

CHAPTER I

INTRODUCTION

A. Background of the Research

I am interested to research literature learning in the classroom after I think of what did I get with *Introduction to Literature, Prose, and Drama course*, while they were presented in lecturing? I perceive I got nothing, excepting I took them in different semester. Nevertheless, strangely, I also perceive that learning literature is still important to know stories of human life. However, related to English skill, I do not know importance of learning literature. This perception makes me confused and question whether or not other students have such perception

My confusion is very contrastive with concepts or explanation from some expert who are so sure that literature is very essential for students. For instance in Subhan (Alwasilah & Abdullah, 2003 : 332), Purves, Roger, Soter (1990); Cobine (1996), and Spiegel (1998) explained that literature could improve ability of student thinking and literacy, even Langer (1991) connected it to critical thinking in which students will have critical thinking after learning literature. Still in Subhan, other experts such as Rosenblatt (1990) believed in that literature could teach affective values, such as affective, love or empathy to other people, and Purves et

al. (1990) expressed learning literature as appreciation of cultural and artistic values. It means that learning literature supports students to understand and practice values of culture and art in the life.

Based on my perception and explanation of some experts, there is an indication that function of learning literature for me is still confusing. At one side, literature in learning process and in another side I perceive what did I get from learning literature if related to English skill?

Based on such reality, I do want to prove position of literature in learning English whether or not it gives good influence for learning English. Objects of authentication is prose course, as one of literature courses presented in lecturing. This course will be perceived by students and related to their writing skill. So, a question emerges, *does prose course give positive influence to student's writing skill?*

Choosing writing as objects of perception is based on John Dixon statement in Protherough (1986:46) that writing course on experience of reading text is major part of teaching literature. Collie and Slater (1987:57) also reveal that literature makes activities of writing in the classroom interesting. It means according to them, there is a real relation between literature and writing skill. So, I title this research *Students' Perception toward Prose Course and It's Relation to their Writing Skill*

(*Study on literature learning in the classroom in seventh grade of MTs Negeri Tarikolot*”

B. Statement of the Research Problems

The appropriate problems with background of research are :

1. How is position of literature in learning English?
2. How is the student’s perception toward prose course?
3. How is the student’s writing skill?
4. Is there a significant correlation between the student’s perception toward prose course and their writing skill?

C. Purposes and Significant of the Research

1. Purposes of the Research

After problems of research are clear, Purposes of the Research want to be achieved are to comprehend:

1. Position of literature in learning English
2. The student’s perception toward prose course
3. The student’s writing skill
4. correlation between the student’s perception toward prose course and their writing ability.

2. Significant of the Research

The Research is very important to comprehend student’s perception toward prose course. Comprehending the perception

will determine whether there is a significant relation between prose course and student's English skill, especially writing ability that becomes one of Research variables. If there is a positive relation, then the prose course has to be maintained and developed. Otherwise, there are some possibilities.

Firstly, prose has no influence on English skill although the approach, methodology, and technique of instruction used are relevant. So, we have to eliminate it from the English education curriculum.

Secondly, prose does not have a likely significance influence because the approach, methodology and technique of instruction for the prose course. The result of this Research will be part of the elimination or remediation process of the prose course.

D. Rationale

Literature is defined as "artistic" written works, such as word arts it means in Indonesian *Ilmu Ilmu Sastra* (Echols & Shadily, 1982:39). Artistic means that literature has an art value if embellished by meaning. Ezra Pound in Noorman (Alwasilah & Abdullah, 2003:263) remarked that 'literature is language charged with meaning.' In this context, literature is different with language.

Extended definition of literature comes from Hornby (1987:496). He said that literature is “(the writing or the study of) books, etc valued as works of art (drama, fiction, essay, poetry, biography, contrasted with technical books and journalism)”. He also remarked that literature was also related to references that are books describing a certain subject. Oxford Learners Pocket Dictionary (1995: 244) and Echols & Shadily, 1982:361) revealed same definition. However, in this research, literature meant is written works of art.

One of literature form is prose. Prose is novel, short stories or essays. It is contrastive to poetry, because it is not verse form (Hornby (1987:672). Another form of prose is book dairy having art values, such as *Buku Harian Zlata : Jeritan Seorang Anak Bosnia* by Zlata Filipovic (Sugihastuti, 2002:19). The book deals with artistic values, especially for humanity. In another word, the book contains humanity values, savagery and love of a child to her country at once.

Perception is an opinion, awareness, comment or idea including understanding to special subject or material. Usually, Perception emerges because someone experiences process of learning and how his or notion or awareness about experience is. Hornby (1987:622) revealed that perception is “process by which we become aware of change (through the sense of sight, hearing, etc); act or power of perceiving.” Martin

(1994) in Artati (2005: 18) explained perception constitutes usage of previous knowledge to get and interpret a stimuli registered by the sense; it combines aspects if both the outside world (stimuli) and inner world (previous knowledge).

