



A NEED ANALYSIS IN ENGLISH LITERATURE CONTENTS AMONG HIGH SCHOOL TEACHERS AND STUDENTS IN YOGYAKARTA

Hazairin Eko Prasetyo¹, Adhi Kusuma², & Victa Sari Dwi Kurniati³

^{1, 2, 3} English Language Education Department, FKIP, UST Yogyakarta

Jln. Tuntungan, Umbulharjo, Yogyakarta, 55164, Indonesia

eko_prasetyo@ustjogja.ac.id, adhikusuma@ustjogja.ac.id, victasari@ustjogja.ac.id

Corresponding email: eko_prasetyo@ustjogja.ac.id

Abstract

The research was carried out to find out how English high school teachers and students in Yogyakarta needed English literature contents in the teaching of English language to support the development of character educational values among the students. The approach of the research was quantitative in nature. The research was held at five senior high schools organizing special interest classes in foreign languages including English. Twenty-two (22) teachers and fifty-nine (59) students were involved in this research as respondents. The instrument for collecting data consisted of questionnaires which asked questions about the necessities, lacks, and wants (Nation & Macalister, 2010) in using literary materials or contents to support character educational values development in the students. The questionnaires items applied Likert Scale response model. The responses were analyzed by using frequency distribution and proportionality technique in percentage. The results of the analysis were presented in the forms of graphs and tables and showed that both the teachers (92.51%) and students (85.77%) needed English literature contents in their learning of English language to support the development of character educational values among the students. Moreover, both the teachers (97.16%) and students (71.55%) had very high expectations about the resourcefulness of literature contents in delivering English language lessons to support the development of particular character educational values among the students.

Keywords: character educational values, English literature, need analysis

ANALISIS KEBUTUHAN MUATAN SASTRA INGGRIS BAGI GURU DAN SISWA SMA DI YOGYAKARTA

Abstrak

Penelitian ini dilaksanakan untuk mengetahui bagaimanakah guru dan siswa SMA di Yogyakarta membutuhkan muatan sastra Inggris dalam pembelajaran Bahasa Inggris untuk mendukung pengembangan nilai-nilai pendidikan karakter siswa. Pendekatan dalam pengumpulan data bersifat kuantitatif. Penelitian ini dilaksanakan di lima SMA di Yogyakarta yang menyelenggarakan kelas peminatan bahasa asing, termasuk bahasa Inggris. Responden penelitian ini terdiri atas duapuluh dua (22) orang guru bahasa Inggris dan lima puluh sembilan (59) siswa. Instrumen pengumpulan data berupa kuesioner yang terdiri atas tiga kelompok pertanyaan: kebutuhan, kesenjangan, dan keinginan (Nation & Macalister,

2010) guru dan siswa SMA di Yogyakarta dalam penggunaan muatan sastra Inggris dalam pembelajaran bahasa Inggris untuk mendukung pengembangan nilai-nilai pendidikan karakter siswa. Butir-butir pertanyaan dalam kuesioner menerapkan model tanggapan dengan skala Likert. Teknik analisis data yang dipakai adalah frekuensi distribusi dan proporsionalitas tanggapan dalam bentuk persentase. Grafik dan table dipakai untuk menyajikan hasil analisis data yang menunjukkan bahwa baik guru (92,51%) dan siswa (85,77%) membutuhkan muatan sastra dalam pembelajaran bahasa Inggris untuk mendukung pengembangan nilai-nilai pendidikan karakter siswa. Selain itu, para guru (97,16%) dan siswa (71,55%) menyatakan sikap yang sangat optimistik tentang kekayaan khazanah muatan sastra Inggris dalam pembelajaran bahasa Inggris yang mendukung pengembangan nilai-nilai pendidikan karakter tertentu dalam diri siswa.

Kata kunci: nilai-nilai pendidikan karakter, sastra Inggris, analisis kebutuhan

INTRODUCTION

This research is a continuation of the previous study about the English literature literacy among a number of senior high schools' English language teachers in relation to the development of the students' character educational values. One of the recommendations of the previous study is to further investigate the needs of teachers and students in English literature contents in the teaching of English language at high schools. This needs analysis research was meant to provide an overview of the needs of the English literature contents in English language teaching processes to develop the students' character educational values. This research was also meant to find out their expectations about the contribution of literature contents in developing students' character educational value while learning English language.

