

ELT ANALYSIS THROUGH LITERARY WORKS APPRECIATION

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ABSTRACT

Literary works appreciation can be effectively used to master language competency beside as a means of intercultural understanding. The problem is, not every secondary school's teacher realizes it. That is why the writer intended to analyse the teachers' teaching of English through learning of the literary works appreciation at the senior high school. It was a case study with teachers of English as the subjects. The research object was the literary works appreciation learning process. The data were gathered by in-depth interviewing and documentation to analyse by using McDonough & McDonough model. This study found: there was only one teacher who developed literary works appreciation, it needed 4 meetings with 90 minutes for each, the learning materials were facilitated by the teacher, there was only one compulsory book to learn, i.e "Lorna and John", and the activity aimed at assessing the learners' speaking competence. The writer recommended: all teachers should teach literary works appreciation, develop learners' appreciative behavior towards English literary works as a vehicle of adapting cultural discrepancies among foreigners, and schools should provide adequate English literary works.

Key words: ELT, literary works, appreciation

ABSTRAK

Pembelajaran bahasa Inggris komunikatif melalui apresiasi karya sastra saat ini dipandang efektif untuk penguasaan kompetensi berbahasa selain sebagai sarana untuk menjembatani kesenjangan budaya antarbangsa. Masalahnya, belum semua guru di sekolah menengah menyadarinya. Oleh sebab itu, penelitian studi kasus ini bertujuan menganalisis pengajaran bahasa Inggris melalui kegiatan apresiasi karya sastra di SMA. Subjeknya adalah guru bahasa Inggris SMA 8 Yogyakarta. Objeknya adalah proses pembelajaran bahasa Inggris. Data penelitian ini berupa hasil wawancara mendalam dan dokumentasi. Analisis datanya menggunakan model McDonough & McDonough. Hasil penelitian menunjukkan: hanya ada seorang guru yang mengembangkan kemampuan berbahasa melalui kegiatan apresiasi karya sastra, waktu pembelajarannya 4 kali tatap muka (@ 90 menit), materi disediakan oleh guru, hanya ada satu buku yang wajib dikembangkan, yaitu "Lorna and John", dan penilaiannya ditujukan untuk menilai kecakapan berbicara. Rekomendasi penelitian

ini adalah apresiasi karya sastra hendaknya diajarkan di SMA, semua guru hendaknya berkomitmen mengembangkan sikap apresiatif siswa terhadap karya sastra melalui pengembangan keterampilan berbahasa, dan sekolah menyediakan berbagai karya sastra berbahasa Inggris terutama hasil karya pengarang dunia.

Kata kunci: *Pembelajaran, karya sastra, apresiasi*

1. Introduction

The teaching of English as a foreign language (EFL) in Indonesia has been currently developed paralelly with the development of science and technology. The widespread need considerable pressure on the educational starategy. Problems relating to the teaching of English as a foreign language (TEFL), so far, have made the teachers realize that teaching is not simply related to grammar, but also relates to the communicative interaction between people involved in it. In fact, EFL teaching by developing grammar rules (Structuralism) as suggested by Chomsky (which was implemented at any graders until the 1980s) has proven less-effective, by the existence of knowledge on complicated interaction resulted by analysis and pragmatics commonly occurred within conversation (Byram and Fleming, 1998 : 11). This thought, then, referred to renew language teaching methods and English language teaching (ELT) curriculum.

Today's ELT teachers should be responsive to the global needs and realize that language is not the same as an exact science that should not be developed interactively and pragmatically. But factually, most teachers rarely place their learners as the subjects within their learning process (Hermayawati, 2004: 157). Meanwhile, as language is a means of pragmatic communication (Interactionalism view) and stimulus-response activities (Behaviorism), it should be taught in use (communicatively). Language can also bridge cultural gaps among the users' community. In connection with such concepts, Garner (2005: 99) said that culture,

continuity, and change are most gainfully learnt not as linguistic phenomena in the narrow sense, but as ecological processes within the broad and multi-disciplinary study of human sociality, including the teaching of English through literary works for the sake of language acquisition or speakers' culture development.

