

**STUDENTS' ATTITUDE TOWARD READING LITERARY TEXTS AT THE
ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

A Thesis By

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDERALAYA

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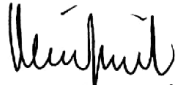
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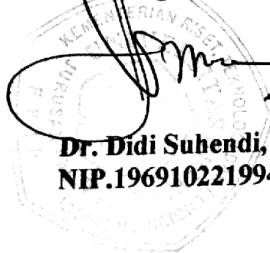
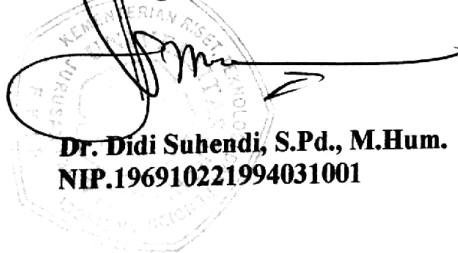
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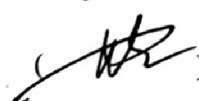

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Certified that the study entitled "Students' Attitude toward Reading Literary Texts at the English Education Study Program of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the crime and rules commended by the Ministry of Education of Republic Indonesia number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized in this work.

Inderalaya, July 24th 2018



The undersigned,

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DEDICATION

This thesis is dedicated to my beloved parents.

ACKNOWLEDGMENT

This study was written to fulfill one of the requirements to accomplish S1 degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teaching and Education Sriwijaya University.

The writer would like to express her great gratitude to Allah SWT the almighty for the blessing and mercies and her advisors, Dr. Rita Inderawati, M.Pd. and Fiftinova, S.S., M.Pd. for their encouragement, advice, guidance, and patience during the process of writing this thesis. The writer is also very grateful to the Dean of Teacher Training and Education Faculty and his staff members, the Head of Language and Arts Education Study Program, the Head of English Education Study Program, and all lecturers for everything they have given during her study.

Lastly, the writer would like to say her respect and deepest love to her beloved parents, sisters, and friends for their help, support and pray. Hopefully this thesis could be useful for teaching and learning in English Education Study Program and for developing science, technology, and arts.

Indralaya, July 2018

The writer,

Media Puspita Sari

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Students' Attitude toward Reading Literary Texts at the English Education Study Program of Sriwijaya University

ABSTRACT

The objectives of the study were to find out: (1) the students' attitude toward reading literary texts, (2) the factors that influence the students' attitude toward reading literary texts, and (3) the activities that facilitated students in reading literary texts. The samples of the study were the fifth semester students that were chosen by employing purposive sampling technique. To collect the data the class observation was conducted and the students were given a questionnaire and interview about reading literary texts. The questionnaire data were analyzed by using Microsoft Office Excel 2007. The interview data were analyzed by recording, transcribing, coding, and interpreting. The observation was analyzed from notes and documentation. The results of the study revealed that the students of English Education Study Program of Sriwijaya University generally have good attitude toward reading literary texts. The main factors that influence their attitudes toward reading literary texts are unfamiliar vocabulary and the reading time. The activities of reading literary class were character analysis, critical reading, hot seat interview, silence reading, and script reading. Concisely stated, the students have positive responses toward reading literary texts.

Keyword: *Attitude, Reading Literary Texts.*

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CHAPTER I

INTRODUCTION

1.1 Background

English is an important language in this modern era. Almost every country in the world takes English as a second language and foreign language. In Indonesia, English is one of the main subjects to be taught to the students, and it is a requirement to national examination. At the university level, English is also taught for specific purpose to the students who are not taking the English major. There are four skills in learning English, they are listening, speaking, reading, and writing.

