

Literature Learning in the Students of Class-X at SMA Muhammadiyah Pangkep

Roslina

STKIP Andi Matappa, Pangkep

Mutawakkil

STKIP Dampal Selatan

Nashruddin

STKIP Muhammadiyah Barru

Ahmad Amin

STKIP Muhammadiyah Barru

Abstract

This research aims at describing the process of literature learning at a senior high school in the academic year of 2019/2020. This study is a descriptive qualitative research with the subjects are a teacher of literature and 15 students of the tenth grade at SMA Muhammadiyah Pangkep. The instruments for collecting data are observation result, interview result, and documentation. The research results showed that the goals of literature learning were well-achieved, indicated by the students' capability in appreciating literary works and expressing the appreciation in the form of poems and short stories. The success in learning literature was marked by the increase of the students' reading interest, their frequently browsing of articles on both literary and non-literary materials from various websites, and their work products in the form of poetry. The achievement of those students was caused by the effort applied by the teacher, namely supporting students in developing their creativity on literary activities, either inside or outside school hours, such as short story writing contest, poetry writing contest, poetry reading contest, and drama performance.

Keywords

learning, literature learning, literary works

Corresponding author:

Roslina, STKIP Andi Matappa, Pangkep

Telp: +6281393353700

Email: roslina6354math@gmail.com

INTRODUCTION

Literature has an important role in the field of education. Through literature learning, students are expected to be able to obtain the life experiences presented by the author in the literary discourses because basically literature is the result of life values contemplation. According to Kennedy (1983) literature is important to give in the educational process because the literary work provides input of the value of life skills for students.

Saparie (2007) reveals that so far, literature learning in high schools level has not run optimally and the quality needs to be improved. It was proven by appreciation and reading interest of high school students and graduates in literary works that are on average still low. Many teachers of literature stuff their students with literary theory. As a result, the literature learning becomes a boring activity (Republika, 2008). Nowadays, literary appreciation learning at every level of education is still theoretical and verbal.

All this time, the literature learning that has been widely studied is only at the university level. Otherwise, the process of learning in high schools as a new breakthrough in improving the quality of Indonesian education needs to be researched to encourage the development of literature learning in schools. The lack of the attention to the literature learning process in high schools in the form of research, while on the other hand there is the need and curiosity of literature teachers and education practitioners to know the description of a good literary learning process, makes the research on this matter urgent to conduct.

Based on the identification of the problem, the problem statement was formulated. That was how the process of literature learning in the students of senior high schools. The literature learning process included seven components, namely teachers, objectives, materials, methods, media, evaluations, and students' responses. In accordance with the above problem statement, the current study aimed to describe the literature learning process in the class-X students in SMA Muhammadiyah Pangkep at the academic year of 2019/2020 based on those seven components mentioned.

LITERATURE REVIEW

Noddings (1995) stated that learning is the acquisition of knowledge from a subject matter or skills through studying, experiencing, or teaching. Meanwhile, the language learning in high schools in Indonesia requires language and literature activities (Depdiknas, 2008). Literary activities cover listening, speaking activity, reading activity, and writing activity. The literary activities aimed at increasing the appreciation of literature so students have sensitivity towards literature and desire of reading it. The desire to read will grow reading habits that ultimately can increase understanding of humans and humanity, get knowledge values, get new ideas, improve social-cultural knowledge.

The teacher of literature is one of the components that influence the success of the literary learning process. According to Moody (1983), teacher is the person who knows best about the characteristics of a learning, at least know the students' condition,

the goal, materials, topic, and the text that will be introduced to students, and how to get started. In the learning process, the teacher acts as an organizer, informant, conductor, catalyst, initiator, moderator, tutor, facilitator, and evaluator (Unal & Unal, 2012).

Learning objectives should be formulated and determined before the teaching and learning process is implemented. Endraswara (2005) stated that literary learning at every level of education should be oriented to foster student appreciation. It is in line with Westwood (2008) that the aim of literary learning will be more appropriate when it is directed at fostering the students' appreciation of literature.