Intercultural understanding through language teaching among the nations in the world can bridge the existing cultural gap. This means that language as a part of nation's culture can be used as an alternative approach to develop learners' proficiency, since English is a lingua franca. The problem is, not all teachers understand the nature of English teaching (Nurkamto, 2000 & 2003; Hermayawati, 2007) including the use of various literary works as a means of improving communicative competence in its learning process. It needs actualizing, by remembering on the phenomenon of the Indonesian community's low interest in reading (Ismail, 2002: 1). These problems encouraged the writer to investigate ELT process in SMA 8 Yogyakarta as one of the leading schools in Yogyakarta that should have carried out various teaching strategies including through that way.

The data analysis focused on the five variables, namely: the used syllabus model, the applied learning method, reading materials to be taught, the role of teachers and learners in learning, and learning evaluation to be done, since those aspects are directly related to the improvement of communicative competence through the activity of literary works appreciation. The results of this study, then, can be

used as a reference of teaching English through the same way at other schools. The result is expected to be useful for: (1) teachers of English, as the basis for the development of teaching knowledge, (2) the principal, to design the next teaching policies; (3) other researchers, as a study reference material.

To gain the results' accountability, the writer referred various theories and previous relevant research, namely communicative competence, the nature of ELT, language learning using the current curriculum, learning design, literary works appreciation and relevant research' findings. The concepts are illustrated as follows.

Communicative competence is, in this case, competence-based language teaching (CBLT) while competence-based language learning (CBLL) is based on the concept of competency-based education (CBE). CBE is the educational activities that focus on the achievement of outputs or learning outcomes in the form of language competence. CBLT is the application of the principles of CBE in language learning (Richards & Rodgers, 2001: 141-142). Learning focus on learners' language competence and problem solving-based enable them to solve their life problems that can not be separated from the global cultural

development by means of language acquisition as a part of human culture system (Linton, 1936: 82-87) as illustrated at Figure 1.

ELT curriculum at all levels of education develop four types of language competence, namely: (1) basic competence (skills to maintain and develop integrity and self-improvement), (2) general competence (skills, intellectual skills, social, psychomotor that can support learner's profession and his life), (3) the professional-academic competence (ability to apply and develop the knowledge, principles, rules, and theories in the profession and life, and (4) professional competence (skills perform tasks according to professional standards). Figure 2 shows the general components of competence in teaching and learning process (Sukmadinata, 2003: 2), including the technical assessment process using a portfolio system.

The current curriculum (also the Competence-Based and/or the 2004 Curriculum) emphasizes learning progress or a process, not only the final result. Learners' performance (in the form of knowledge, skills, learning processes, their environment's adaptation and the science needed) is conditioned on an ongoing basis. So, the results are expected to bear the values, attitudes, and appreciation for the en-

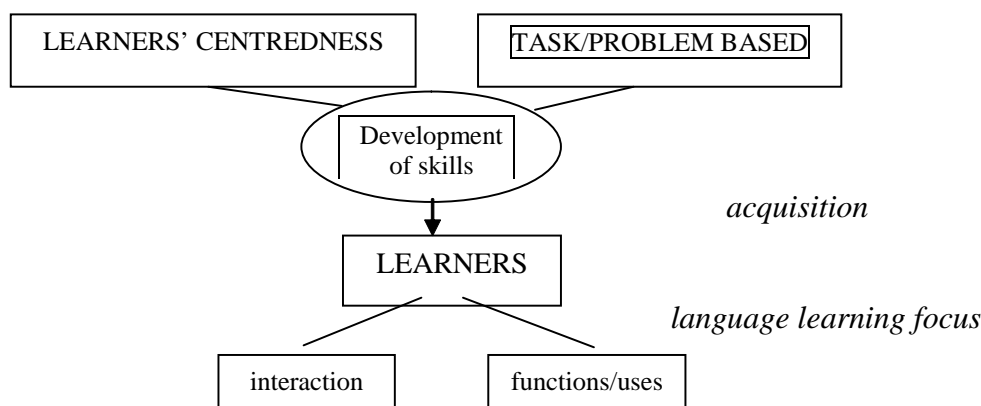


Figure 1. Cultural model of learning foreign languages in the West (Byram dan Fleming, 1998: 103)