Perception of students that will be analyzed are concerned with perception about material, assignment, and activity of learning literature in the classroom. They will be elaborated relevant to the goal of the research.

As mentioned in *Background of research*, some experts explained good relation between literature and instruction. Learning literature is very essential for students. Related to writing skill, Alwasilah in some seminary, as held by SAEED'aniversary (2003 and 2004) often expressed reasons of students disabilities in writing. According to him, loss of literature in teaching learning process is one of them. Term *loss* can means that literature never exist at all in education environment or it does not become priority in education. For instance most Junior High school students are unusual to read literature works. The effect is they are difficult to explore ideas through writing. Student is often faced to theories of writing. But how to practice them. In this context, Alwasilah related ability of writing to ability of reading in which ability of reading will make a student able to write.

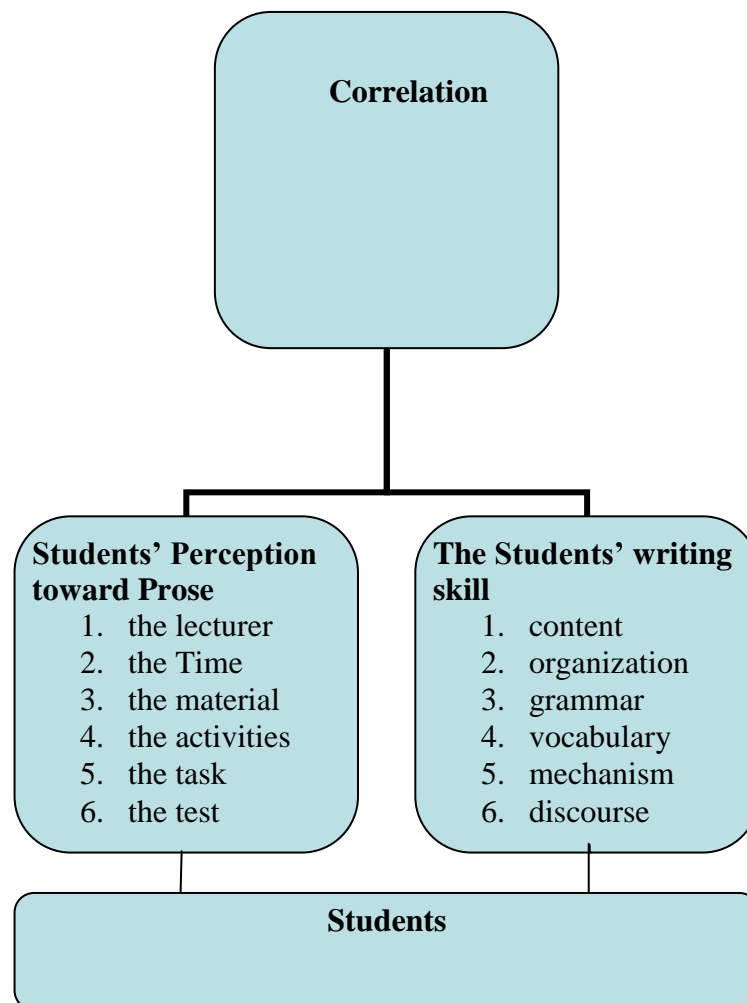
Furthermore, he (2003:315-330) conducts a research such reality. Object of the research is thesis of UPI students related to *Bahasa Indonesia* course. The result is that Indonesia course only teaches theories of writing, but does not motivate them to write. Based on such reality, teaching Indonesia course less appreciate literature, such as how to analytically and critically read novel or short story and how to express it in writing.

Based on such reality, Learning literature is very essential for students to be able to well write. In learning literature, activity of writing is named *post-reading activities* that is activity done after activity of reading. The activity consists of recall, understanding, and creative activities (Tomlinson, 1994:xvii-xxi). Such Tomlinson's concepts is relevant to be presented as fundamental theory about relation between literature and writing.

In this research, importance of literature learning in improving writing skill has to be proved through Students' Perception toward Prose Course as one of literature courses presented in the classroom. So, the relationship between Students' Perception toward Prose Course and their writing skill is described in following diagram

Table 1.1

The correlation between Students' Perception toward Prose Course and their writing skill



E. Hypothesis

I hypothesize that variable X significantly influences variable Y, with an assumption that if student' Perception toward Prose Course is good, their ability writing is also good. So, the better student' Perception toward Prose Course, the better their ability writing.

