

The Effect of English Literature in Perfection of English Language Performance of Secondary Schools Students in North Kordofan State, Sudan

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Abstract: The current study was conducted in North Kordofan State during 2015-2016. The objectives of the study were to access the effect of using literature in the language classroom, to improve learners' language skills of secondary schools students. Study problem was the deterioration of secondary school student's level in English language. The primary data were collected via structured questionnaire distributed randomly to 60 teachers of long teaching careers. Descriptive statistic was used for data analysis, and results presentation. Study found that, the using of English literature in classroom helps secondary schools students better understanding of other cultures (73.1%), the use of English literature improved students English language levels (67.3%), the effectiveness of using English literature in classroom, develop excellent opportunities to express themselves in (63.5%). Study recommended Federal ministry of education should have to include literature in curriculum of secondary school.

Keywords: English literature, writing skills, other cultures, North Kordofan.

INTRODUCTION

Most of students of secondary schools were incapable to speak English well, to improve students speaking ability English literatures practice, diversity of topics and cultures, and enriches student's vocabulary. According to the Oxford Advanced Learners Dictionary which 2 defines Literature (2005:751):

1. Pieces of writing that are valued as work of art, especially novels, plays, and poems (in contrast to technical books, and news papers, magazines, etc.): to read/ study French literature, great works of literature.

2. Pieces of written or printed information on a particular subject: I have read all the available literature on keeping rabbits. Sales / promotional literature.

Also, according to Cambridge Advanced Learners Dictionary defined literature as follow:

1. Written artistic works, especially those with a high and lasting artistic value. Classical / modern literature.” Wuthering Heights is a classic of English.
2. All the information relating to a subject, especially information written by specialists.
3. Printed material published by a company products or service.
4. Materials that an organization published in order to persuade people to agree with its opinions:

Using literature in the language classroom the issues Lazar (1993:1) stated that (*in this section we think about some of the possible ways of defining literature. This enables us to focus on some of the implications of using literature with the language learner.* Literature could be said to be a sort of disciplined technique for arousing certain emotions. (Murdoch 1978). Great literature is simply language charged with meaning to the utmost possible degree. Pound (Part II).The Formalists technical focus led them to treat literature as a special use of language which achieves its distinctness by deviating from and distorting practical language, Selden (1989:9-10).If I pore over the railway timetable not to discover a train connection but to stimulate in myself general reflection on the speed and complexity of modern existence, then I might be said to be reading it as literature. (Eagleton, 1983).Literature is the question minus the answer (Roland Barthes, New York Times, 1978). It has been argued that poetry has possibly an even more indirect link with the real world, since it creates its meaning by an orientation towards language itself. (Widows, 1984). Dias and Hay hoe (1988) point out that it is precisely the role of reading in the cat of reading that has not been sufficiently and properly addressed. Reader – Response addresses this problem by making the learner’s active participant in the learning process” (Davies and Stratton, 1984).

MATERIALS AND METHODS

To accomplish the objectives of the study, both secondary and primary data were collected using various tools. Survey questionnaire was conducted to collect field primary data. Study carried through testing the sample of English language long careers teachers in secondary school in North Kordofan State. Study sample was sixty teachers. Descriptive statistic was used for data

analysis and results presentation. Study was an evaluation of using literature to improve English language.

RESULTS AND DISCUSSION

Table (1) showed that 63.5% of respondents strongly agreed that the using of literature in the classroom improves students language, 30.8% agreed, 3.8% were not sure and 1.9% disagreed.

Table (1) using literature in classroom

Response	Frequency	Percent
Strongly	33	63.5
Agree	16	30.8
Not sure	2	3.8
Disagree	1	1.9
Total	52	100

Study Survey 2016

Table (2) showed that using literature reading introduced profound range of vocabulary, dialogues and prose, 61.5% were strongly agreed, 34.6% were agreed, 1.9% were not sure, and 1.9% were disagreed.

Table (2) reading literature introduces profound range of vocabulary, dialogue and prose

Response	Frequency	Percent
Strongly	33	61.5
Agree	18	34.6
Not sure	1	1.9
Disagree	1	1.9
Total	52	100

Study Survey 2016

In table (3) showed the use literature in classroom; 73.1% were strongly agreed that reading literature introduces profound range of vocabulary, dialogue and prose 23.1% were agreed, 3.8% were not sure.

Table (3) the use of literature in classroom helps students understanding of other cultures

Response	Frequency	Percent
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Strongly	33	61.5
Agree	18	34.6
Not sure	1	1.9
Disagree	1	1.9
Total	52	100

Study Survey 2016

In table (4) showed that literature can be powerful source of writing; (26.0%) were strongly agreed, (53.0%) were agreed, (7.7%) were not sure, and (7.7%) were disagreed.

Table (4) literature can be a powerful source of writing

Response	Frequency	Percent
Strongly	14	26.9
Agree	28	53.8
Not sure	4	7.7
Disagree	4	7.7
Total	50	100

Study Survey 2016

CONCLUSION

The study concluded that, using literature in classroom had crucial role and promoting, encouraging factor for secondary students reading introduces profound range of vocabulary, dialogue, and prose, helps students understanding other cultures, and proving a powerful source of writing skills.

RECOMMENDATIONS

1. Federal ministry of education should have to submit literature in curriculum of secondary school.

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