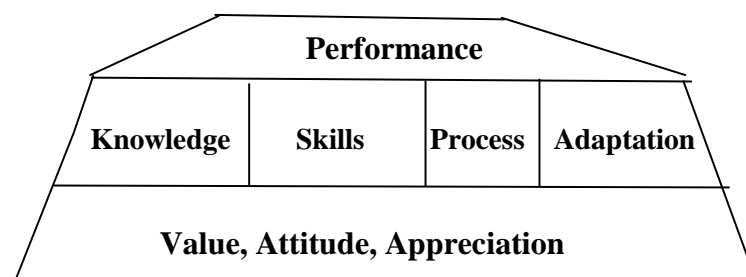


Figure 2. Components of Competence (Sukmadinata, 2003: 2)

vironment and science being learned. If the CBC (Competence-Based Curriculum) implementation embed the teaching of literary works as ELT materials, it will greatly support the learner's achievement of communicative competence more effectively and efficiently.

The word "learn" means trying to gain intelligence or knowledge or a process, method, learning activities (Depdiknas, 2005: 17). The word "learning" is always associated with the word "teaching". The word "learning" and "teaching" involves the process of making those living or studying. The term "language learning (involves a conscious process) in this research is also defined as "language acquisition (a sub-conscious process)" that produces the system or knowledge of the language (Krashen, 1982: 10). Learners can be both aware and unaware toward the language system and can use it in the real life.

The term 'language learning' in this study closely related to ELT. Language teaching (LT) is always associated with its role in a community, because the language has a different role in a region, based on its users. The difference here, is the role of the learners' background to learn a language (Richards, 2001: 4). LT considers educational aspects relevant to the community's needs. The real problems appeared in a society will affect the policy in language learning, such as: (1) whether a language is taught in elementary or secondary levels, (2) time allocation of learning, and (3) whether a

language is taught to all or only certain learners in the school's system.

English teaching in the world is categorized into six levels, i.e. true beginner, "false" beginner, lower intermediate, intermediate, upper intermediate, and advanced (Bailey, 2005: 30). In Indonesia, it is treated as a foreign language (EFL), for the first language (L1) is regional languages and the second language (L2) is *Bahasa Indonesia*, the national language. TEFL is categorized into levels of: preparatory, elementary, pre-intermediate, intermediate, pre-advanced and advanced, based on the levels of learning content from easy to difficult, unfamiliar to familiar, and immediate use to later use (Madya, 2003: 6).

Teaching principles according to the current curriculum (including the 2004, the Competence-Based, and the Education Unit Level Curriculum) at all education levels, are directed on competence's development which emphasizes the mastery of competency, performance, proficiency, skill and ability; prioritizes the application, practice, problem solving, and creativity; using the theory to support the practice; and using the Bloom's cognitive domains. Referring to the achieved competence dimensions, the learners' learning experience should involve cognitive learning (i.e. memorizing, comprehending, applying, analyzing, synthesizing, and assessing), affective, and psychomotor (Mukminan, 2003: 14; Sukmadinata, 2003: 1). The proficiency development has been, so

far, explicitly suggested by the current curriculum. This means that either curriculum's designers or teachers should consider the pragmatic competence development referring to literary works appreciation.