In previous research, it was identified that the portion of English literature content as written in the syllabus of learning English in senior high school was still very limited. This is due to the application of a communicative approach into English learning in the 2013 Curriculum which is more focused on communicative competences in which, to most English teachers under observation, linguistic competence plays the most important role. However, to support the development of character educational values, English language learning should be integrated with literature (Prasetyo, Kurniati, & Kusuma, 2019). Those who wish to learn how language is used in its more sophisticated level, literature is one of possible choices.

The English learning process itself cannot be separated from the content of English literature considering that in its history the grammar-translation (GTM) method, whose main material is selected literary works, has been a learning method that is widely used in various countries, including in Indonesia. The literary competence and language competence are two competences that are interrelated. Thus, it should not be separated from language learning, particularly, within the efforts to improve English learning quality to strengthen character values education. The English literature content in learning English process, in Senior High School, supports the achievement of KI 1 and KI 2, so

the frequency of using the English literature material in learning English needs to be increased (Prasetyo, Kurniati, & Kusuma, 2019).

In addition, in terms of supporting the students' character education, it is stated that increasing the literary competence in foreign language learners could contribute not only to the learner's language skills but also to the development of the learner's characters (Brumfit & Carter, 2000). As a result, the process of building up the students' character education can be formed through the use of literary content that play a part in English learning materials. The use of English literary text in learning English provides pedagogically and sociocultural values. However, in the curriculum, the content of English literature contained in the syllabus as a reference for the learning process used by teachers is still inadequate.

Thus, this research was carried out to determine the needs of teachers and students of English literature content in English learning to intensify the character values education. This study relates on how the teachers and students need the English literature content in English learning process. The needs used in developing the English learning materials to support the character values education. Therefore, this research aims to determine how the needs of English literature content in senior high school English learning process and to find out the literary content that can be used in the development of English learning materials that have impacts on provisioning student's character. This research's result is needed in the planning and implementation stages of the development of the English learning materials. Furthermore, by knowing the needs of the teachers and students of English literature content, the teachers assisted in selecting, adapting, and developing teaching materials. So, the learning objectives will be more easily fulfilled. As well as, the goal for strengthening the character education can be executed effectively.

The urgency of this research is, firstly, to provide recommendations about the contents of English literature needed in developing students' character educational value learning English language materials. Secondly, the findings of scholarly researches showed that literary contents had been taught to students successfully (Lasmiyanti, Sarwono, & Gumono, Vol. 6 No. 1 2020). In the study, the respondents were assigned to write drama scripts based on a popular local legend and there was a significant improvement from 44.50% to 86.10% in overall class completion of the project.

METHODS

The research was quantitative in nature (Creswell & Creswell, 2018). The design of the research was R and D (Research and Development) focusing on needs or analysis which was the first step in developing a bottom-up syllabus of English Language Teaching. The results of such research were supposed to be used in deciding the kinds of English language materials and their proportion in its real situation of classroom activities.

Participants

The participants of the research were assigned purposively, i.e., among English language teachers and their students belonging to foreign language special classes which were formally organized because a certain number of students expressed their interests in learning certain foreign languages as their

focus of study. They consisted of twenty-two (22) English language teachers and fifty-nine (59) students from a number of senior high schools in Yogyakarta.

Instruments

Questionnaires were used as the instruments for collecting data from the respondents. Since the respondents involved two different groups, teachers and students, the questionnaires were also designed accordingly by considering their different needs of English literature contents in ELT activities to develop certain character educational values among the students. The teachers were asked about their needs of such contents in their teaching programs, and the students were asked whether such contents were necessitated in supporting the success in learning English language as well as in developing their character educational values.

The questionnaire responses used a scale system adapted from Likert's model (Likert, 1931 & Subedi, 2016) consisting of one (1 = No Opinion), two (2 = Do not Agree Strongly), three (3 = Do not Agree), four (4 = Agree), and five (5 = Strongly Agree). The questionnaire items were grouped into two variables: teachers' or students' needs in literature contents and English literature contents to develop certain character educational values. The first variable consisted of nine (9) items. They were target needs, learning needs, necessities, lacks, wants, current knowledge, expected future knowledge, objective needs, and subjective needs. The second variable consisted of five (5) item clusters: ELT, contents, language skills, texts, and character educational values.

