

Analysis of the Implementation of English Literature Teaching in Middle Schools: Challenges and Potential

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Abstrak

Pengajaran sastra Inggris memainkan peran penting dalam mengembangkan pemikiran kritis, kemampuan analitis, dan apresiasi siswa terhadap bahasa dan budaya. Namun, pengajaran sastra yang efektif dapat menjadi tantangan tersendiri karena kompleksitas teks sastra dan keragaman gaya belajar siswa. Untuk mengatasi tantangan ini, guru perlu menggunakan berbagai strategi pengajaran yang efektif yang melibatkan siswa, menumbuhkan pemahaman yang lebih dalam, dan merangsang pertumbuhan intelektual mereka. Dengan menggabungkan strategi dan pertimbangan pengajaran yang efektif, guru sastra Inggris dapat menumbuhkan kecintaan terhadap sastra, keterampilan berpikir kritis, dan pertumbuhan intelektual pada siswa mereka, menjadikan sastra sebagai bagian yang bermakna dan menarik dalam perjalanan akademis mereka.

Kata kunci: Sastra, Pengajaran Bahasa Inggris (ELT), Pengajaran Efektif, Strategi

Abstract

English literature teaching plays a crucial role in developing students' critical thinking, analytical skills, and appreciation for language and culture. However, effectively teaching literature can be challenging due to the complexity of literary texts and the diversity of student learning styles. To address these challenges, teachers need to employ a range of effective teaching strategies that engage students, foster deeper understanding, and stimulate their intellectual growth. By incorporating effective teaching strategies and considerations, English literature teachers can foster a love of literature, critical thinking skills, and intellectual growth in their students, making literature a meaningful and engaging part of their academic journey.

Keywords: Literature, English Language Teaching (ELT), Effective Teaching, Strategies

Article Info

Received date: July 2023

Revised date: August 2023

Accepted date: Sept 2023

INTRODUCTION

Literature holds significance in the field of English language teaching (ELT) and is widely acknowledged as a valuable resource for fostering language growth through its authentic content (Kaowiwattanakull, 2021). It helps students and teachers learn English in a variety of ways, including by giving them rich language input to express themselves, inspiring them to learn, meeting their needs with different learning styles, and exposing them to figurative and creative writing. (Bist, 2018). Literature also models for learners how to use sentence structure and vocabulary effectively, which is important for language learning (Kaowiwattanakull, 2021). The ability of literature to make teaching and learning English easier and better has been reported in various studies Nagayar et al. (2015); Emodi (2017); and Karlsson (2018).

Some recurring issues related issues can be found in the previous article: related problems can be found in the previous article: Low motivation of students to learn English literature is one of the challenges in teaching English literature identified by this systematic review. Teachers must be competent in teaching English literature. Another problem in teaching literature originating from teachers is the use of inappropriate and ineffective teaching methods in the classroom. The

implementation of good English literature teaching in secondary schools is fraught with difficulties, as outlined in this article. These difficulties fall into three main categories: difficulties related to students, difficulties related to teachers, and difficulties related to external factors.

Based on previous research relating to the teaching and learning of English literature, this article will focus on general potential and challenges research question as

Follow:

RQ1: What are the special challenges in teaching English literature in this school?

RQ2 : What is the potential in the learning of English literature in this school?

METHODS

The outcomes of the observations and interviews were utilized for instruments and data collecting in this study, which employed observation, documentation, and interview procedures with structured questions directly to schools about how challenges and potential implementation of English literature teaching in middle school. MTs Roudhotul Ulum Ngijo Malang, East Java, on Friday 17 November 2023. The objects of this research are the two teacher and 30 Members of the seven grade.

Based on the results of these interview literature Implementation of literature in

junior high school students is still lacking. Conduct interviews with English Literature teachers to gain their perspectives on the challenges they face and potential improvements. Ask about their teaching approaches, experiences and any barriers they have encountered in delivering effective learning. Distributed surveys to students to gather feedback regarding their experiences in English Literature classes. Ask about their level of interest, understanding of the material, and any difficulties they may be facing.