DiCerbo, Anstrom, Baker, and Rivera (2014) formulated that in general the objectives of literary learning can be grouped into:

1. long-term objectives to shape the character of students, with the following details:
 - shaping students' character to have a sense of beauty and care of the beauty issues
 - cultivating noble behaviors in students, such as wisdom, politeness, humility, divinity, justice, and caring for others
 - bequeathing the noble values of the nation's culture
 - fostering the reading interest on literature
2. short-time objectives or practical purposes, namely as stated in the curriculum

According to Nurgiyantoro (1995) methods of literature learning can be divided into two types, namely direct method that serves to support the success of literary learning appreciation, and indirect method that is about the theory and history of literature. Babae and Yahya (2014) proposed the material of literature learning is associated with local, regional, national, and global issues, so that students have broad insights in responding to various kinds of life situations.

Specifically, Nurgiyantoro (1995) interpreted teaching media is every tool provided by the teacher to encourage students to learn. According to Babae and Yahya (2014) media is a channel to convey messages or information from a source to the recipient. In the literature learning, the message is learning materials that must be mastered, the source is a literary work delivered by the teacher, and the recipient is the student.

DiCerbo et al. (2014) stated that the evaluation of literary learning must be in line with its main emphasis, namely fostering appreciation. The evaluation of literature learning should not leave aspects of knowledge and skills. Likewise perceptions about literature, theory, history, and literary criticism, are parts of the evaluation of literary learning.

Student is the main component in every teaching-learning process because the student is the subject of the process. Without students, literary teaching would not be possible. Students' condition varies greatly, namely, interests, talents, difficulties encountered, and responses to teaching. Therefore, Nugroho (2013) stated that for the success of the teaching and learning process, all efforts of teachers must be directed to the ideals of students.

RESEARCH METHOD

Based on the problem and its objective, the type of the current research is descriptive qualitative. The subjects of the research are a teacher of literature and 15 students of the tenth grade at SMA Muhammadiyah Pangkep in the academic year of 2019/2020. Techniques of data collection used in this study were participatory observation, in-depth interviews, and documentation.

Participatory observation or participant observation is a technique commonly used in qualitative research. It is used for explore data from data sources in the form of event, location, object, and recorded image (Prasetyo & Miftahuljannah, 2013). In-depth interview technique is a method of collecting data by studying the answers given by the research subjects through a conversation about problems related to the research (Strauss & Corbin, 1990). The documentation technique is a data collection technique that is not directly addressed to the research subject, but through documents (Sugiyono, 2007).

FINDINGS AND DISCUSSION

1. Teacher

Based on the result of the observation, it was found that the teacher of literature was able to appreciate literary works well and had a love of his profession as a teacher of literature. The teacher was active in motivating students to express and be creative in various literary activities, both inside the classroom where the literary learning took place and outside school hours. In the outside activities are for example motivating students to play roles in drama shows, take part in poetry reading competition, and short stories writing competition.

The teacher supported students by intensively trained students in preparation of drama shows and in participating in poetry reading and short story writing competitions. The teacher focused more on educating and guiding students to appreciate literature in the form of poetry and short stories in class. Teacher's efforts to instill students' love for literature were done by supporting students to join the school theater. Through intensive exercises, the teacher also directed to good role playing techniques. The teacher took part directly when students hold the stage theater. This was a form of the teacher's love for his profession as a teacher of literature.

2. The Objectives of Literature Learning

The teacher's awareness of making syllabus and lesson plan was an indication that the literature learning was carefully prepared. Learning objectives were emphasized on the appreciative aspects. The teacher prepared the literature learning carefully in order that the student quality could be achieved.

Literature learning was directed by the teacher to read literary works directly. This indicated the teacher had laid the foundation of appreciation in literature learning. The mission of the literature learning in order to support the achievement of national education goals namely forming virtuous mankind was realized by the teacher. Therefore, the teacher made an effort directing literature learning in the class-X.