Data Analysis Procedures

The data analysis technique was a descriptive statistical technique (Harry N. Boone & Boone, 2012) which involved the calculation of central tendency and frequency distribution. The research results were presented in the forms of proportion tables and charts. Important data were described by using quotes from Focus Group Discussions (FGDs) held among the English language teachers after they completed the questionnaires.

FINDINGS

It was found in this study that the latest curriculum of English language teaching at high schools (Curriculum 2013) consisted of not only the four basic language skills emphasizing communicative skills as a learning focus but also a few supposed-to-be literary materials including local legends and song lyrics interpretation. The results of the questionnaires distributed among the respondents showed how English literature materials (Clanfield, 2019; Slamet, Winarni, & Ismail S., 2015; & Jazadi, 2015) in learning English language were perceived.

Table 1. The respondents' average responses to the questionnaires

NO	ASPECTS	TEACHERS	STUDENTS
1	Necessities	4	4
2	Want	5	4
3	Lack	4	4
4	Character education	4	4
5	Literacy (GLS)	4	3
6	Preferences	4	4

The first three aspects showed how both teachers and students really needed literary materials in the learning of English language at school. Both of them agreed that literary materials were needed in English language learning. The same scores in the aspect of necessities (score = 4) meant both the teachers and students agreed that such materials were needed. In the second aspect, want, which included whatever both the teachers and students “expected or hoped” in the forms of “benefits” they might get (Razika, 2016), there was a difference between both of them. The teachers strongly agreed (score = 5) that the literary materials were what they wanted. Some teachers said that literary materials (Clanfield, 2019) were effective in developing their students’ vocabulary and grammar masteries. Other teachers talked about literary materials providing entertainment as well moral values to learn (Arafah, 2018). While the students agreed that they wanted such materials to enrich their language competency and variations in learning activities. However, they agreed (score = 4) that they lacked literary materials due to the fact that the materials were not parts of the formal English language learning curriculum. In this context, lack is “insufficiency” in the mastery of literary materials which drives both teachers and students learn more to master English language (Robinson, 1991).

When they were asked about the potentiality of literary materials in teaching character education values “an effort made to understand, shape, and foster ethical and moral values” (Lickona, 1991), both the teachers and students agreed (score = 4) that such materials contained particular character educational values including religiosity, responsibility, brotherhood, empathy, love, and care. However, when literary materials were incorporated into existing school literacy movement, in Bahasa Indonesia *Gerakan Literasi Sekolah* or GLS (Wiedarti & Laksono, 2019), the students did not agree (score = 3) because in their minds reading materials in GLS should support the disciplines they studied like science, economics, business, and mathematics. On the other side, the teachers agreed that literary materials should be incorporated into GLS to support their English language mastery. In the last aspect, preferences, both the teachers and students agreed (score = 4) that they preferred literary materials in English language learning to support character education.

DISCUSSIONS

In general, the results of the data analysis showed that the respondents consisting of the English language teachers and their students had positive attitudes towards the incorporation of English literary materials into English language teaching activities. In the FGDs, almost all the teachers supported the addition of English literary materials during the English language lessons. The practical handicap to this idea was time limit. Four learning hours were allocated for English language learning each week and the formal English language curriculum has set up the whole competency standards under linguistic topics in order to achieve particular communicative competencies as ultimate objectives.

Teachers' needs of literature

In the questionnaires, the term "needs" (Kaewpet, 2009) were further elaborated into three related aspects: necessities, want, and lack (Hutchinson & Waters, 1987 & Irwansyah, Nurgiyantoro, & Tou, 2017). The results of the data analysis showed the teachers' needs of literature in their teaching activities as illustrated in the following chart.

