjadi gaduh karena siswa tidak mendapat perhatian guru akibat guru yang kebanyakan hanya duduk di kursi dan hanya memperhatikan siswa yang presentasi saja. Siswa masih melakukan kesalahan-kesalahan dalam tugas dalam membuat resensi film karena pada pertemuan sebelumnya guru terlalu singkat dalam memberikan penjelasan dan tidak memberikan contoh dalam mengerjakan tugas. Hal ini dapat diatasi dengan cara guru tidak hanya duduk di kursi dan
mengajak siswa untuk berkomunikasi. Selain itu juga guru seharusnya memberikan contoh sehingga siswa mempunyai acuan dalam mengerjakan tugas. Dari fenomena tersebut dapat disimpulkan bahwa dalam pelajaran Sastra Inggris, pelajaran akan menjadi efektif dan efisien apabila guru memberikan perhatian yang menyeluruh dalam memantau kegiatan siswa dan menyampaikan materi pelajaran dengan jelas.

**Catatan Lapangan Hasil Pengamatan**

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<td>07.15 – 08.45 WIB</td>
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<td>Laboratorium Bahasa SMAN 2 Wonogiri</td>
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<td>Objek Pengamatan</td>
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**Situasi Latar**


Jalannya Kegiatan Belajar Mengajar

07.20 WIB


Komentar Pengamat (KP): Tindakan guru menjemput siswa ke kelas terlebih dahulu sebenarnya merupakan time wasting, karena hal itu sebenarnya dapat diinformasikan kepada siswa pada pertemuan sebelumnya kalau pertemuan hari ini dilaksanakan di dalam lab bahasa. Tindakan guru menyampaikan apa yang akan mereka lakukan hari ini dudah tepat, karena hal tersebut akan menstimuli siswa untuk masuk ke dalam pelajaran.

07.30 WIB

kemudian berkata bahwa terdapat trouble pada film tersebut, sehingga tidak dapat diputar secara penuh. Siswa kecewa.

**KP:** Pemilihan tema film sudah tepat karena menceritakan tentang kehidupan seorang pelajar SMA. Kejadian error ini seharusnya tidak perlu terjadi. Guru seharusnya melakukan pengecekan media belajar sebelum KBM dimulai sehingga tidak membuang waktu secara sia-sia, dan membuat keadaan kelas menjadi gaduh.

07.40 WIB

**KP:** Tindakan guru keluar kelas tidak tepat, karena siswa merasa diabaikan. Kejadian error yang kedua kalinya ini dapat membuat siswa semakin tidak tertarik mengikuti pelajaran. Pemilihan tema film sudah tepat karena menceritakan seputar kehidupan pelajar.

07.57 WIB
(04) Kemudian petugas lab mencoba memperbaiki error yang terjadi. Setelah itu, film diulang dari awal. Kali ini tidak terjadi error. Siswa menyimak dengan penuh seksama dan mencatat hal-hal yang mereka perlukan untuk keperluan resensi. Kemudian guru masuk ke dalam lab lagi, duduk di kursi master di depan.

**KP:** Kehadiran petugas lab sangat membantu jalannya KBM. Dia mampu mencairkan suasana yang sebelumnya telah menjadi gaduh akibat error yang terjadi. Terlihat respon yang bagus dari siswa yang begitu antusias menyimak film, dan mencatat hal-hal yang mereka perlukan. Tindakan guru meninggalkan
ruang lab pada saat terjadi error tidak dapat dibenarkan, karena pada saat KBM gurulah yang memegang kendali.

08.12 WIB

KP: Respon siswa masih terlihat bagus, siswa membanding-bandningkan catatan mereka dengan temannya. Tindakan guru dengan bertanya pada siswa apakah menemui kesulitan dalam memahami cerita sudah tepat, karena kembali memusatkan perhatian siswa.

08.25 WIB
(06) Guru kembali memberikan kesempatan pada siswa untuk bertanya, namun tidak ada siswa yang bertanya. Kemudian guru menutup pertemuan dan berkata bahwa para siswa boleh memanfaatkan sisa waktu sampai bel pelajaran berakhir untuk beristirahat. Siswa keluar kelas diikuti oleh guru HNF dan saya.