F. Methodology of the research

Respondents of the research are seventh grade of MTs Negeri Tarikolot". Method used to examine the research is descriptive method. The study focus is finding facts to be processed and interpreted (Nawawi & Martini, 1996:73).

Purposeful sampling from Patton (1990) is kind of sampling that will be utilized to choose of research sampling. The sampling is defined by (Alwasilah, 2003: 146) as election of sample that can give important based on exact criterion and purpose.

1. source of data

Data gathered form Respondents becomes primary data, whereas document supporting goal of the research secondary data. Such documents are books, magazines, journal, encyclopedia, dictionary, etc.

2. Technique of collecting Data

Appropriate Technique of collecting primary data is interview, questioner (survey), and test, whereas document or text analysis is used for collecting secondary data. (Alwasilah, 2003: 156) explained that document or text analysis is process of collecting data by analyzing document in line with focus of research. Thus, study of literature is part of document or text analysis.

Margono (2003:165) and Yusup, et al (1992:103) claimed that questioner is an instrument of collecting data by giving question that should be answered by respondent. Meanwhile, according to Alwasilah, (2003: 151), questioner or survey can be used to know opinion, attitude, or perception of subject. Interview is a technique used to directly or face to face get information from respondent (Yusup, et al (1992:103). Questioner and Interview is used to comprehend student' Perception toward Prose Course named as variable X.

3. Data Analysis

The research is quantitative; hence descriptive statistic is very Appropriate to be used for analyzing data Margono (2003:190). It is used to “describe variable of research gathered through result of measure. “(Sudjana & Ibrahim, 2001:126-127). Though this method, result of measure can be generalized.

In using descriptive statistic, the research is tightly also related also to partial analysis and correlation analysis. Partial analysis means analyzing both variables one by one separately. It is done by:

- 1). arranging the table of frequency distribution through steps as follow :
 - a. determining the value of range by the formula $R=(H-L)+1$
 - b. determining amount of class interval by the formula $K= 3,3 \log n+1$
 - c. determining the length of interval by the formula $P = R/K$
 - d. making distribution of variable X and Y (Sudjana & Ibrahim, 2001:126-130).
- 2). analyzing central tendency
 - a. computing mean (M) by using formula $M = \frac{\sum f_i x_i}{N}$
 - b. computing median (me) by using formula $Md = Bb + P \left[\frac{\frac{1}{2} N - f_{kb}}{f_l} \right]$
 - c. computing modus (Mo) by using formula $Mo = 3Md - 2M$
 - d. presenting the curve of tendency central (Sudjana & Ibrahim, 2001:132-134).
- 3). Testing the normality of data distribution. It is needed to conduct chi square through steps as follows ;
 - a. arranging the table of frequency distribution

b. determining the value of central tendency

c. determining standard of deviation by the formula:

$$SD = P \sqrt{\frac{\sum d^2}{N} - \left[\frac{\sum d}{N} \right]^2} \quad (\text{Ari Kunto, 2002: 264}).$$

d. making table of observation and expectation

e. computing the value of chi square by using formula:

$$\chi^2 = \sum \frac{(fo - fh)^2}{Fh}$$

f. determining degree of freedom $Df = K - 3$

g. determining the value of chi square to certain rate of significance 5%

h. interpreting the normality data by criteria:

$$X^2h \leq X^2t \quad (\text{normal})$$

$$X^2h \geq X^2t \quad (\text{abnormal})$$

4). interpreting the category of variable X

0.00 – 150 Very low

1.51 – 2.50 Low

2.51 – 3.50 Enough

3.51 – 4.50 High

4.51 – 5.50 Very high (Ari Kunto, 1996: 125).

5). interpreting the category of variable Y

80 – 100 Very good

70 – 79 Good

60 – 69 Sufficient

50 – 59 Less

0 – 49 Fail (Syah, 2001 : 153)

correlation analysis is understood as an analysis on correlation. It is utilized to know whether there is any relation between variable X and variable Y. the process can be conducted by doing steps below:

1. computing the value of co-efficient by using formula of product moment

$$r_{xy} = \frac{N \sum XY - [\sum X][\sum Y]}{\sqrt{[N \sum X^2 - [\sum X]^2][N \sum Y^2 - [\sum Y]^2]}}$$

2. testing significant of correlation by using formula $t = r \sqrt{\frac{N-2}{1-r^2}}$

$$\sqrt{1-r^2}$$

(Sudjana & Ibrahim, 2001:132-149).

3. interpreting co-efficient by using criteria

0.00 – 0.20 Very low correlation

0.21 – 0.40 Low correlation

0.41 – 0.70 Sufficient correlation

0.71 – 0.90 High correlation

0.91 – 1.00 Very High correlation (Hadi, 1979 in Arikunto, 2001 : 245)