The teacher managed the literature learning time more to direct students to interact directly with literature and practice writing literary works such as short stories and poetry. The teacher gave many assignments to write literary works outside class hours. Besides that, the teacher intensively monitored the development of student writing in the form of short stories and poetry when they met in the classroom. Thus, the literature learning in the class-X was already in accordance with the objectives of the literature learning formulated by the teacher at the beginning, so that the final goal was very likely to be realized because students' love for literature had been built through literature learning.

3. Materials of Literature Learning

The teacher did not limit the source of learning material. It was marked with the teacher used textbooks, supplementary books, and direct appreciation materials, such as short stories and poetry from the collection book of short stories and poetry, poetry recordings of poets. The short stories and poems were not only taken from textbooks, but also from various magazines, newspapers, and internet web sources. Besides that, the teacher also made a student worksheet or *LKS* as a support of fluency of literature learning.

The teacher used the textbook as an alternative for student reading material about the literary work, for example the teacher refers a short story or poem to be discussed by its intrinsic elements students as practice. The learning material was explained by the teacher in front of the class. The teacher used supporting books and *LKS* that are made by the teacher himself as a complement to literary learning. Supporting books were more widely used as a reference material on the theory and history of literature, while the *LKS* was used more as a supporting of the practice of writing literature.

Materials used by the teacher were in accordance with the intended purpose specified in the curriculum. The selection of titles of literary works used as learning material by the teacher was based on aspects of the quality of literary works, consideration of linguistic aspects and the condition of the psychological development of students. That was in accordance with the curriculum and supported the realization of appreciative literary learning.

In choosing materials, the teacher considered three factors, namely:

- teacher competence in the field of literature
- teacher's insight regarding with Indonesian literature and English literature
- teacher's motivation to present appreciative literary learning

4. Methods of Literature Learning

The research result showed the teacher did not only use one method. The choice of methods by the teacher had been based on the established literary learning objectives. In addition, the chosen method was also focused on students' competence. For example in the practice of writing short stories and poetry, the discussion method was chosen,

because it fostered brave, democrat attitude, responsibility, and sensitiveness of literary work.

The teacher directed the learning method on the fulfillment of the students' emotional intellectual. As proof, the teacher applied the lecturing method and question-answers method to provide material in the form of theories and literary history and applied aesthetic reading methods to direct students towards the enjoyment of literary works. With the fulfillment of these two aspects, it is hoped that literary learning can lead to balancing students' psyche which is the core of literary learning.

The learning model designed by the teacher strongly supported the achievement of appreciative literature learning. Through the learning model, students were directed by the teacher to be sensitive to the environment of their community. These all showed the teacher used the right methods and models in learning literature.

5. Media of Literature Learning

Not a large number of students enabled the implementation of literature learning in the class-X of SMA Muhammadiyah Pangkep using various media. In using the teaching media, the teacher adjusted to the purpose and the function of the media. It was marked by the use of printed media in the form of books and short stories from newspapers and so on. The teacher also used electronic media such as poetry recordings from poets. In addition, the teacher also used PowerPoint slides when conveying theories and literary history.

The teacher developed the media to maximize the achievement of the literature learning objectives that have been formulated. In developing the media, the teacher paid attention to the following criteria.

- Media was adapted to the objectives to be achieved. For example the use of electronic media in the form of recorded poetry aimed at making students listen well to poetry reading.
- Media was adapted to the method, technique, and learning strategi. For example the slides were used when the teacher presented the material using the lecture method.
- Media was adapted to the situations and conditions of the environment in which the media was used. For example, printed media in the form of short stories taken from newspapers or magazines. This was in accordance with the condition of the number of students which was only 19 people.
- Students had diverse backgrounds. Some of them were more successful in participating in learning through viewing activities, and others were more successful a lot of when doing listening and writing activities. Without the media, individual student needs were certainly not met.

6. Evaluation of Literature Learning

To obtain information about students' learning outcomes and to consider whether a student had passed or not, the teacher conducted an evaluation. The

evaluation should be in line with the objectives of the formulated literature learning. Based on the data gained, the teacher applied oral and written evaluations. The oral evaluation was applied within the learning process, while written evaluation is applied after the completion of learning.