Designing an effective language learning program involves needs' analysis, ELT syllabus, learning methods, the role of teachers and learners, and evaluation. Needs analysis is a discrepancy between the actual phenomenon and desired conditions (Gall et al., 2003: 557; Cohen et al., 2000: 390) or facts' finding (McDonough & McDonough, 1997: 215). Needs analysis is beneficial to identify qualification of learners' groups expected to learn the target language. Learners' groups were, then, placed at the appropriate level of competence during the learning process. Such procedure requires: (1) interviewing with language learners to gain perceptions about the main difficulties in the language being studied, (2) interviewing with teachers, and (3) observing about the learners' skills level in understanding the material and their learning difficulties (Richards, 2001: 6-7). It is also used to base curriculum and/or syllabus designing that can be used to identify: learners' learning needs, availability requirements of the program, learners' learning outcomes and weaknesses, information on the needs of progress, and determine the existing deficiencies in achieving the learning's goals.

Syllabus is an outline of topics to be covered in a single course or graded. It is also defined as a specification of the work to be covered over a period of time with a starting point and a final goal, the specific plan of tasks for one period of time that begins and ends appropriately to the purpose (Oliva, 1982: 495; Cunningsworth, 2003: 54-55). Syllabus is specified into content-based, structural and functional, situational and topic-based. Content-based syllabus (ideally used at secondary schools) combines all of the above factors within the learning materials that refer to the

users' needs. Syllabus content must be designed by the teachers and actually does not need the help of others (McDonough & McDonough, 1997: 215) but in fact, syllabus is often made by experts or syllabus developers because of their inability to design it. It is explicitly related to language courses will be taught (not about the program obtained by the learners) and should include a series of the expected outcomes.

Teaching's method is presentation of the overall plan of materials performed in a sequence and in a harmony with the established approach of learning. Teaching method, syllabus design, and objectives' formulation have interdependence as human understanding of the psycholinguistic, interactional, and linguistic content of the process that is essentially cognitive. The process of teaching activities listed in the syllabus is treated as a rationale for selecting appropriate teaching techniques and learning experiences. Theoretically teaching techniques must be accountable. It means that the selected teaching techniques must be able to achieve the specific target objectives.

ELT involves both teacher and learners roles. The roles emphasize the characteristics of interaction in the language classroom with certain learning methods. In applying a method, a teacher can act as a leader, counselor, or model, implementer of monitoring learning, responsible the content of teaching, and developer of interactional patterns between teacher and learners. The learners' role in individual learning are planning their own learning program, monitoring and evaluating their own learning progress, learning by interacting with other learners, being tutor of other learners, and learning from teachers, other learners, and other sources (Richards & Rodgers, 2001: 27-28).

Teaching process needs evaluation, for it is used as a process to measure both learners achievement and the success of their learning objectives (Gage & Berliner, 1984: 656; Gall

et al., 2003: 542). Evaluation relates to success of the learners' learning process (Gronlund, 1978: 54). In this study, evaluation was conducted authentically, i.e. based on the assessment of learners' interactional communicative ability in the classroom, particularly those related to their learning activities through literary works appreciation.

Literary works appreciation involves

community cultural appreciation products. Culture is one way of doing things and it is characteristic of a community, while the community formed through previous community's cultural heritage (Lado as quoted by Valdes, 1996: 52). Figure 3 illustrates the relationship between learners and cultural knowledge communication in language learning (Byram and Fleming, 1998: 2).

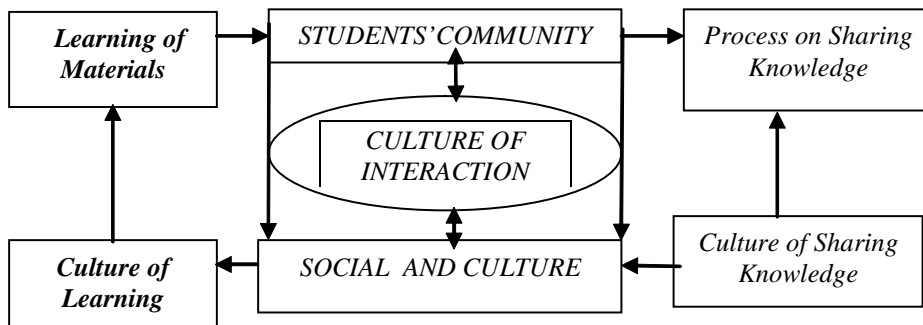


Figure 3. Relations between Student and Cultural Knowledge Communication in Language Learning (Byram and Fleming, 1998: 99)

