

**MODUL INTRODUCTION TO LITERATURE
(PBI 321)**



Universitas
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TEACHING SPEAKING THROUGH LITERATURE

A. Learning Objectives

After completing this course, students are expected to be able to teach English especially speaking skill by using literature.

B. Explanation

The role of literature in English language teaching as a component and source of authentic text of language curriculum has gaining momentum. Teaching language using literary text means acquisition of a language is more use-focused rather than form-focused. Furthermore, J.Collie says that to truly know a language, you must know something of the literature of a language. Unfortunately, in real situation students who still in school period whether Junior or Senior High School cannot speak in English well.

The study of literature in a language class, though being mainly associated with reading and writing, can play an equally meaningful role in teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, pantomiming, reenactment, discussion, and group activities may center on a work of literature. Language teachers can make listening comprehension and pronunciation interesting, motivating and contextualized at the upper levels, playing a recording or video of a literary work, or reading literature aloud themselves. Having students read literature aloud contributes to developing speaking as well as listening ability. Moreover, it also leads to improving pronunciation. Pronunciation may be the focus before, during, and / or after the reading.

Needless to say, literature-based dramatic activities are valuable for ESL / EFL. They facilitate and accelerate development of the oral skills since they motivate students to achieve a clearer comprehension of a work's plot and a deeper

comprehension and awareness of its characters. Though drama in the classroom can assume many forms, there are three main types, which are dramatization, role-playing, and improvisation. Dramatization requires classroom performance of scripted materials. Students can make up their own scripts for short stories or sections of novels, adapting them as closely as possible to the real text. Based on the story, they must guess what the characters would say and how they would say it. Scripts written by students are also probable with plays.

Another activity in the classroom, making each student responsible for facts and ideas to be contributed and discussed, group activities stimulates total participation. All students are involved and the participation is multidirectional. When teaching English through literature, some of the group activities used in language classroom are general class discussion, small-group work, panel discussions, and debates. All of these group activities both develop the speaking abilities of the students and give importance to pronunciation practice. Teachers indicate pronunciation errors of the students during the act of such activities so as to correct such errors (Stern 1991:337).

However, Brown (2001) mentioned that there are four problems in speaking skill, those are:

(1) Inhibition

in real situation they warned about making mistakes, fearful of criticism, and simply shy in getting attention of their speech

(2) Have nothing to say occurs

there's no motivation in expressing the idea and also boredom

(3) Low or uneven participation

learners do not have much time to practice the speaking

(4) Mother tongue use happens

they are the vernaculars or Bahasa then it makes English considered as the foreign language and it does not use daily in society.

Therefore, teacher must improve their teaching and adjust it to students' desire. One of ways in doing so is by developing the teaching materials. The use of authentic literature seems to be appropriate for the developing material in teaching

speaking . Taken from the journal belongs to Patki (2013) entitled “Development of Speaking Skills through Authentic Literature”, He states that there are three appropriate materials in teaching speaking by using authentic literature, those are:

a. Prose

- stories is very effective in teaching speaking as it is very interactive
- stories enrich students’ visual imagination and creativity
- the students become more confidence in delivering their thoughts
- when they see their story are got attention, valued, recognized, and heard with interest, it gives them confident to stand
- it can be concluded that stories assist students to build up an overall personality of students as they are connected to the society directly, improving their communication.

b. Poetry

- poetry is such a sophisticated literacy tool that it works on the moods and emotions of the students
- through poetry the students are able to express and deliver their point of view without concerning on grammatical accuracy
- through poetry the students are facilitated with awareness of pronunciation, intonation, sentences flow
- they also practice their specific language structures such as phrases, idioms, work order, and verb tense
- it creates an atmosphere for students to get involve in discussion, so it absolutely enrich their confidence in speaking fluently.

c. Drama

- through drama, it offers ways for students to have chances to respond to and express their individual thought and shared understanding of a text
- when students work in drama/ role play, they got the opportunity to use the language as it is used in real life
- gain confidence as when they act and assume roles and interact improvisation

- when they play drama they also play a certain roles which might be familiar for them, so that it brings out their inner potential to think deeply and express their ideas
- they are working on their imaginations, vocabulary, structure sentence, stress, intonation, and rhythm

I show you a research done by Fibri and Ririn (2012). In the research, the authentic literature that implemented in building students' speaking skill was a short story which is narrative text. Collon and Villa (1997) comment that storytelling helps EFL learners become more self-confident to express themselves spontaneously and creatively. In implementing the authentic literature, the teacher used three phases speaking activity, those are:

- Pre-activity
- Whilst activity
- Post activity

Pre Activity

- First, the teacher started the class activity by explaining to the students about the objective of the study they learnt.
- The teacher told that they were going to use authentic literature in form of narrative text that was short story as a supported material in teaching speaking skill.
- In that moment, the students seemed very enthusiast and excited.
- According to Butt (2005: 225) states that narrative is a special kind of story that is valued very highly in English- speaking cultures.
- Narrative are structured to be entertaining and to teach values.

Whilst activity

- there were three speaking activities which had done by the teacher.
- **In pre-speaking**, the teacher gave the authentic literature for the students then asked them to read it carefully.
- Through reading the authentic literature, the students were able to learn about the grammar, vocabulary and translation.

- These were supported by Liaw (2001) says that literary works provides additional material of grammar practice, vocabulary learning, and translation.
- Although reading and speaking are not intuitively close but from the explanation above can be seen that by reading students get some aspects which support them to improve their speaking skill.
- **In whilst-speaking**, after reading the short stories the students were asked to make performances, those are presentation for the second meeting activity and role play for the third meeting activity and there was no performances in first meeting but discussion in group.
- In making performances the students were asked to work in group so that they can practice their speaking skill with their friends in discussion.
- Through literary work settings, role relationships are predetermined and social context is taken into consideration, so it can be used for increasing the awareness of the students about language use, McKay (1982).
- Moreover, considering that they had discussion in making the performances, it is matched with Lazar (1993) which notes down that literature can be used as tool for creating opportunities for discussion, controversy, and critical thinking.
- Thus, by having those activities in whilst-speaking it exactly can be said that those were very helpful for students in practicing their speaking skill since they were given material to deliver.
- **In post-speaking**, the students were asked to perform their speaking activities, those were presentation in second meeting and role play in third meeting.

Post activity

- The teacher gave feedback towards students' performances and asked them to submit their paragraph of presentation and script or dialog of role play or drama.

C. Exercise

1. What are the problems faced by most students, based on Brown's perspective?

D. Answer Key

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E. References

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