Reading is one of the skills that a learner of a foreign language should acquire. In the language classroom it is most often taught by careful reading. The goal of reading is usually complete and detailed understanding (Kredatusova, 2007). In line with her, Medjahdi (2005) says, "Reading is considered as the most difficult language skill, which involves the interaction of multiple cognitive, meta-cognitive, linguistic and sociolinguistic aspects. In fact, reading requires both the learner's mental and experiential inputs of who is expected to comprehend the written messages." Another study conducted by Rukmini (2014) found that fresh students in the early first year college have lack interest in reading class. The use of common unfamiliar explanation is the most cause of the lack interest in reading texts.

Most readers, including college students, read at the same speed for every different types of reading materials, such as poetry, textbook, short story, novel, magazines, and so on (Cheek, Ronna, Filippo & Lindsey, 1989). They read carefully in order to get deep comprehension. This condition makes the students become inefficient readers because they spend their reading time so long and they do not apply skills that will enable them to read faster (Amalia, 2007). Hermida (2009) states that, "The reality is most of first-year University students are lack in

academic reading skills, especially because the level of reading in university is so much different from high school.”

There are many advantages of reading for people. Reading can increase knowledge and vocabulary when people do it in pleasure time (Kredatusova, 2007). The activity in doing reading for pleasure is also known as an extensive reading. According to Day and Bamford (2004), extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text. Extensive reading involves students in reading large quantities of books at the level appropriate for them. Krashen (2004), states that extensive reading belongs to Free Voluntary Reading approaches that share the common idea of self reading. Other examples of FVR are sustained silent reading or self-selected reading. Extensive reading is one of approaches which have individual awareness to reading improvement. The books were selected by students themselves and were read them at their own place (Mikulecky, 2008). In doing extensive reading, most of students choose literary texts such as short story, novel, drama, or poetry as their extensive reading sources.

There are various methodological approaches that teachers may adopt in teaching literary texts. Carter and Long (1991) as cited in Ghouti (2013, p. 16) suggest three approaches: (1) the cultural approach; the literary text is views as a product and used as means to learn about the target culture, (2) the language based approach; a student centered approach that basically focuses on the study of the language of the literary texts, and (3) the personal growth approach; focuses on maximizing the students’ personal pleasure in reading literature and the students are actively involved with its content. Another approach in literature teaching conducted by Savvidou (2004) is an integrated approach. This approach emphasize that instead of focus on the acquisition of the linguistic components, the experience in learning literature in an EFL classroom should be enjoyable and stimulating.

Ghouthi (2013) states that in fact, many educators and researchers found the roles of literature as a source for linguistic development and cultural enrichment. Literary texts give feeling of pleasure, elevate and transform experience, and function as a continuing criticism of values. Literary texts serve to purify emotions and morals also illumine the intellect. There are four main reasons why reading literary texts is important for students. According to Tevdovska (2016), the benefits of using literary texts in ELT are (1) motivates the students, (2) gives the students cultural knowledge, (3) promote language learning, (4) are authentic materials and (5) engage and evoke personal response. Strong (1996, p. 291) also argues that literary texts offer plenty sources for teaching and learning activity. Widdowson (1977, p. 36) as cited in Amer (2012) claims, "The important point of the advantage of literary texts is 'separate, self-contained' with its language structured into 'patterns of recurring sounds, structures and meaning' on symbolic and thematic levels." Furthermore, Duff and Maley (2007) state that in a sociolinguistic point of view, using literature in ELT is its sociolinguistic richness. It reflects the features of the social classes and the geographical areas of culture. Amer (2012) states that a learning environment can be created by integrating literary into L2 reading and it will serve the comprehensible input and a low affective filter.

In foreign learner education, issues regarding the difficulty of reading authentic literary texts have been acknowledged. As cited in Obediat (2003, p. 6), the lower-division foreign language learners' training is from of "spoon feeding" and after that, learners are usually "started without mercy on the chronological study of the literary masterworks of the target language and survey course. Furthermore, the similar study was done by Medjahdi (2005) who interviewed students in secondary school and the result is 48% of the students agree that they have problems with ambiguous words and they cannot understand the whole text when reading literary text. While 20% of them claim that they faced problems with words that seem to be confusing sometimes, like some deceptive words.