The existence of a learner's learning community culture was due to cross-cultural merging of hereditary (diffusion of social heredity) that can affect his learning ethos. If he has good motivation, it possibly because of the goodness of his diffusion influence of the social environment, and the existence of 'his filters' to

resist the bad cultural environment. Therefore, it can be affirmed that the teaching of various cultures will form a broad-minded person, so that learners will be able to adapt to their environment, either in small or large scale. Figure 4 shows the culture development process according Linton's view (1936: 82-87).

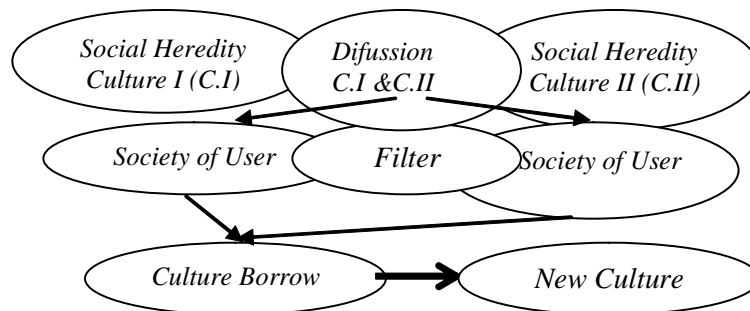


Figure 4. Culture Development Process (Linton, 1936: 82-87)

The quality of learning's outcomes was not significantly dependent on the teacher, although the existence of teachers are still needed, especially as a motivator and facilitator for their learners (Soedijarto 1993). Actual learning outcomes are influenced by intrinsic and extrinsic factors that may affect the learning outcomes. It is proved by the condition of the Indonesian nation that according to Ismail (2002: 1-3), is a nation who blinds in reading and writing. It is due to the people's bad motivation, the lack of attention of government and education stakeholders in dealing with the teaching of literature as a communication bridge of cultural interaction among the nations. This condition results low cultural insights of the Indonesian nation for the low of community interest in reading literary works, including the teaching of literatures and writing skill's improvement at schools.

Learner's intake of English supported by the habit of appreciating English literary works will strengthen the understanding of other cultures' community of nations, and will develop learners' communicative competence of English. Figure 5 depicts the research' rationale.

2. Research Methods

This research was conducted at SMA 8 Yogyakarta by using qualitative case study approach. A case study is a study of the shape of any individual or group, such as: children, classroom, school, community. It illustrates examples of actual human beings in perform-

ing activities that enable the reader to understand them clearly because of theory or principles used in the study are presented synergistic, both with the findings and ideas of researchers (Cohen, et al., 2000: 181-183).

Characteristics of a case study are: (1) observing special events widely and clearly, (2) narrative study, (3) description of the analysis are presented in synergy with actual events, (4) studies concerning with the role of individuals or groups and efforts to understand their perceptions of events in the vicinity, (5) highlighting the special events relevant to the case, (6) researchers involved in the underreviewed case, (7) reporting the case breadth of the study (Nunan, 1992; Gall, et al., 2003 ; McDonough & McDonough,1997). In this case, the writer involved four English teachers worked for SMA 8 Yogyakarta as the key subjects.

Instruments of this study were as follows: (1) researchers as a means of data collection, (2) observation especially in the teaching of literature, (3) documentation, such as teachers and administration literature textbooks, and (4) in-depth interviews mainly focused on the teaching of English literary works. The gathered data was identified and categorized appropriately with the problems being examined, and then analyzed by using McDonough & McDonough model (1997: 118). After being analysed, each focus was interpreted and then concluded as the research' findings.