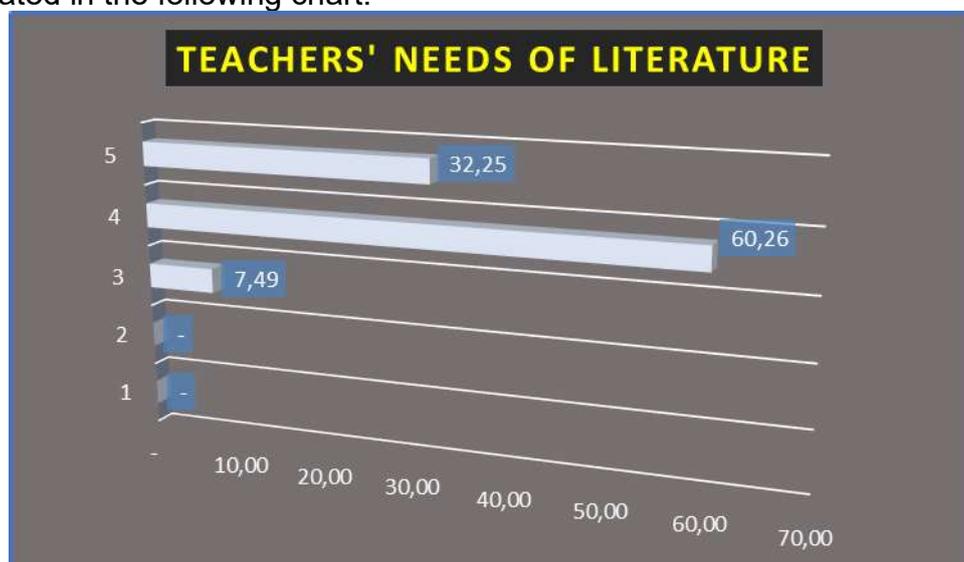


Chart 1. Teachers' needs of literature

In the chart, it is shown that almost one third of the teachers (32.25%) strongly agreed and most of them (60.26%) agreed that they needed English literary materials in their teaching activities. Only a few of the teachers (7.49%) showed their disagreement. This was quite surprising since in the current formal national curriculum, almost all the learning standards of English language were related to linguistic competence, for example for the seventh graders only one of the thirteen standards had something to do with literary materials (Song Lyrics interpretation). The argument of the teachers' attitude was that literary materials were effective in improving their students' vocabulary and grammar masteries.

Students' needs of literature

Almost all of the students agreed to the addition of English literary materials in the teaching of English language. This is shown in the following chart in which more than one third (34.76%) of the respondents said that they strongly agreed and more than a half of the respondents (51.01%) agreed to the incorporation of English literary materials into English language teaching. Only a few students

(13.10%) showed their disagreement, and fewer students (1.13%) chose not to give opinions.

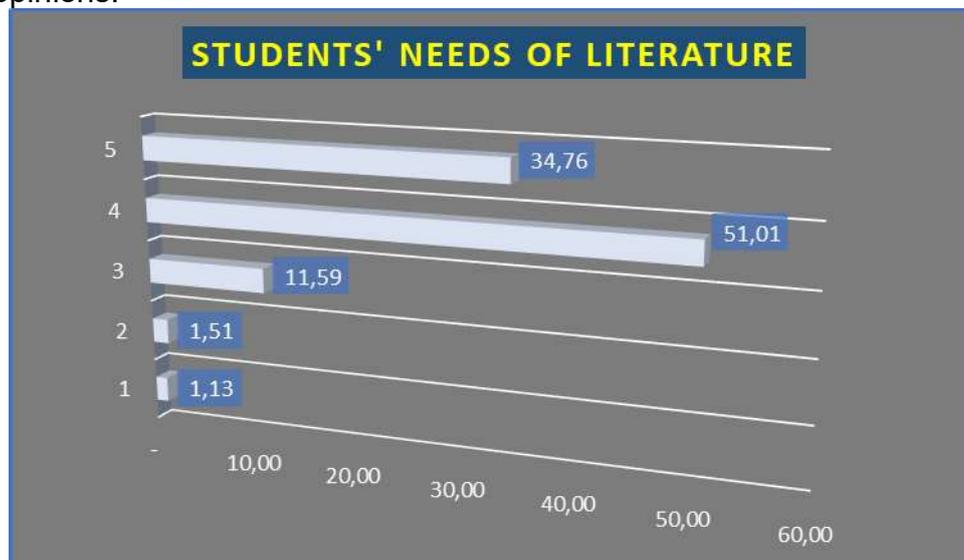


Chart 2. Students' needs of literature

CONCLUSION AND SUGGESTION

The respondents of this research showed their agreement on the use of literary materials in the teaching of English language to support character educational values (Azizah, Nurkamto, Suwandi, & Rohmadi, 2018) empowerment. Most of the respondents (74%) argued that the use of literary materials contributed effectively on the learning of English language in the classrooms. Almost all of the English teachers under investigation (94%) confirmed that the use of literary materials in English language teaching to support character education. Most of the students participating in the research (74%) also confirmed the contribution of literary materials in supporting character education.

