

The Implementation of Literature in Class: The Reality of Implementing Literature Works in Senior High School

Shofia Kamal¹, Wahyu Indah Mala Rohmana², Arining Wibowo³

^{1,2}Universitas Islam Negeri Maulana Malik Ibrahim Malang

³Waskita Dharma University

Corresponding email: shofiashofi5@gmail.com

ABSTRACT

The cruciality of literary work implementation in language learning class is settled, so it is included in the senior high school curriculum as a mandatory lesson. It is essential, for many advantageous aspects in EFL classroom can be obtained from implementing it. This study aimed to know the effectiveness of using literature as material for senior high school students in learning English. The data from this study was collected from interviews and literature reviews in the form of qualitative descriptive research. Some points discussed in the interview are used as primary data. Those included the implementation of literature in senior high school in Indonesia in general and the aim of implementing it, ways to apply narrative in EFL class, the advantages aspects of using drama as literary work to teach EFL class, challenges and solutions of implementing it, the reasons why it is applied in certain levels of education in Indonesia, and literature work implementation in Indonesia's curriculum. The research showed how literary work is worth to be applied in senior high school English courses. In sum, implementing literature in the EFL teaching and learning process was beneficial and prime.

Keywords: Literary works; literature works; Senior High School; EFL

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INTRODUCTION

Infamous writings and plays such as Peter Pan and Romeo and Juliet are known for their unarguably captivating storyline. Those masterpieces are created by talented authors of literary works. Their opuses, in the form of literature, rush society with a more jollifying way to decipher meaningful parts of life. Therefore, we notice that literary work presents the eloquent side of language from its aesthetic perspective. Its beauty can entertain and be a pleasure for readers to keep reading it and enjoy its uniqueness. Amusing works can support English as a Foreign Language learners in Senior High Schools in Indonesia to enhance and improve their ability in English. Literary works can resuscitate students' motivation to learn

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English. They appear to be a tool that drives the language learning and teaching process to be more exciting, providing features that cannot be found in another type of text (Bobkina, 2014). Knowing the importance of literature in senior high school, there will be the result of interviewing Islamic Senior High School English teacher in Jembrana in Bali about the implementation of literature in class, ways to teach literature in class that relates to the mentioned learning and teaching procedure from the interview result, and some reasons why the student should not think the mandatory of literature implementation in class is trivial.

In fact, the advantages of using literary works in the classroom are ample in accordance to the interviewee's perspective. He mentioned that the kinds of literary work that were usually being taught in senior high school include narrative and song. Moreover, he defined literature as writings that have artistic value. Therefore, aspects from narrative and songs that possess aesthetic merit and are learned by students can be considered as the form of literature implementation work in class. Furthermore, points such as direct and indirect speech, stressed and unstressed sentences that involve intonation, the figure of speech, and certain expressions from characters' dialogue or monologue are literary works' aspects that are encapsulated in narrative and learned by students. In addition, aliteracy or repetitive words, phrases, sentences, or sound in the poem that is also used in a song, as well as the figure of speech in the song, are parts of literature that are enabled to be taught to students. However, even though course books can include material about direct and indirect speech or figure of speech or the other mentioned aspects of literary work's aspects, the authenticity of narrative and song provide distinct gist of language for communicative purposes. Additionally, it is authentic material for EFL students to learn about English usage in reality (Nanda et al., 2020). Also, literature works expose students to actual language usage in communication (Setyowati, 2017). Those show how literary work in general, can be used in a classroom. In sum, the originality of literary work holds the importance of English as a communication tool in society which is a crucial material that EFL students need to know. Thus, the aim of this study is to know the effectiveness of using literature as material for senior high school students in learning English. Therefore, this study is aimed to answer the following research question.

1. How is the reality of implementing literary works in senior high school?

METHOD

This paper is aimed to describe the reality of implementing literary works as material for Senior High School EFL classes. This research used qualitative descriptive as its research method. Moreover, the data on this research is gained from the interview and collecting information from other literature with similar topics. The interview is done by interviewing an English teacher from Islamic Senior High School in Jembrana in Bali. Thus, the context of this study is focused on teachers' perspectives on the implementation of literary work in class. Therefore, the result of this study included the way how teacher taught literary works in class as well as the difficulties of teaching it and ways to solve the difficulties.

FINDING AND DISCUSSION

The purposes of implementing literary works

Implementing literature in class has some purposes. The interviewee explained that there were two main aims of literary work implementation in the classroom. Firstly, it escaped

literature's purpose. It showed how literature could be entertaining material for students. Secondly, the last purpose was interpretive literature purpose. This proved how literary works usage in the classroom was intended to broaden students' insight into life. Moreover, he also elaborated more about literature implementation in EFL teaching and learning process intention. The first one was to introduce students to English literature. Then, it was to familiarize students with types of literary works such as poems, novels, or dramas. Besides, it was used for exposing the student to language's artistic value. The fourth aim was in order to let students uncover the fact of how language usage could be varied by identifying its appearance in literary works. Nevertheless, although the amusing way of learning English and learning about life insights could be gotten by students learning English by using their preferences, implementing literary works could support their process of studying better. The reason was that the primary purposes of the implementation of literary work could only be achieved by using one of the literary works in the class. It allowed students to learn more about language usage, providing a richness of language input in communication (Rahayu, 2011). Then it also proved how literary work as a course in class could ease students' ability to understand about communication competence of English as a language (Daskalovska, 2012). Thereupon, it brings many purposes to aid students' process in learning about English. In summary, students gain many beneficial insights about English from literary works.