KP: Langkah guru memberikan kesempatan pada siswa untuk bertanya sudah tepat, karena hal ini untuk memancing siswa agar berani bertanya. Tindakan guru selanjutnya menutup pertemuan padahal sisa waktu masih banyak kurang tepat, karena hal ini merupakan time wasting yang sebenarnya masih dapat dimanfaatkan untuk membahas pelajaran.
Refleksi Akhir


Berdasarkan pengamatan yang dilakukan, dapat dikatakan bahwa error yang terjadi disebabkan oleh guru tidak mengecek media belajar yang akan digunakan sebelum pelajaran dimulai. Guru juga mengakhiri pelajaran sebelum waktunya karena tidak mempunyai bahan lagi untuk disampaikan selain memberikan tugas kepada siswa untuk membuat resensi film.
Catatan Lapangan Hasil Wawancara

Nomor : 04  
Hari / tanggal : Rabu, 21 April 2007  
Waktu : 08.45 – 09.15 WIB  
Tempat wawancara : Ruang Guru SMA N 2 Wonogiri  
Yang Diwawancarai : Guru Heny Nurul Fatimah, S. Pd.  
Pewawancara : Rahmadi Kuncoro  
Topik wawancara : Implementasi Mengajarkan Sastra Inggris di Kelas Bahasa

Transkrip Wawancara

Saya datang ke SMAN 2 Wonogiri pukul 7 pagi. Hal ini dikarenakan jadwal pelajaran Sastra Inggris pada jam 1-2 pelajaran, atau pukul 07.15 – 08.45 WIB. Pelajaran diakhiri oleh Guru HNF pada pukul 08.15 karena selain topik bahasan sudah selesai, Guru HNF memberikan saya kesempatan untuk melakukan wawancara dengan siswa terlebih dahulu sebelum melakukan wawancara dengannya.

RK : Pagi Bu. Seperti yang telah saya sampaikan kemarin, sebagai tindak lanjut dari pengamatan jalannya pelajaran Sastra Inggris
di Kelas XI Bahasa, saya perlu menanyakan beberapa hal kepada Ibu.

HNF (01) : Ya silakan, apa yang mau ditanyakan?
RK : Terima kasih. Sebenarnya… apa sih bu, dasar pengajaran Sastra Inggris di kelas Bahasa?
HNF (02) : Sebenarnya begini, posisinya dari kabupaten tidak mengharuskan. Sastra Inggris hanya merupakan pelajaran tambahan di kelas Bahasa. Ini merupakan hak sekolah dalam menentukan pelajaran tambahan di kelas Bahasa karena di Wonogiri Cuma SMAN 2 yang membuka kelas Bahasa. Sebenarnya bukan Cuma Sastra Inggris, tapi juga public speaking, LC, Linguistics, kebetulan saja yang sekolah menentukan Sastra Inggris sebagai mata pelajaran tambahan yang diberikan di kelas Bahasa.
RK : Menurut Ibu, penting tidak mengajarkan Sastra Inggris?
HNF (03) : Uhm… bagaimana ya, soalnya pelajarannya sebagai tambahan pengertian, atau pengenalan karya sastra Inggris. Untuk mengenalkan kebudayaan Inggris.
RK : Oohh… begitu ya? Kemudian, dalam menyampaikan pelajaran buku apa yang Ibu gunakan?
HNF (04) : Buku yang saya gunakan “Linked to the World” terbitan Yudhistira, sepeeti yang telah anda lihat sendiri kemarin.
RK : Iya, tapi saya lihat dalam buku itu content sastranya cuma sedikit. Apakah ibu cuma mengajarkan sastra yang terdapat di dalam buku saja atau bagaimana?
HNF (05) : Biasanya saya memberikan catatan tambahan di luar dari buku. Tapi ya itu mas, kami sebenarnya bingung tiap kali mau mengajar sastra di kelas Bahasa, karena tidak ada panduan harus mengajar apa. Kami dibebaskan memilih materi, karena kalau mau diseragamkan kan tidak ada SMA lain yang membuka kelas Bahasa.
RK : Untuk karya sastra yang diajarkan, itu meliputi apa saja Bu?
HNF (06) : Poetry, drama, proverb, idiom, short story, song, film. Saya mengajarkan materi di luar buku, karena materi yang di dalam buku sekalian diajarkan Guru Bahasa Inggris yang lain, yang bukan sastra.
RK : Pengajaran sastra Inggris ini apakah cuma pengenalan saja atau sampai pada tataran analisis?
HNF (07) : Tujuan utamanya hanya memperkenalkan jenis-jenis karya sastra. Kalau sampai tataran analisis belum bisa, karena selain susah juga menyita waktu.
RK : Dalam satu minggu sastra Inggris mendapat berapa jam?
HNF (08) : Satu minggu kita dapat dua jam pelajaran.
RK : Menurut Ibu, waktu yang sedemikian itu kurang tidak?
HNF (09) : Kalau hanya untuk pengenalan saja, saya kira tidak. Tetapi kalau untuk analisis, saya kira kurang. Selain itu jika kita terlalu lama membahas suatu materi yang sama, siswa mudah bosan.
RK : Kalau tentang media mengajar, bagaimana menurut Ibu, apakah sudah mencukupi atau masih kurang?
RK : Kemudian apakah sastra juga diujikan. Maksud saya apakah soal mengenai English Literature juga keluar dalam tes? Kemudian jenis soalnya bisanya seperti apa?
HNF (11) : Jelas keluar, karena yang membuat soal kami sendiri bukan dari Kabupaten. Jenis soalnya kebanyakan, hampir semuanya malah, kami buat reading comprehension dan bagian-bagian dari karya sastra, ya yang sudah kami jelaskan, yang mudah-mudah saja.
RK : Kenapa bisa begitu?

