

CHAPTER I

INTRODUCTION

A. Background

In EFL context at Indonesian senior high schools, literary work such as song lyric is used as the material for English learning. It can be seen from the syllabus of English subject issued by the Ministry of Education and Culture of the Republic of Indonesia in 2016. One of the basic competencies in that syllabus is to interpret the social functions and language features of song lyric related to adolescent life. From this phenomenon, the researcher is interested in investigating how EFL teachers perceive literary materials in teaching English, especially in English textbook released by the Indonesian government.

Teacher's perception on literary materials in teaching English is necessary to investigate because teacher is a determinant factor for the success of a teaching learning process in the classroom. Teacher is the practitioner who directly applies literary materials in his English teaching process, so he has direct experiences to judge the quality of literary materials in teaching English. Besides, song lyric as a literary material for English teaching is used in every grade of Indonesian senior high schools, from the tenth grade to the twelfth grade. Therefore, it is important to conduct research to know how teachers perceive literary materials in teaching English based on their experiences during using literary materials in teaching English. This research is expected to provide the information about the benefits of literary materials in teaching English, so English teachers can use the result of this research as a consideration to use literary materials in their English teaching.

A study of using literary materials in teaching English was previously conducted by some researchers. Boothe and West (2015) found that using songs in the classroom had both

linguistic and cognitive value for strengthening English language acquisition. It helped to develop cross-cultural and interactive communication skills. Song lyrics stimulated phonetics, vocabulary and improve grammar. Moreover, Israel (2013) found that the application of song and music as a teaching and learning classroom motivation was affirmed, resulting in creative and enhanced language performance. However, these previous studies did not investigate EFL teachers' perceptions on literary materials in teaching English because the studies only focused on the effects of songs on students' English achievement.

The present study is conducted to investigate how EFL teachers perceive literary materials in English textbook released by the Indonesian government. The study is expected to describe the EFL teachers' perceptions on literary materials in English textbook released by the Indonesian government, especially at senior high school level, so that this study can be a reference for EFL teachers about the benefits of using literary materials in teaching English.

B. Formulation of the Problem

Based on the background, the problem of this research is formulated as follows, "How are the teachers' perceptions on the benefits of literary materials in English textbook released by the Indonesian government?"

C. Operational Definitions

To avoid misunderstanding, the terms related to the topic of this research are explained, as follows:

1. Literary materials : They are the learning resources in the form of literary works, such as song lyric, that is a set of words sung with the specific rhythm and tone.
2. Teaching English : It is a process of helping learners learn English as a foreign language by teachers in the classroom.
3. Teachers' perception : It is the English teachers' understanding about the benefits of literary materials in English teaching constructed from their experiences during teaching English.

D. Aim of the Research

The aim of this research is to find out the teachers' perceptions on the benefits of literary materials in English textbook released by the Indonesian government.

E. Uses of the Research

The result of this research can hopefully provide the following benefits:

1. Theoretically, this research is expected to add the theory about literary materials in teaching English, especially in English textbook released by the Indonesian government.
2. Practically, this research is expected to provide the theoretical knowledge or information for EFL teachers about literary materials in teaching English and to encourage them to use literary materials in teaching English.
3. Empirically, this research adds the writer's knowledge and experiences, especially about writing a scientific paper and conducting a study.