

## **CHAPTER I**

### **Introduction**

This chapter describes several points that will be discussed in this research. This chapter is divided into five subtopics, they are: background of study, research questions, objective of research, significance of study, and delimitation of study. All of the subtopics are discussed further below:

#### ***Background of Study***

Higher Education is viewed by many people as one of the central intellectual developments. It can be demonstrated with a variety of academic achievements, for example in research field. Nowadays, institutions have formulated strategies to link teaching and research effectively, the reason is based on the belief that research has a positive effect on teaching and learning process (Shattock, 2003).

Several teaching approaches have been offered by lectures to make them easier in constructing the course material. One of the approaches is Research Based Instruction. Wardhoyo (2013) conceptualizes the three benefits in applying Research Based Instruction. First, research based instruction can obtain reliable knowledge. Second, research based instruction helping students learn to discover and explore (developing knowledge) to resolve students' facing problem. Third, research based instruction can improve learning quality. Based on this statement Wardhoyo goes to say that research based instruction is a multifaceted approach for orchestrating a variety of learning and teaching strategy in order to connect research and instruction. Similarly, Ahmad & Aziz (2009) argues that research based instruction is required to articulate lectures' effort to promote applying creativity and critical thinking among students.

Related to the explanation above about learning through research based instruction explained by Wardhoyo (2010), Ahmad & Aziz (2009), thus it is clear that research based instruction in teaching and learning process play an important role for the students' knowledge development. It is one of the reasons why the university stakeholder involves the lectures and the students need to understand the importance of research based instruction. Research based instruction has been implemented in the worldwide universities, it also has been developed in State university of Gorontalo.

State university of Gorontalo has a department namely English department. The structure of curriculum in this department consists of various subjects including Literary Criticism .Most of lecturers here has started to apply research based instruction in their classroom teaching. One of the efforts is connecting teaching to research activities. For example, lecturer well-constructed students in conducting research activities. One of the subjects that fully adopted the research based instruction in teaching and learning process is literary criticism. (Personal Communication, January 12, 2015)

Literary Criticism subject aims not only to facilitate students to understand kinds of theory in literary critics but also practice by judging literary works with particular theory of criticism. Moreover, the link between teaching and research are also particularly important within the subject areas of literature, in this case literary criticism subject.

Teaching literary criticism which applies research based instruction allows students to learn things in practice and to train them to analyze and criticize the material deeply. For instance, in teaching literary criticism, research is designed as a part of research based instruction. Thus, research based instruction is one of methods that should be considered as a good way to obtain information or data which is useful and can be justified.

As English department students who enroll literary criticism subject, the lecturers ask

students to critique literary texts or works. Literary criticism refers to a genre of writing whereby an author critiques a literary text, a work of fiction, a play or poetry. Alternatively, some works of literary criticism address how a particular theory of interpretation informs a reading of a work or refutes some other critic's reading of a work (Moxley, p. 1, n.d). In their interpretations, students may argue for a particular interpretation. Students may judge a literary works with a particular literary theory in mind, using the theory to explicate a particular point of view. Furthermore, the different theories also allow critics to focus on particular aspects of work they consider important. For instance, if a critic is working with certain Marxist theories, the students might focus on how the characters in a story interact based on their economic situation. Conversely, if a critic is working with certain psychoanalytical theory, the students might consider analyzing personality of character's behaved. Further, research based instruction will provide students to carry out research and behave like researcher during their project. So that, research based instruction is required to articulate teachers' effort to promote creativity and critical thinking among students.

To see the occurrence benefits of applying research based instruction in teaching literary criticism, the researcher has conducted pre research at English Department students who have experienced and enrolled literary criticism which applying research based instruction. There were several students that have been interviewed related to their opinion about research based instruction. Their answers are various but have the same ideas. To illustrate, there are some students who have positive perceptions towards the research based instruction. Those who are pro stated that learning literary criticism through research based instruction is a new challenge and they find their self enjoy accomplishing research. Even they have faced some challenges especially in writing research in foreign language context but research based instruction provide students to carry out their own research and behave like the real researcher during their project. For example if you write analysis of the main

character in movie from psychoanalytical theory. You need to criticize the main character using the proper theory of critics. They also added that at the end of this subject, they are expected to critic a literary works by produce a writing using some theory criticism and it helps them to enhance their critical thinking.

However, it is undeniable that there are number of students who are cons to the research based instruction. They said that they may find some obstacles in conducting research. Further, they also argued that one of the obstacles in conducting research in the subject of literary criticism is that they do not only need to understand the theory of criticism, but also they need to find some articles review which relate and will support their research. It is not only to deal with the complexity of the content and style of literary works but also confronted with unfamiliar theory. Those students' ideas above shows how research based instruction going in teaching literary criticism.

Based on the pre research above, it can be found that research based instruction may have various assumptions from student, in this case students' perception. Investigating the perception of research based instruction among students of English departments will presents the opportunity to be heard their own awareness about their own learning experience. As Wittrock (1986, p. 128) assumes that research on students' thinking and functions as a mirror that can be used by both teachers and students to reflect upon their learning and teaching. The problem is what students do perceived about research based instruction in teaching literary criticism and what are the contributing factors that both hinder and help students learning the material through research based instruction. These have become the research questions of this research.

Considering all the pre exploration and supporting illustration above, this research will be conducted at English department students' academic year 2012/2013 exactly, the students

at 6<sup>th</sup> semester who experienced in research based instruction in teaching literary criticism.

This research would like to investigate what students' perceived on research based instruction and analyze the contributing factors that may both hinder and help students learning the material through research based instruction. The reason for choosing this topic is students' perception on research based instruction reveals about the students' perception of their teacher's attitude towards research based instruction. As perception is defined as the process of determining the meaning of what is sensed, it implies the ability to give meaning to stimuli (Ahmad & Aziz, 2009 p.21). Perception on the context of this research refers to the students' perception and what thoughts and personal opinion they have about research based instruction. This perception, will consequently, influences students' think and feel in learning behaviors. That is why students' perception may consider as a crucial aspect in teaching and learning process.

### ***Research question***

The following research studies about:

1. What do students perceive about research based instruction in teaching literary criticism?
2. What are the contributing factors that may both hinder and help students learning the material through research based instruction?

### ***Objectives***

1. To understand the important aspects in determining the effectiveness of research based instruction in teaching and learning process in criticism.
2. To find out students' perception on research based instruction.

3. To investigate about the contributing factors that may both hinder and help students perceive during the teaching and learning the material through this model of instruction.

### ***Significances***

The significances of this research are dealing with students, lecturers and following researcher. For the following researcher, this research may access or additional guideline as one of reference that will conduct a research in the same case or same topic. Equally important, it is advisable for lecturer to understand and develop their strategy in teaching and learning process. For the students by read also this paper, hopefully it can broaden their knowledge about research based instruction.

### ***Delimitation of Study***

This study limits only to investigate what students' perception in research based instruction in teaching literary criticism and this study will conduct in English Department students' academic year 2012/2013, letters and cultures faculty, the state university of Gorontalo or students in semester 6 takes literary criticism subject. This study also focuses on the contributing factors that both hinder and help students learning the material through research based instruction.