RK: Prosentase jumlah soal sastra Inggrisnya berapa?

HNF (13): Kira-kira sekitar 30 persen. 10 items di pilihan ganda kebanyakan narrative texts, dan 2 items di uraian.

RK: Siswa sendiri, apakah pada umumnya bisa mengerjakannya?

HNF (14): Bisa. Karena yang keluar juga dari yang telah kita ajarkan.

RK: Oh ya, kemarin dalam menyampaikan pelajaran, Ibu kebanyakan using Indonesian, kenapa Bu, padahal kan di kelas Bahasa?

HNF (16): Soalnya anak kurang mengerti. Untuk lebih memahamkan mending langsung pakai Indonesian, daripada translate menyita waktu.

RK: Menurut Ibu, apakah ada hubungan Sastra Inggris dengan language skills yang lain?

HNF (17): Saya kira tidak ada hubungan secara langsung, karena yang berhubungan dengan sastra kebanyakan hanya seputar narrative reading saja.

RK: Baiklah, saya kira informasi yang saya perlukan sudah cukup. Terima kasih atas kesediaan Ibu untuk diwawancara.

HNF (18): You're welcome.

Komentar Peneliti

Dari hasil wawancara dengan Guru HNF, penulis mendapatkan informasi bahwa kedudukan Sastra Inggris dalam kelas XI Bahasa SMAN 2 Wonogiri hanyalah sebagai mata pelajaran tambahan saja. Sebenarnya ada beberapa mata
pelajaran tambahan yang bisa diajarkan, akan tetapi pihak sekolah menentukan Sastra Inggris sebagai mata pelajaran tambahan di kelas Bahasa.

Penyampaian materi Sastra Inggris di kelas XI Bahasa SMAN 2 Wonogiri hanya berupa pengenalan saja. Siswa diperkenalkan pada karya sastra Inggris. Selain mempelajari karya sastranya, diharapkan siswa juga dapat mengenal budaya Inggris. Sastra tidak diajarkan sampai tataran analisis, karena hal ini dianggap terlalu sulit bagi siswa. Selain itu alokasi yang didapat guru dalam mengajarkan Sastra Inggris juga tidak memungkinkan. Karena tataran analisis membutuhkan waktu yang banyak, sedangkan alokasi yang didapatkan hanya dua jam pelajaran dalam satu minggu.

Karya sastra yang diajarkan antara lain meliputi poetry, drama, proverb, idiom, short story, song, film. Materi sastra Inggris didapatkan dari buku pegangan yang digunakan. Selain itu, guru juga memberika materi sastra Inggris di luar dari buku, karena materi yang terkandung di dalam buku sangat minim. Dalam hal ini, guru berusaha mencari materi sendiri.

