

CHAPTER I

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1. Background of Study

English which is an international language is widely used all over the world for various purposes. Many countries have already used English for education, business, tourism, economy and many other reasons. One of these reasons has already been used and applied in our country, Indonesia which chooses English as a language for education. Nowadays people study English in order that they can communicate, understand the content of certain books, comprehend a certain kind of passage, for example literary well (Diana S.L., 1993:3). In Indonesia, English had been taught for Elementary students, Junior High School students, Senior High School students and even university students. The objective of teaching English according to the 1994 curriculum is to enable students to master four English skills (Listening, Speaking, Writing, and Reading) well. This objective is emphasized on Reading skill.

At the English department, there are a lot of English subjects offered, such as, Reading, Listening, Writing , Speaking, Literature, CCU. The English students should learn these subjects appropriately so that they can master it and get informations from those subjects. In learning English subjects, usually not all English students have a strong motivation to learn all the subjects.

Some of English students consider that certain subjects are interesting for them. Usually these subjects have a lot of topic and information that are considered

new to the students to master and students can catch the content of the topic easily. There are a lot of aspects that enable students to master and to catch the subjects easily, such as the atmosphere of classes and the presentation of the subjects itself. The atmosphere of classes is needed by the students in order to have a comfortable situation so the teaching learning activity is done effectively. The presentation of these subjects itself can make the students fond of it. Usually, students can find a comfortable atmosphere in learning these subjects because the teacher can manage and present the subjects properly so that the students will not be bored to learn the subjects. Basically, the teacher can present the subjects as appropriate as the students' ability and the students' interest. Also, the teacher usually invites students to participate in understanding the subjects, by answering some questions, discussing the questions with others. Thus, the students may be eager to understand the subject actively and effectively.

Some other subjects are considered boring for students. Usually they meet difficulties in understanding the subjects and find uncomfortable atmosphere in learning it. This is supported by Gadessy (1987:91) who claims that a lot of EFL and ESL students even at advanced level complain that they do not understand a text or a passage, because of the vocabularies and syntactic patterns. Ward (1980:111) described that the students' difficulty in understanding a passage calls into play their command of grammar and vocabulary.

Among the English subjects, Literature is considered as a boring subject for the English Department students. The writer of this thesis has found some statements

from the English students when they are asked about learning Literature. The students often say "I do not understand what I am reading", "It is difficult." "It is full of new words". These statements are due to the presentation of Literature. The presentation of Literature is considered too fast for the students to get the content of certain texts. The teacher usually gives the text to the students and directly explain the topic for each line. The students are expected to understand the content of the text only by listening to the teacher. This way seems uneffective for the students, because they will not feel that learning Literature is enjoyable.

In order that the students can understand the content of the topic/text, the English teacher should follow the purpose of reading. He/she has to guide the students to obtain a specific fact or piece of information, to obtain the general idea of the author, to obtain a comprehensive understanding of the reading material as in reading a text book and to evaluate information to determine where it fits into one's system of beliefs (Ngadiman, 1990:13). Although the English teachers have already understood the steps in teaching reading comprehension, in fact sometimes they omit the steps while they are teaching reading comprehension. And sometimes those are the steps which is very important for the teachers to reinforce the students and make the students fond of the subjects. Ngadiman (1990:13,14) in his thesis states that reading theorists, such as Divine (1981), Greenwood (1981), Harris and Smith (1986), Thomas and Robinson (1977) have claimed that providing students with the purposes for reading can help them understand a text. Theoretically the aspects of teaching reading comprehension can be applied in teaching Literature. Both the material of

teaching reading comprehension and teaching Literature use a certain text or passage to teach to the students. It means that both teaching reading comprehension and teaching Literature use discourse aspect. The writer assumes that the steps of teaching reading comprehension can be applied in teaching Literature. This requires a teacher should prepare the material first and arrange the way to teach the material such as make some questions that can guide students to guess what the content of the text is.

1.2 Statement of the Problem

Based on the background that is mentioned above, the statement of the problem is “What are the steps to help the English students understand the content of Literary work using reading stages?”

1.3 Theoretical Framework

In this thesis, the writer wants to introduce the Pre-, Whilst-, and Post-Reading stages as a means to teach Literary work to the English department.

1.4 The Significance of the Study

This study is expected to contribute additional information for teaching Literary work, so that the English students can learn Literature effectively and actively.

1.5 Scope and Limitation

Literature itself has a lot of aspects, such as novels, short stories, poems, play and also drama. In this thesis, the writer takes teaching Literature on poem.

1.6 Definition of Key Terms

- **Literature**

Literature is general does contain, incidentally, much information, especially much historical information; and it is possible to derive from it a great many facts dealing with custom, beliefs, or events of the past; but even the inclusion of this sort of information will hardly in itself justify literature (John Thibault Purser, Cleanth Brooks, JR and Robert Penn Warren, 1946:1).

- **Poems**

Anything said in such away, or put on the page in such away, as to invite from the hearer or the reader a certain kind of attention (William Stanford).

- **Proposal**

Something put forward for consideration or acceptance: suggestion or motion (Mega Dewi, 1986:6)

- **Literary Work**

The works or project of literature that related and reflected with emotional feelings, love, anger and the beauty of something. These works are including play, poem, short stories, novels and also drama (Kennedy, XJ., 1983:iii).

- **Reading Stages**

The three components/stages of teaching reading comprehension that are considered as a mean to help students to understand the content of the passage well and effectively. These stages are Pre-, Whilst-, and Post-Reading (Veronica Listiyani Diptoadi, 1989:4).