The results of this research provided a strong base for the next phase of the development of an ELT syllabus by incorporating literary materials to support character education, namely model development and its validation process among practitioners and relevant scholars.

BIBLIOGRAPHY

- Arafah, B. (2018). Incorporating the Use of Literature as an Innovative Technique for Teaching English. *AICLL: The 1st Annual International Conference on Language and Literature* (pp. 24-36). Makassar, Indonesia: KnE Social Sciences, DOI 10.18502/kss.v3i4.1914.
- Azizah, A., Nurkamto, J., Suwandi, S., & Rohmadi, M. (2018). The Needs of Character Education Based on Fairy-tale Textbook Development for Junior High Students in Semarang Regency. *The 1st International Seminar on Language, Literature and Education* (pp. 147-153). Makassar: KnE Social Sciences DOI 10.18502/kss.v3i9.2621.
- Brumfit, C. J., & Carter, R. A. (2000). *Literature and Language Teaching*. Oxford: Oxford University Press.
- Clanfield, L. (2019, June 5). *Teaching materials: using literature in the EFL/ ESL classroom*. Retrieved from Onestopenglish:

- www.onestopenglish.com/methodology/teaching-articles/teaching-materials/teaching-materials-using-literature-in-the-efl/-esl-classroom/146508.article
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 5th Edition*. Los Angeles, London, New Delhi: Sage Publications, Ltd.
- Harry N. Boone, J., & Boone, D. A. (2012). Analyzing Likert Data. *Journal of Extension Vol. 50 No. 2*.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge: Cambridge University Press.
- Irwansyah, D., Nurgiyantoro, B., & Tou, A. B. (2017). Teaching with Literature: The Needs of Indonesian Islamic Universities. *International Journal of Applied Linguistics & English Literature Volume: 6 Issue: 7*
<http://dx.doi.org/10.7575/aiac.ijalel.v.6n.7p.169>, 169-179.
- Jazadi, I. (2015). Character-Based Curriculum and Textbook Development in Indonesia: A Critical Review. *SOSIOHUMANIKA: Jurnal Pendidikan Sains Sosial dan Kemanusiaan*, 8(2), 313-330.
- Kaewpet, C. (2009). A Framework for Investigating Learner Needs: Needs Analysis Extended to Curriculum Development. *Electronic Journal of Foreign Language Teaching Vol. 6, No. 2*, 209-220.
- Lasmiyanti, A., Sarwono, S., & Gumono. (Vol. 6 No. 1 2020). Peningkatan Kemampuan Menulis Naskah Drama melalui Pendekatan Kontekstual Berbasis Cerita Rakyat Musirawas Siswa Kelas VIII SMP Negeri Pedang. *Diksa: Pendidikan Bahasa dan Sastra Indonesia*, 21-30.
- Lickona, T. (1991). *Educating for Character: How Our School Can Teach Respect and Responsibility*. New York: Bantam Books.
- Likert, R. (1931). *A Technique for the Measurement of Attitudes*. New York: New York University.
- Nation, I., & Macalister, J. (2010). *Language Curriculum Design*. London and New York: Routledge, Taylor & Francis.
- Prasetyo, H. E., Kurniati, V. D., & Kusuma, A. (2019). English Language Teachers' Literacy Competence in Literature. *The 5th UAD TEFL International Conference*. Yogyakarta: Universitas Ahmad Dahlan.
- Razika, B. (2016, July 24). *Semanticscholar*. Retrieved from Semanticscholar: <https://pdfs.semanticscholar.org/>
- Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. London: Prentice-Hall International.
- Slamet, S. Y., Winarni, R., & Ismail S., M. (2015). The Development of Text Book to Write Story Based on Character Education in Contextual Learning. *International Journal on Studies in English Language and Literature (IJSELL)*, 43-50.
- Subedi, B. P. (2016). Using Likert Type Data in Social Science Research: Confusion, Issues and Challenges. *International Journal of Contemporary Applied Sciences Vol. 3, No. 2*, 36-49.
- Wiedarti, P., & Laksono, K. (2019). *Desain Induk Gerakan Literasi Sekolah*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah, Kemdikbud.