Dari fenomena diatas, penulis dapat menarik kesimpulan bahwa pelajaran Sastra Inggris tidak begitu mendapatkan perhatian di kelas XI Bahasa SMAN 2 Wonogiri, karena selain hanya berstatus mata pelajaran tambahan, fasilitas yang didapatkan guru tidak begitu mencukupi untuk menyampaikan pelajaran.
Catatan Lapangan Hasil Wawancara

Nomor : 05
Hari / tanggal : Rabu, 21 April 2007
Waktu : 08.15 – 08.30 WIB
Tempat wawancara : Depan kelas XI Bahasa SMAN 2 Wonogiri
Yang Diwawancarai : Siswa Rochmandani
Pewawancara : Rahmadi Kuncoro
Topik wawancara : Implementasi Mengajarkan Sastra Inggris di Kelas Bahasa

Transkrip Wawancara

RK : Dik, mas bisa minta waktunya sebentar nggak? Mas mau tany-a-
tanya sedikit nich?
R (01) : Boleh mas, tapi jangan yang susah-susah ya?
RK : Iya, tenang aja… Adik dulu kenapa ambil jurusan Bahasa?
R (02) : Saya masuk kelas bahasa karena ingin bisa menguasai bahasa-
bahasa lain selain Bahasa Indonesia dan Bahasa Jawa. Tapi
saya agak kecewa karena dengar-dengar kalau dari jurusan
bahasa, kalau ingin melanjutkan ke Perguruan Tinggi,
kesempatannya hanya sempit.
RK : Sekarang perasaan adik belajar di kelas bahasa gimana?
R (03) : Perasaan agak senang, tapi ya itu... masih bingung melanjutkan ke PT. Temen-temen rata-rata juga begitu.

RK : Uhmm... begitu ya? Oh ya dik, dalam satu minggu dapat pelajaran bahasa Inggris berapa jam?

R (04) : Kira-kira 6 jam.

RK : Kalau sastra Inggris dapat berapa jam?

R (05) : Sastra Inggrisnya 2 jam, ya cuma hari Rabu pagi sperti ini saja mas.

RK : Gimana, Sastra Inggris susah nggak?

R (06) : Kalau dilakoni dengan dengan senang pasti bisa, nggak terasa susah.

RK : Senang ya belajar Sastra Inggris?

R (07) : Senang mas, karena bisa mengenal budaya luar.

RK : Bagian yang menyenangkan apa?

R (08) : Paling senang kalau praktek, kegiatan bisa bervariasi. Seperti praktek drama, baca puisi gitu.

RK : Menurut adik, guru Sastra Inggrisnya gimana?

R (09) : Terlalu monoton, karena hanya membicarakan hal-hal itu saja.

RK : Kemarin, yang sudah diajarkan apa saja?

R (10) : Yang sudah diajarkan ada short story, poetry, limerick, song, film, funny stories.

RK : Itu tadi, hanya pengealan saja atau sampai analisis?

R (11) : Sebagian ada yang analisis, tapi susah mas.

RK : Contoh analisisnya seperti apa?


RK : Kemudian, ingat nggak pas tes semester satu kemarin? Sastra Inggrisnya keluar dalam tes nggak?
R (13) : Sastra Inggris… ada mas.
RK  : Masih ingat nggak dik, berapa kira-kira jumlah soalnya?
R (14) : Kalau uraiannya ada 2 soal, pilihan ganda sekitar 10.
RK  : Susah nggak dik? Adik bisa mengerjakan nggak?
R (15) : Bisa mas, karena yang diajarkan keluar semua.
RK  : Menurut adik, ada pengaruhnya nggak dik… belajar sastra Inggris dengan pelajaran Bahasa Inggris pada umumnya?
R (16) : Uhmm… apa ya? Kalau sastra bisa mempelajari hal baru dan menambah kosa kata.
RK  : Materinya biasanya Bu Guru menggunakan apa dik?
R (17) : Biasanya lebih sering kasih catatan mas.
RK  : Last question nich dik, harapan adik apa ke depannya untuk pelajaran sastra Inggris di kelas adik?
R (18) : Penginnya lebih banyak praktik, bisa sejauh mana siswa mengalami langsung. Karena dengan begitu siswa tidak mudah lupa.
RK  : Oke, makasih ya dik atas waktunya?
R (19) : Sama-sama mas.
Catatan Lapangan Hasil Wawancara