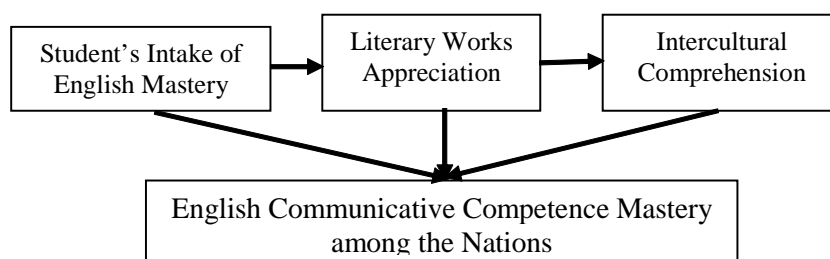


Figure 5. Research' Rationale

3. Results and Discussion

It is previously stated that the writer actually involved four English teachers existed at SMA 8 Yogyakarta as the key subjects. But in fact, only a teacher, namely Teacher Sw who had made use of English literary works as her teaching materials for the eleventh graders. She taught it in the form of drama play. Based on the understudied problems, this study results the findings as follows.

First, is finding related to ELT syllabus of literary works appreciation. Teacher Sw said that the current syllabus design did not access literary works appreciation at all. The syllabus which was designed by English teachers association (not by the teacher) only listed teaching materials that developed language skills and language knowledge. The only teaching materials existed in the syllabus was the theme of "Art and Culture". Based on the suggested theme, Teacher Sw currently developed integrated language skills by making use of an English literary work entitled "Lorna and John" (A drama play about gender's relationship) written by Wolker David in 1982. She asked her eleventh graders to read, to discuss and to develop the given discourse content for the reason that the current curriculum (both the 2004 and the Education Unit Level Curriculum) explicitly recommended the development of educational domains, i.e. cognitive, affective, and psychomotor.

Second, is finding connected with teaching methodology of literary works appreciation. According to Teacher Sw, "Lorna and John" drama depicts Australian culture that was necessary learned by the teenagers (including her learners) both for the sake of cultural knowledge understanding and cultural adaptation. The drama roleplaying needed four meetings, with 90 minutes for each. The learning procedure was, firstly, the learners were asked to study the drama textbook content, then to discuss grouply, as concepted in reading skill improvement. In the next meeting, part of the

appointed learners were asked to play the roles grouply while some others were acting as participants and commentators who criticized both the actors' language competence mastery and their performance in general.

Third, is finding connected with the suggested reading materials. The suggested learning materials, whether in the form of handouts or even the drama book were provided by the teacher. Learners were sometimes suggested to sing, to play some roles, to learn the given materials individually and to discuss the implied messages within the texts in groups. According to Teacher Sw, the handout's materials were usually used to teach reading skills and were taken from authentic sources such as magazines, "The Jakarta Post" newspapers, and internet. In holding literary works appreciation (by the time of this research being conducted), Sw asked her learners to copy the suggested materials to learn, to discuss and finally to play in groups.

Fourth, is finding related to the roles of teacher and learners. In the implementation of literary works appreciation, the teacher mainly functioned as a: (1) facilitator, by providing learning materials to comprehend by the learners, (2) motivator of the learners learning activities, (3) passive participant by observing all of the learners' learning activities, (4) evaluators of the learners' language skills mastery and performance which involved the three learning aspects, i.e. cognitive, affective, and psychomotor.

Fifth, is finding related to learning evaluation on literature works appreciation. In this case, the teacher conducted evaluation authentically, namely by collecting informations related to the results of ongoing learning activities during the learning process. According to Teacher Sw, the role-playing activities as mentioned above mainly aimed at habitualizing her learners to use English naturally. The speech activities were, therefore, mainly assessed by considering the learners' language perfor-

mance, speech's fluency and pronunciation accuracy. In other words, to assess the learners learning achievements the teacher appreciated her learners who acted as active participants and criticized the running of dramatization.