RESULTS AND DISCUSSION

According to various responses, the challenges faced by teachers and students in the implementation of literature can jeopardise the achievement of educational goals and the Teaching and Learning of Literature in Secondary Schools. Some of the findings regarding teachers suggest that: Teacher Attitudes: Attitudinal issues are some of the challenges faced in the teaching and learning of English literature in schools. Although the teachers interviewed said that they felt comfortable teaching English literature, they struck a defeatist tone when they said that normally they would be discouraged from teaching English literature to their students. In the interviews with teachers, about responses indicated that That:

Challenges:

All of the results from articles in order to answer the research question “What are the special challenges in teaching English literature in this school?”. Based on the data, the challenges faced by teachers in the teaching of English Literature can be categorized and discussed based on three categories: students, teachers, and external

A. Student-related

1. Students' attitude

This systematic review identifies students' unfavorable attitudes as one of the problems in teaching English literature. There are several causes for students' distaste for studying literature. First, the most common cause is students' lack of interest in studying literature which has been mentioned in five articles (Tayib & Hassan, 2020; Gatdula et al., 2022; Dar et al., 2021; Dahiru, 2020; Hussein & Al-Emami, 2016). Because there is a lot of vocabulary that is difficult to understand, usually in poetry. They don't know much about literature. According to students, literature is boring because most literary works use figurative language which is rarely used in everyday life. Additionally, students may possess a negative disposition towards literature due to their own lack of interest in reading and inadequate reading practices

2. Students' personality

In addition to student attitudes, student personalities can also pose a barrier when it comes to teaching literature. Two studies by

Farhanah and Hadina (2022) and Yahya (2017) Found that students were uninvolved and quiet to participate in teacher discussions and activities. In particular, students are reluctant to provide passive feedback and respond critically to teacher questions. Meanwhile, two studies conducted by Yulnetri (2018) and Tayib and Hassan (2020) found that in literature classes, students' shyness and lack of self-confidence can also be a problem for teachers. Given that literature encompasses different types of works like drama, short stories, poetry, and novels, it is anticipated that students will actively engage in exercises like singing, acting, and reciting poetry. When dealing with shy and quiet students in literature classes, teachers should be patient and help them gain self-confidence. To reduce the fear and nervousness of students who take part in oral literature class discussions, teachers can divide students into small groups to increase student participation and interaction (Tayib & Hassan, 2020).

3. Students' basic literary knowledge

The final challenge for students is basic literary knowledge. According to the report, one of the obstacles that 30 grade VII students face when studying literary texts is the lack of basic knowledge of literary elements, which are the technical parts of literary texts such as plot, characters and setting. Analysing literary texts in depth may be difficult for students who do not have

sufficient basic knowledge of literature. The lack of literature exposure in schools is a contributing factor, and teachers can address this by creating teaching materials that enhance students' comprehension of literature (Noraishah et al., 2015).

B. Teacher-related

One more issue encountered in literature instruction is the employment of inadequate and inefficient teaching techniques by educators within the classroom. Overemphasis on memorization and rote learning: Instead of focusing on understanding and appreciating literature, teachers may ask students to memorize plot summaries, character names, and literary terms. This rote learning approach does not foster critical thinking and engagement with the text. A number of articles have also highlighted that teachers continue to adhere to outdated and uninspiring methods of teaching literature, lacking creativity and resisting the adoption of novel and engaging teaching techniques (Faiza & Azlina, 2020; Harwati & Mohamad Asyraf, 2019; Yahya, 2017; Ain Suraya & Norhanim, 2021).

C. External-related

1. Inadequate Textbooks and Materials: Insufficient funds may lead to outdated or limited textbooks and teaching materials. Teachers may struggle to provide a diverse range of literary works or may not have access to critical resources that enhance the learning experience.

2. Limited Technological Resources: Lack of access to technology can hinder the integration of multimedia resources, online literature databases, or interactive tools that could enhance the teaching and learning of English literature.

3. Library Resources: A shortage of funding may affect the availability of books in school libraries, limiting students' access to a diverse range of literature for independent reading and research.

Based on several data that have been studied, including in the challenges section. They said that these challenges really hampered the learning and teaching of English literature at the school. However, teachers at this secondary school discovered some potential for teaching English literature by addressing the identified challenges. This can really help students in studying English literature at school. If this potential succeeds smoothly then there will be no more learning of English literature which according to students is very boring. Student interest will increase as will the teacher's enthusiasm for teaching. The potential that can be applied in learning English literature in secondary schools according to the results of the teacher's responses can also be a reference for other schools that want to develop their students' interest in learning English literature. In interviews with teachers, the responses showed this:

Potential:

All of the results from articles in order to answer the research question "What is the potential in the learning of English literature in this school?". In this case, the potential is divided into several parts according to existing challenges. There are three sections: Students, Teachers, External.

A. Student Potential

1. Improve student attitudes

According to (Arizal, 2023) The start of it all is to fix the challenge itself. Changing students' negative attitudes into positive attitudes. Improving students' attitudes can also be done in various ways, namely overcoming low motivation to study literature through interesting teaching methods, simplifying explanations of complex vocabulary, and showing the relevance of literature to everyday life. Apart from that, fostering students' interest in reading is also based on several ways, including teachers being able to present books that are interesting or of interest to students, giving appreciation in the form of gifts and so on as a form of motivation for students to read lots of books, and trying to create creative activities such as writing short stories or poetry as a implementation of the results of reading it. By cultivating a positive attitude towards literature through the teaching methods mentioned above, teachers can increase students' enthusiasm for learning.

