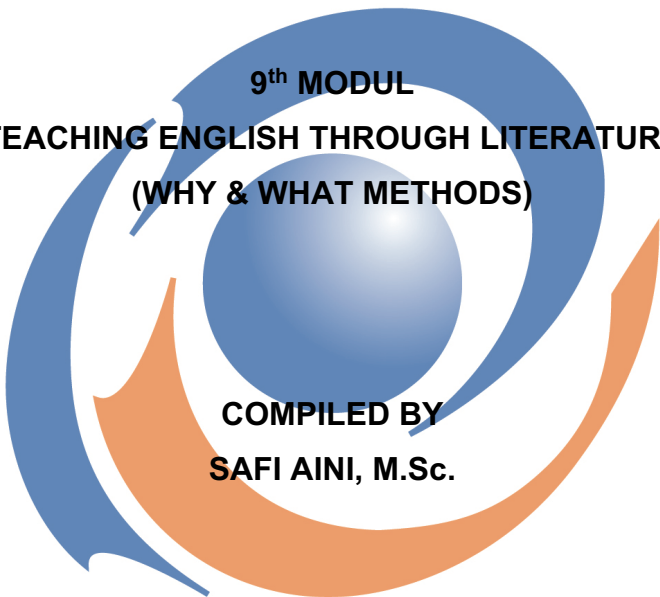


**MODUL INTRODUCTION TO LITERATURE  
(PBI 321)**



**9<sup>th</sup> MODUL  
TEACHING ENGLISH THROUGH LITERATURE  
(WHY & WHAT METHODS)**

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## **TEACHING ENGLISH THROUGH LITERATURE (WHY & WHAT METHODS)**

### **A. Learning Objectives**

After completing this course, students are expected to be able to identify, classify, and elaborate the theory of teaching English using literature: what methods that an English teacher may implement.

### **B. Explanation**

#### **Criteria for Selecting Suitable Literary Texts in Foreign Language Classes**

When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extralinguistic knowledge when it is meaningful and amusing. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well.

#### **Techniques and approaches in teaching English using literature**

Wu & Wu (2008) stated that the applying particular techniques and approach in teaching and learning literature such as student-centered activities, teaching and learning literature can be an enjoyable, exciting, and uplifting experience because the reading process provokes students' individual thoughts and interpretations. Thus, I give you some activities or methods that some English teachers did and these I took from an article written by Rohaniyah (2012) and by Salina, Ramlee, Othman (2012).

### **Rohaniyah (2012) used Small Group Discussion in teaching poetry**

Group discussion is one technique of cooperative learning that used by teachers in particular subjects. This method is proposed by Slavin. Slavin (1987) in Elliot et. al. (1996:355) stated that in an attempt to develop techniques designed to further cooperative learning, he proposed that students should work in small (four-member) groups of mixed ability, including one high achiever, two average achievers, and one low achiever.

Small group discussion is an effective technique of poetry class in comprehending poem because a group discussion consist only four to five students. In implementing cooperative learning techniques, teachers should explain the process and its purpose to their students. The cooperative learning process includes the discussion and sharing of ideas with students as active participants. Here, students should understand exactly what is expected of them during group activities and they need to have a thorough understanding of the topic at hand; otherwise, their misconceptions can inhibit learning. The teacher assigns students to groups which are formed prior to giving out assignments. Observations can help teachers know when and how to adjust group membership and group activities.

To arrange an effective discussion, the small group discussion session will be divided into three parts: (a) pre discussion activities, in which the teachers gives information about the techniques and steps of the discussion and the topic to discuss; (b) whilst discussion activities, in which the students do the small group discussion, report their own discussion, and present the result of their discussion to other groups or general discussion; and (c) post discussion activities, in which the teacher gives comments, corrections, clarifications on the poems discussed.

### **Advantages of Cooperative Learning Groups**

According to Roe et al. (1995), the advantages of implementing cooperative learning groups are: Firstly, it improves students' achievement, self-esteem, and social development. In cooperative learning groups, students

may help others students to improve their achievement. It also teaches students to work together as a team, and each members of group are responsible one another. These methods also emphasizes on interaction between students in socializing and sharing their knowledge, information, and opinion to the others.

Secondly, the students may have greater motivation to learn, more positive attitudes toward instruction and greater acceptance of student differences. It shows that cooperative learning groups may motivate students to learn and students have more interest to know more about the instruction. Other positive effects, students also learn how to accept different opinion of other students and how to appreciate or respect different opinion. This method also gives opportunity for the students in order to do the best individually or in groups.

Thirdly, it decreases on in dependence on the teacher. In learning, students can be independence learner. This activity can be student-centered activity. It means that students learn together in getting what they needs. Here, the role of teacher is only as a guide. He/she guides, monitors, and addresses the students to achieve the goal of learning in the class. This activity will give positive effects to students outside the classroom. The students may learn not only from the teacher but also from other students.

### **Disadvantages of Cooperative Learning Groups**

Besides the advantages of cooperative learning groups above, it also has some disadvantages. Roe et al. (1995) stated that cooperative learning groups is not always effective for particular subject. It can be difficult for the teacher in applying this method if the teacher does not know the procedures, rules, and steps of cooperative learning groups.

Roe et al. mentioned some disadvantages of cooperative learning groups. The first is the applying this method need much time. The teacher should provide the much time in order to make sure that the activity of students in group is in right track. The second is teacher may get difficulties to

monitor the activity in the groups and to evaluate the students' participating in group. The third, some gifted students may become frustrated when they are trying to explain material to less able students.

**Other approaches that English teachers may apply in their classes, based on Salina, Ramlee, Othman (2012).**

Carter, R. and Long (1991) stated that there are **three models** in the teaching of literature: (1) **The Cultural Model** which view literature as a teacher-centered and source of facts where teacher delegates knowledge and information to students, (2) **The Language Model** which allows teacher to employ strategies used in language teaching to deconstruct literary texts in order to serve specific linguistic goals, and (3) **The Personal Growth Model** where the focus is on a particular use of language in a text and in a specific cultural context. These models have been incorporated in various approaches in the teaching of literature. There are **six approaches** in the teaching of literature. They are the (1) **Language-Based Approach**, (2) **Paraphrastic Approach**, (3) **Information-Based Approach**, (4) **Personal-Response Approach**, (5) **Moral-Philosophical Approach**, and (6) **Stylistic Approach**.

The kinds of activities that the teacher can conduct based on those approaches are:

1. Language-Based approach
  - Group work
  - Language activities (cloze, jigsaw puzzle, prediction exercise)
  - Debate
  - Performance activities (drama, role play, poetry recital)
2. Paraphrastic Approach
  - Translation of text using L1
  - Retell story to students
  - Students read paraphrased noted in the workbook
  - Students retell story to the class
3. Information-Based Approach
  - Comprehension questions exercise
  - Lecture sessions

- Read notes from workbooks
- 4. Personal-Response Approach
  - Explain a text to students
  - Journal writing
  - Brainstorming sessions
  - Small group discussions
  - Writing about feelings or reactions towards an issue
- 5. Moral-Philosophical Approach
  - Reflective sessions
  - Discussions on moral dilemmas
  - Tell moral values to students
  - Conduct self-evaluation activities
- 6. Stylistic Approach
  - Identify linguistics features (vocabulary, tenses) in a text
  - Discuss different meanings of a text
  - Extract examples from a text describe a setting
  - Identify adjectives that describe a character



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### **C. Exercise**

1. What are the considerations the English teacher should take in choosing an effective material especially literature?

### **D. Answer Key**

1. When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extralinguistic knowledge when it is meaningful and amusing. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has to be considered as well.



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