To my mind, activities of literary works appreciation in the form of actualizing role-playing not only can be used to assess speaking skills, but also has several other advantages. First, literary works appreciation activities can develop some language skills and vocabulary integratedly, such as understanding (e.g. the scenarios or manuscripts), writing (e.g. a synopsis), listening (e.g. to the speeches' partner), and speaking (e.g. when playing the actor's role). Second, role-playing activities can develop three domains of learning at the same time. The cognitive domain develops by the time of understanding the learning materials, affective domain develops by the time of doing interaction, and psychomotor aspect develops when using body language and pronouncing the words stress dynamically, commonly done on drama play. Third, language learning through literary works appreciation can also be used as a means of teaching English effectively and efficiently. Additionally, learners also gain knowledge about the culture of other nations, which may be useful for bridging the appeared cultural gaps of discrepancy (Valdes, 1996: 137). Nevertheless, there are some constraints in holding ELT through that way, namely the limited time availability and the less-provision of reading materials in the schools' libraries.

Beside the above written findings, it was also found that Teacher P stated his reasons of not teaching literary works as one of his reading materials because of the existence of the current curriculum (Curriculum 2004) that its implementation was considered confusing. He stated that the curriculum was not consistently implemented. It should use the evaluation of learners' daily performance, which must focus

on the process, not outcomes (Gronlund, 1978). In fact, until today such a standardized evaluation like regional achievement test, national examination, and state's universities national entrance test are considered as the filter to promote the learners to the next grade of education. Therefore, although very beneficial, ELT in such a way has been still difficult to do, because of the above written problems. As long as such standardized tests are continually implemented, the orientation of teachers' teaching will certainly lead to the final learning achievement. As a result, learning of language competence is difficult to optimize, moreover, through literary works appreciation. This has proven at the teaching of English at SMA 8 Yogyakarta, one of the reputable high schools in Yogyakarta that must be a model of education for other schools.

4. Conclusions, Implications, and Suggestions

The above described findings can be summarized as follows. First, ELT process conducted at SMA 8 Yogyakarta (as the research's site) had implemented the suggested curriculum but all teachers had not designed their own teaching syllabus. Besides not all teachers implemented it consequently. Not all teachers used the current syllabus (designed by English teachers' association) consistently, except Teacher Sw, the only teacher who had creatively developed the current curriculum including the teaching of literary works, although it was less optimal. The syllabus model used in this school was Competency-based Syllabus. It was appropriately with the demands of content's standard of today's ELT's concept.

Second, the teaching and learning process and learning methodology. According to the current curriculum (as listed in the standard of competency of Education Unit Level Curriculum), ELT in secondary levels lead the learners to be able to use English in their real life communication. English proficiency is re-

flected in their speech performance through literary works appreciation activities, roleplaying, or as a critical participant.

Thirdly, learning and suggested reading materials that had been emphasized. In accordance with the used syllabus type, the teaching materials did not focus on discussing the given themes, but on the language skills mastery, either integratedly or isolatedly. The language elements development, namely structure, vocabulary, pronunciation, spelling and language skills were taught in unity with the three learning domains, i.e. cognitive, affective, and psychomotor activities that were actualized in the form of roleplaying.

Fourth, the role of teachers and learners in obtaining teaching and learning experiences. In this case study, the observed teacher functioned as a facilitator of learning, delivering tasks, guiding the implementation of tasks, learning motivator, activities controller, and evaluator of the learning process and learners' learning outcomes. The learners' role was to

carry out all tasks assigned by their teacher.

These research findings imply that teachers need fully realizing on their roles and responsibilities as 'life models' for their learners. There are three aspects that should be attentively done in their today's teaching process, namely: (1) teachers' competencies in developing language skills; (2) the existence of ELT syllabus and teachers' abilities in designing and developing syllabus, and (3) teachers' creativities in providing ELT materials. Those three cases indicate teachers' professionalism.

Referring to the research findings, the writer recommends as follows: (1) ELT through literary works appreciation activities should be done by all teachers for any graders appropriately with their competency levels; (2) teachers should commit to develop learners' appreciative attitudes towards English literary works through their learning activities; (3) there should be adequate sources of literary works provision, mainly written by the world's great authors.

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