

## **CHAPTER I BACKGROUND**

### **A. Background of the Study**

Teaching is the activity of a teacher in which they guide students in the construction of knowledge. Teaching for students not only how to convey materials, but also how to understand knowledge. On the other side, they know how to organize something. Preparing students to be leaders in the future is also part of teaching. Thus, teaching is a process that assists students in dealing with problems in their daily lives.

Likewise teaching literature, study literature is needed by students actually. It can encourage students for understanding about the meaningful context. In other side literature material are more interesting for learning. In process delivering students' English language skills, teaching literature also can be attracting the students' imagination, develops cultural knowledge, growing up critical thinking about plots, themes, and character. Most importantly, learning activities about the literature material can be confirmed by students and before teacher delivering the material they are aware about the literature material or not.

Generally, the main task of teacher at class are deliver the material and students' be able to get the material. Teachers are teaching the materials not only how to make students capable on reading and writing but also listening and speaking. So, Teachers focus mainly on language teaching skills. Teachers do not convey to their target learning that some of materials in English contains of literature. As we know that, some materials such as narrative text, create the poetry, listening a song, sing an english song, create the poster, and etc. Some of those materials should be known by students that those are including literature material.

Literature instruction must be required. Think broadly, and use an imagination when necessary. Koya (2001) stated that Literature teaching are going far beyond the narrow scope of the study of the English language, which looks only at grammar and technicalities of the spoken and writing language. Teaching literature can be mentioned that it is about a sense and social study. Olufunke (2007) conveyed that literature is playing an important role in the achievement of the goal that education aims at the complete development of the individual. As we know, imagination capacity on each individual is sure different. So, literature is able to achievement parameter on each individual.

Teacher has an important role in conveying the literature material at the class. It sentences also supported by Olufunke (2007). She said that it must stressed at this juncture that

the teachers quality of instructional material are good teaching methodology can influence the ability to read and comprehend literature in English positively. Teacher toward the best method in deliver literature material will be accepted by student well.

In Secondary School Sragen regency, especially in the English Teacher Department, consist of ninety members should be joined. They are consisting of teachers who teach in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade. In each grade, there are material includes the literature material. Based on topic and material on the English module for students, there are some literature materials who delivered by teachers to their students.

Therefore, considering the phenomenon above, the researcher conducts research entitled **TEACHERS' AWARENESS TOWARD LITERATURE IN ENGLISH FOREIGN LANGUAGE MATERIALS AT SECONDARY SCHOOL SRAGEN REGENCY.**

### **B. Limitation of the Study**

To focus on the specific scope of the study, researcher gives boundaries by making inquiries about the object of the study that limit its focus on teachers awareness and kind of literature material for secondary school in topic or material for secondary school entitled Teachers Awareness Toward Literature in English Foreign Language (EFL) Material at Secondary School Sragen Regency.

1. The participants of this study are only the teachers who following English Teacher Department Sragen regency.
2. The researcher only focuses on responses of interview and questionnaire shared by the researcher.
3. The researcher took the data toward the teachers' responses (interview and questionnaire).

### **C. Research Question**

Based on the background of the study, the researcher stated the research questions as follows:

1. How do English teachers extend their knowledge of literature materials when teaching English to secondary school students?

2. What kinds of literature materials are included in English books for secondary school?
3. How important are literature materials in teaching English for secondary school students?

#### **D. The Objective of the Study**

Based on the research question above, the researcher formulates the objectives of this study as follows:

1. To describe how do English teachers extend their knowledge of literature materials when teaching English to secondary school students?
2. To classify kinds of literature material in English material for secondary school.
3. To describe how are important literature material in English material for secondary school.

#### **E. The benefit of the Study**

Based on the formulation above, this research is expected to benefit for world education; 1) theoretical benefit and 2) practical benefit. The benefit such as follows:

##### 1. Theoretical Benefit

This research helpfully can be helpful and able to enrich further study advance and increase knowledge and the theories, especially in the Teaching.

##### 2. Practical Benefit

- a. This research of this study can be helpful as additional information in learning literature. By knowing this research, it can be more give attention to how important to deliver the literature material for students.
- b. Hopefully, the result of this research can give the significance of others to improve and enrich their knowledge about teaching literature for students.