Nomor : 06
Hari / tanggal : Rabu, 21 April 2007
Waktu : 08.30 – 08.45 WIB
Tempat wawancara : Depan kelas XI Bahasa SMAN 2 Wonogiri
Yang Diwawancarai : Siswa Wihananti
Pewawancara : Rahmadi Kuncoro
Topik wawancara : Implementasi Mengajarkan Sastra Inggris di Kelas Bahasa

Transkrip Wawancara

RK : Dik, mas bisa minta waktunya sebentar nggak? Mas mau tanya-tanya sedikit nich?
W (01) : Aduh diwawancara ya mas, jadi deg-degan nich mas?
RK : Iya, tenang aj... Adik dulu kenapa ambil jurusan Bahasa?
W (02) : Sebenarnya pilihan pertama saya IPA, pilihan kedua Bahasa. Karena masuk IPA nggak terseleksi, ya jadinya masuk Bahasa mas.
RK : Sekarang perasaan adik belajar di kelas bahasa gimana?
W (03) : Senang mas, karena pelajarannya menarik.
RK : Dalam satu minggu dapat pelajaran bahasa Inggris berapa jam?
W (04) : 6 jam mas
RK : Kalau sastra Inggris dapat berapa jam?
W (05): Sastra Inggrisnya 2 jam.
RK: Gimana, Sastra Inggris susah nggak?
W (06): Nggak begitu susah, karena diulang-ulang terus.
RK: Senang ya belajar Sastra Inggris?
W (07): Senang mas.
RK: Bagian yang menyenangkan apa?
W (08): Paling suka drama, praktek-praktek juga.
RK: Menurut adik, guru Sastra Inggrisnya gimana?
W (09): Gurunya santai, sudah pas kalau menurut saya. Tapi kadang-kadang juga kurang tegas.
RK: Kemarin, yang sudah diajarkan apa saja?
W (10): Short story, poetry, film, drama, song, limerick, anecdote.
RK: Hanya pengenalan saja atau sampai analisis?
RK: Kemudian, ingat nggak pas semester satu kemarin? Sastra Inggrisnya keluar dalam tes nggak?
W (13): Keluar.
RK: Masih ingat nggak dik, berapa kira-kira jumlah soalnya?
W (14): Uraian 2, objective 10.
RK: Adik bisa mengerjakan nggak?
W (15): Bisa dikerjakan koq mas, karena kebanyakan yang diajarkan keluar.
RK: Menurut adik, ada pengaruhnya nggak dik… belajar sastra Inggris dengan pelajaran Bahasa Inggris pada umumnya?
W (16): Ada, kita jadi bisa membandingkan budaya.
RK: Materinya biasanya Bu Guru menggunakan apa dik?
W (17): Kalau Bu Guru saya rasa lebih sering memberi catatan.
RK: Tereakhir ya, harapan adik apa ke depannya untuk pelajaran sastra Inggris di kelas adik?
W (18): Penginnya lebih banyak praktek, karena selama ini kebanyakan teori.
RK : Baiklah, makasih ya dik atas waktunya?
W (19) : Iya mas.

Komentar Peneliti

Dari hasil wawancara dengan dua siswa kelas XI Bahasa SMAN 2 Wonogiri, penulis mendapatkan informasi bahwa pada dasarnya siswa senang dengan pelajaran Sastra Inggris, karena menarik diperkenalkan dengan banyak hal baru. Karena merasa senang, meraka menganggap Sastra Inggris bukanlah pelajaran yang susah. Selain itu, pelajaran hanya sampai pada tahap perkenalan saja, belum sampai tataran analisis.


Dari fenomena tersebut dapat penulis simpulkan bahwa sastra diajarkan kurang maksimal. Dalam artian, titik lemahnya terdapat pada guru yang terlelu monoton dalam menyanpaikan materi. Walaupun sebenarnya Sastra Inggris bukanlah pelajaran yang susah, siswa kadang-kadang merasa bosan dengan metode mengajar guru.