2. Personality Development

To develop a strong personality, efforts must first be made to encourage participation through group activities. The goal is to create a situation where students can interact, collaborate and exchange ideas. (Arizal, 2023) found that, it is very important to be patient with shy students. Students with shy personalities may feel uncomfortable or reluctant to participate actively. In this case, a patient and understanding approach will help increase their self-confidence. This will help students feel more confident when presenting themselves in front of the class, especially for English literary works such as drama and poetry. Lastly, creating a supportive environment is a key element. A positive and inclusive learning environment creates conditions where all students feel welcome and valued. For example, by providing challenges that suit his abilities. A supportive environment actively encourages students' personal growth, allowing them to feel confident and ready to face different situations. In this case, it can be used not only in English literature classes, but also in other classes where you may be performing in front of a large audience.

3. Expanding students' basic knowledge

To expand students' basic knowledge about literature, it is necessary to create comprehensive teaching materials. This includes an understanding of basic literary concepts. Starting from basic elements such

as theme, character and plot to more complex elements such as language style and narrative structure. Contains material that analyzes literary genres and introduces various literary genres such as prose, poetry, drama, and nonfiction. Examples of famous works in each genre are featured. Next, identify areas where there may be gaps in students' knowledge and focus on gaining a deeper understanding of these areas. Support with specific examples. Teachers can also add learning resources for students. We provide additional resources such as videos, articles, and secondary literature to broaden your students' horizons and accommodate different learning styles (Arizal, 2023). Finally, use a variety of assessment methods such as exams, writing assignments, and art projects, and provide constructive feedback to improve student understanding.

B. Teacher Potential

The potential for learning English literature at this school includes developing more effective teaching methods such as Increase understanding and appreciation of literary works. Teachers can explore more creative and interesting approaches and encourage critical thinking in their students. (Arizal, 2023) found that by overcoming the problem of traditional and uncreative teaching, schools can open up opportunities to improve the quality of literature learning. Additionally, introducing innovative teaching methods, moving away from

memorization-based approaches, and encouraging critical thinking will contribute to a more dynamic literary education.

C. External Potential

1. Teacher Creativity:

Teachers can increase creativity in the classroom by using existing resources. B.Explore local opportunities, engage with the community, and utilize available technology. Create activities that stimulate critical and creative thinking and incorporate them into your students' daily lives. In addition, teachers can explain concepts visually, utilize online media, and encourage collaboration between students to overcome the limitations of physical materials. Teachers can give examples such as describing characters in school plays or quoting poetry from social media (Arizal, 2023).

2. Collaboration and resource sharing:

Schools can collaborate with other schools in a variety of ways, including sharing teaching materials. For example, schools can share experiences and curricula that are best suited to enrich each other's learning approaches. Collaboration with public libraries is also an important aspect. In addition, collaboration with other educational institutions such as universities and research centers opens up opportunities for teacher training, seminars, or access to the latest educational technology. According to (Arizal, 2023) By sharing these

resources, schools can create richer and more diverse learning environments and improve the overall quality of education.

3. Student Empowerment:

Participation in Literacy Activities encourages students to participate in book clubs, literary discussions, or other literacy activities at school. Organizing events such as literacy festivals, creative activities, and literary performances to help students become interested in literature. Schools can also invite local writers and literacy experts to give lectures and workshops that will inspire and provide insight for students (Arizal , 2023). To encourage students' creative expression, offer assignments such as creating a literacy blog, book podcast, or visual project.

CONCLUSION

Based on the analysis of research results, it can be concluded that the main challenges that teachers may face when teaching literature in secondary schools are those related to students: attitude, personality, basic knowledge of literature I can. Of the three subtopics that are relevant for students. The teachers themselves are at the forefront of this problem, and they use inappropriate and ineffective teaching methods in their classes. There is too much emphasis on memorization and memorization. Lastly, external factors are based on three factors: lack of books and materials, lack of

technological resources, and library resources. It can also be concluded that some of these challenges create several possibilities that can be exploited for the teaching of English literature in secondary schools. It includes three elements. The first element is the student, then the teacher, and the last element is the external element. The possibilities available to students are to improve attitudes, develop character, and expand basic knowledge. Then, potential teachers can develop more effective teaching methods, such as increasing understanding and appreciation of literary works. And external possibilities can be realized through teacher creativity, collaboration and resource sharing,

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