Meanwhile, based on the writer's interview to the second semester students of English Education Study Program, 8 from 10 students have read a novel. Most of them read modern novel which was published in 20th century. They spent 1 – 3 three weeks to read one novel. Most of them (62%) often re-read the novel after finishing the novel or re-read the part that they think difficult to be understood. Some problems encountered by them were the vocabulary, plot, and figurative image of the story.

A survey conducted by Kaur and Thiyagarajah (1999) as cited in Ghazali (2008) argued that reading literary texts is a major problem even for first year university students whose majoring English language and literature. A total of 48.6% of the participants agreed that they are not efficient and confident enough to read literary texts. Shukor (2001) however, found that although students thought their low proficiency level was a constraint, it did not negatively influence their attitudes towards the Literature Component in English.

According to McGroanty (1996) as cited in Ghazali (2008), attitude has cognitive (belief), affective (emotional) and conative (behavioral) components that are related to the object of the attitudes. In cognitive or belief component, the attitude is about the person's belief and information toward the object. For the affective (emotional) component, it includes the feelings of a person or the object. Meanwhile, the behavioral component consists of a tendency of a person to behave in a particular way towards an object. Masduqi (2014) claims, in the cognitive theories of reading, the reading is viewed as an activity mediating the reader and the text which involves an active cognitive process of activating background knowledge in the reader's mind. The positive attitudes will occur when the students spend more effort to learn the language. They use some strategies such as asking questions, volunteering information and answering questions (Baker, 1993). Attitude therefore affects the rate of development and the final proficiency achieved in the target language. Fortunately, attitudes do not remain static; they can be changed through the learning process such as by using

appropriate materials and teaching techniques. Attitudes also improve as a result of language learning as learners who learn well acquire positive attitudes.

Ghazali, Setia, Muthusamy and Jussoff (2009) conducted a study about the attitudes of students' towards the literary texts in Malaysia. It was found that short story was the most popular type of literary texts among the students. Akyel and Yalcm (1990) as cited in Karakaya and Kahraman (2013) conducted a study about the specific contribution of drama, poetry and prose fiction in developing EFL senior high school students' competence in language and literature. The study reported that students regarded novel as the most effective way in developing language skills and cultural awareness, and drama as the most effective way of developing oral expressions. Another study conducted by Gebenlier (2006) focus on the options of university preparatory students on the use drama techniques and determination of their level of language use and self-confidence. The results pointed that the students' level of language use and self-confidence levels increased positively after using drama script.

In English Education Study Program, the students are often asked by their lecturer to read literary texts. They read literary texts in reading class or literature class. In reading class, especially in Extensive Reading course, they read novel or short story. In literature class, they are expected to know some novel stories or drama texts from classic, modern, and contemporary era. Through this course, the students are expected to analyze and interpret the chosen literary texts critically. The students also have to speak communicatively and write critically about literature based on their language ability.

According to the explanation above, the writer is interested in conducting a research with title *Students' Attitude towards Reading Literary Texts at the English Education Study Program of Sriwijaya University*.

1.1 The Problems of the Study

The problems of the study are formulated in the following questions,

1. What are students' attitudes toward reading literary texts?

2. What are the factors that influence the students' attitudes toward reading literary texts?
3. What activities that facilitated the students in reading literary texts?

1.2 Objectives of the Study

Based on the problem above, the objective of the study are

1. To find out the students' attitudes toward reading literary texts
2. To find out the factors that influence the students' attitudes toward reading literary texts
3. To find out the activities that facilitated the students in reading literary texts

1.3 The Significance of the Study

The results of the study hopefully give a useful contribution to the development of students' reading performance, especially for reading literary texts. First, the contribution is addressed to the lecturer. Hopefully the final result of this study will help them to find solutions in promoting a successful academic reading class for their students on reading literary texts. The next is for the students who are obliged to take academic reading class, they will have the positive attitudes toward reading literary texts.

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