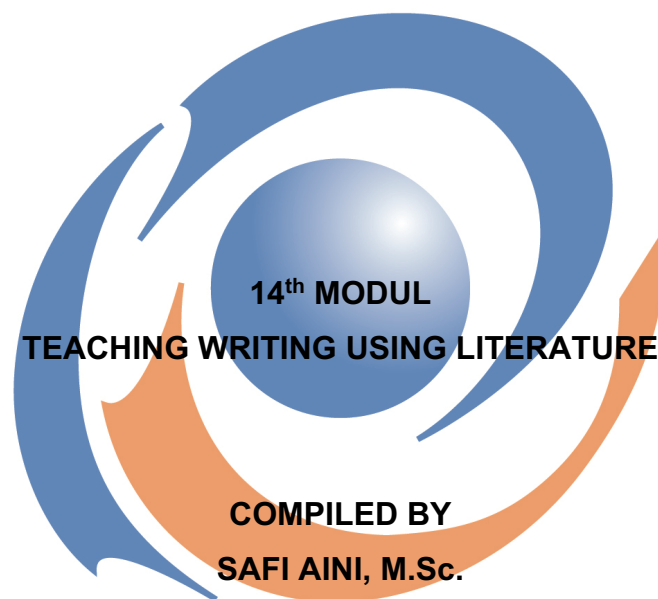


**MODUL INTRODUCTION TO LITERATURE
(PBI 321)**



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TEACHING WRITING USING LITERATURE

A. Learning Objectives

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

B. Explanation

There are three main kinds of writing activity that can be implemented in English teaching learning classroom based on literature, those are:

- **Controlled Writing:**

Controlled model-based exercises which are used mostly in beginning-level writing typically require rewriting passages in arbitrary ways to practice specific grammatical structures. For instance, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character's point of view.

- **Guided Writing:**

This activity corresponds to intermediate-level ESL / EFL. Students respond to a series of questions or complete sentences which, when put together, retell or sum up the model. In some cases, students complete the exercise after they receive the first few sentences or the topic sentence of a summary, paraphrase, or description. Guided writing exercises, especially at the literal level, enable students to comprehend the work. Model approach and scenario approach are very beneficial in this respect.

- **Reproducing the Model:**

This activity comprises techniques like paraphrase, summary, and adaptation. These techniques are very beneficial ESL / EFL writing exercises.

- **In paraphrasing**, students are required to use their own words to rephrase the things that they see in print or hear aloud. Since paraphrase coincides with the students' trying to make sense of the poem, it is a strikingly useful tool with poetry.
- **Summary** work goes well with realistic short stories and plays, where events normally follow a chronological order and have concrete elements like plot, setting, and character to guide student writing.
- **Adaptation** requires rewriting prose fiction into dialog or, reversely, rewriting a play or a scene into narrative. This activity enables students to be aware of the variations between written and spoken English (Stern 1991:333).

Literature as Subject Matter for Writing

Finding appropriate material for writing class is sometimes difficult for composition teachers since writing has no subject matter of its own. One benefit of having literature as the reading content of a composition course is that the readings become the subject matter for compositions. In a composition course whose reading content is literature, students make inferences, formulate their own ideas, and look closely at a text for evidence to support generalizations. Thus, they learn how to think creatively, freely and critically.

There are mainly two kinds of writing based on literature as subject matter: writing "on or about" literature, and writing "out of " literature. These categories are suitable and useful for ESL / EFL.

- **Writing "On or About" Literature**

Writing "on or about literature" comprises the traditional assignments – written responses to questions, paragraph writing, in-class essays, and take-home compositions – in which students analyze the work or in which they speculate on literary devices and style.

Writing “on or about” can occur before students begin to read a work. The teacher generally discusses its theme or an issue it raises, and the students write about it with reference to their own life experience. This helps interest them in the work and makes them ready for reading and writing about it.

Most writing assignments done during as well as after the reading, however, derive from class discussion. They take many forms, such as questions to be answered, assertions to be debated, or topics to be expanded, discussion groups to be established.

- **Writing “Out of” Literature**

Writing “out of” literature means making use of a literary work as a springboard for composition - creative assignments developed around plot, characters, setting, theme, and figurative language. There are many forms of writing out of literature, such as *Adding to the Work*, *Changing the Work*, *Drama-Inspired Writing*, and *A Letter Addressed to Another Character*, etc.

Adding to the Work: This comprises writing imaginary episodes or sequels, or, in the case of drama, “filling in” scenes for off-stage actions that are only referred to in the dialog

Changing the Work: Students can make up their own endings by comparing the author’s ending to their own. Short stories can be rewritten in whole or in part from the point of view of a character versus a third person narrator or of a different character.

Drama-Inspired Writing: It is possible to derive drama-inspired writing activities from plays, short stories, novels, and sometimes poetry. The student steps into the consciousness of a character and writes about that character’s attitudes and feelings.

A Letter Addressed to Another Character: The student can write a letter to one of the characters, in which he / she gives the character personal advice about how to overcome a particular problem or situation (Stern 1991: 336)..

Another activity is Short story can be a powerful and motivating source for writing in ESL/EFL, both as a model and as subject matter. Short story as a model occurs when students' writing becomes closely similar to the original work or clearly imitates its content, theme, organization, and /or style.

However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. In accordance with this, Oster (1989, p. 85) affirms that literature helps students to write more creatively. Teachers can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency.

For example, if teachers bring to class *A Long Walk Home*, they can assign the following writing activities:

1. Write a dialogue between Jackson and his father that morning (paragraph one).
2. Paraphrase the last two paragraphs of the short story.
3. Write a book report or summarize the story in five to seven sentences, including the main character, setting, conflict, climax, and resolution.
4. Write one sentence on the theme of the story.
5. Write a paragraph to explain what you think Jackson has learned from that experience.
6. Write a review on the story.
7. Write an essay on what you like or dislike in the story.

Activities 1 and 2 are suitable for middle intermediate levels, while activities 3 and 4 for upper intermediate levels, and activities 5, 6 and 7 for advanced levels.

C. Exercise

1. Please, mention three main kinds of writing activity that can be implemented in English teaching learning classroom based on literature!
2. Please, mention two kinds of writing in which literature as subject matter!

D. Answer Key

1. There are three main kinds of writing activity that can be implemented in English teaching learning classroom based on literature, those are:

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- **Reproducing the Model:**

This activity comprises techniques like paraphrase, summary, and adaptation.

2. There are mainly two kinds of writing based on literature as subject matter: writing "on or about" literature, and writing "out of " literature.
 - **Writing "On or About" Literature**

Writing “on or about literature” comprises the traditional assignments – written responses to questions, paragraph writing, in-class essays, and take-home compositions – in which students analyze the work or in which they speculate on literary devices and style.

- **Writing “Out of” Literature**

Writing “out of” literature means making use of a literary work as a springboard for composition - creative assignments developed around plot, characters, setting, theme, and figurative language.



E. References

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