Oral evaluation at the beginning of learning was applied by the teacher by considering cognitive and affective aspects. The evaluation to provoke students' memories and explore students' abilities on the material to be discussed as well as to measure attitudes was the cognitive realm. While the evaluation of the view and value believed by students in terms of literature was affective realm.

The teacher also evaluated the psychomotor domain by assessing literary reading skills, both poetry and short stories. Cognitive, affective, and psychomotor aspects had been tested by teachers in class-X students of SMA Muhammadiyah Pangkep. Thus, evaluations conducted by the teacher had revealed the intellectual level, attitudes, and skills of students.

7. Students' Responses

This study shows all students in class-X of SMS Muhammadiyah Pangkep have positive responses to the teaching of literature. This is indicated by the existence of poems and short stories produced by students at the end of learning. In addition, there is also a student's poem published in local print media.

Reading habit in literary works also has a positive impact on students, which makes them fond of reading. Non-literary reading materials are also intensively read by students such as textbooks, scientific articles from internet websites, and motivational books. Students' reading habit increases. This can be seen from the reading patterns applied by students. Routinely in school hours, they read for one to three hours, and outside school hours, they read for three to four hours. Students also prefer to browse the internet to look for literary articles (short stories, poems, novels) and non-literary articles.

CONCLUSION

Literature learning has been running optimally with its indicators such as, students have mastered literary abilities, students understand and appreciate various literary works, students are able to discuss the literary works, students are able to read various literary works, and students express literary works that they are interested in, namely poetry and short stories. The success of the literature learning in the class-X at SMA Muhammadiyah Pangkep is marked by the increase of the students' interest in reading, students' penchant to brows literary and non-literary articles from internet websites and students publish poems that they create. The teacher of literature supports students in channeling their creativity and expression in literary activities, either inside or outside school hours, for example, in theater performances, reading poetry competitions, and short story writing competition.

REFERENCES

- Babae, R., & Yahya, W. R. B. W. (2014). Significance of Literature in Foreign Language Teaching. *International Education Studies*, 7(4), 80-85.
- Depdiknas. (2008). *Kamus Besar Bahasa Indonesia*. Jakarta: Gramedia.
- DiCerbo, P. A., Anstrom, K. A., Baker, L. L., & Rivera, C. (2014). A review of the literature on teaching academic English to English language learners. *Review of Educational Research*, 84(3), 446-482.
- Endraswara, S. (2005). *Metode dan Teori Pengajaran Sastra*. Yogyakarta: Buana Pustaka.
- Kennedy, X. J. (1983). *Literature: An Introduction to Fiction, Poetry, and Drama*. Toronto: Little Brown Company.
- Moody, H. L. B. (1983). Approaches to the Study of Literature: Practitioner's View. *Teaching Literature Overseas, Language-Based Approaches*. Oxford: Pergamon Press.
- Noddings, N. (1995). *Philosophy of Education*. Colorado: Westview Press, Inc.
- Noor, M., Mustafa, R., Muhabat, F., & Kazemian, B. (2015). *The Language of TV Commercials' Slogans: A Semantic Analysis* (Vol. 1). Pakistan: University of Gujrat.
- Nugroho, T. (2013). Pendekatan Scientific Model dan Strategi Pembelajaran dalam Kurikulum 2013. *Jurnal Ilmu Pendidikan*, 21(1), 21-40.
- Nurgiyantoro, B. (1995). *Penilaian dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE.
- Prasetyo, B., & Miftahuljannah, L. (2013). *Metode Penelitian Kuantitatif*. Jakarta: Raja Grafindo Persada.
- Republika. (2008). Minat Baca Rendah, *Republika*, p. 3.
- Saparie, G. (2007). Pengajaran Sastra Masih "Diompreskan". from <http://www.suarakaryaonline.com/>
- Strauss, A., & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park: Sage Publications, Inc.
- Sugiyono. (2007). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Unal, Z., & Unal, A. (2012). The Impact of Years of Teaching Experience on the Classroom Management Approaches of Elementary School Teacher. *International Journal of Instruction*, 5(2), 41-60.
- Westwood, P. (2008). *What teachers need to know about teaching methods*. Camberwell: Acer Press.