Implementing literary works, namely drama, in class

Moreover, the interviewee also mentioned about one kind of literary work that was created in two different forms, which were writing and performance. It was drama or play. There are some learning aspects that could be obtained from implementing drama in EFL classrooms. Firstly, students were able to practice their speaking skills. Therefore, they would understand more about pronouncing certain words. Also, they could improve their ability to manage their intonation as well as public speaking. Secondly, their process of creating a script gave them the opportunity to learn about grammar. Lastly, a storyline that involved particular western culture allowed students to learn about it. Furthermore, some people thought that those aspects of language learning acquisition could be obtained by the students, not only from drama. However, learning it from drama would make the learning process more enjoyable, for it helped students develop their creativity. Using literature in a language classroom gave students chance to enjoyably express themselves (Irene, 2015). Therefore, there was no doubt that literature could be integrated into class (Jabeen, 2019). In short, using drama as material in EFL classes allows students to learn English delightfully.

Difficulties and solutions of implementing literary works in class

Furthermore, difficulties in teaching were always unavoidable. The interviewee explained some problems that he ever faced during teaching EFL students in class while implementing literature work. Besides, he was able to find solutions to the problems as well. Those problems and solutions were divided into five different points. Firstly, students had a wrong impression of literary works. They considered literature as complex material to be learned. Knowing the problem, the interviewee solved it by giving his students motivation. He encouraged them to whatever difficulties could be riddled out to try to study hard. Secondly, there were many students who had low motivation. Thus, he tried to ignite the students' motivation by providing them with exciting materials and methods. Those included asking students to sing a song together, reading poems together, and encouraging them to

play a role in a drama about the famous simple short story. Thirdly, some students were lack of vocabulary. Thus, he solved it by introducing them to several difficult words and asking them to create sentences by using the difficult word, and reading many books. Lastly, the solution was asking students to memorize the words if it possible for them. Fourthly, students found difficulties in understanding what the authors of literary works mean, for they expressed their feeling implicitly. Thereupon, the interviewee suggested the students to frequently read works from some authors in literature. Lastly, language structures in literature sometimes were hard to be understood by students. Then, he told the students to read literary works more often and identify the unusual grammar usually used. Moreover, even though many students had little or even zero interest in learning about literature, it can still be solved by providing students with more interesting material (Tevdovska, 2016). Also, it could be solved by using some approaches in teaching ESL classrooms (Mustakim et al., 2014). In a nutshell, problems in teaching literature in class could be solved.

The reasons why literary works are implemented as material in school

Besides, there are some reasons why literature could only be implemented at a certain level of education in Indonesia. The interviewee said that usually teachers only follow the General English curriculum that is provided by the government. Also, the deeper literature implementation was commonly taught by students in senior high school, specifically in language major classes. Thus, other classes with different majors, such as science or social, only received several aspects of literary works in English from their English lessons. However, the narrative had been implemented in Indonesia in junior high school. Furthermore, the reason why literature was not implemented in elementary school was that it would be too difficult for elementary school students to learn about it at an early age. In fact, to the interviewee's knowledge, even native speaker finds literature material that is taught in their literature classes as a difficult lesson to be learned about. However, even though some of the students still find it difficult, they see literature as an essential lesson to be learned (Tehan et al., 2015). Also, despite the issues about the difficulties of literature implementation, the literariness of literature's text was an essential aspect of literary works that were important and could be learned enjoyably due to its aesthetic components (Floris, 2004). In conclusion, the implementation of literature in school is applied in accordance with specific reasons.

The implementation of literary works at certain educational levels regarding Indonesia's curriculum

In addition, the interviewee also discussed the curriculum of English in Indonesia. He saw that what senior high school students learned about literature was only a form of introduction to literature. The material did not deeply and intensively discuss detailed parts of the literature. The implementation aimed to give students understanding and knowledge about what literature was in a depthless way. Also the other purpose of it was to use it as fun and entertaining material in English lessons for students in their learning process. Also, he suggested that literature implementation should be applied as simply as possible to gain the students' interest, so they will find literature as an engaging lesson to be learned. Also, he believed that giving students analyzing tasks, such as analyzing a poem's meaning, should be avoided, for it would be considered a challenging exercise for the students. Then, they might find no interest in literature if the teacher kept giving them analyzing tasks. Therefore, it

showed that literature could enrich students' abilities in English (Bagherkazemi et al., 2010). In sum, literary work is applicable in teaching and learning the English process in Indonesia.

Lesson planning by using literary works as the material

Furthermore, the interviewee also explained his way of implementing narrative in the class. Firstly, in the pre-activity, he would motivate the students at first by asking them several questions related to the prepared narrative. Secondly, in the whilst activity, he would ask the students to read, retell the story, and answer several questions about the story. Thirdly, he would give students homework or ask them other more difficult questions for the post activities. In brief, the narrative could be one of several parts of literary work that could be implemented in class.

The implementation of literary works in the form of narrative in class

However, some ways could be used to implement literary work in the classroom, explicitly using narrative text. Firstly, for reading aspects, students could pay attention to the words, phrases, sentences, and language structure used in the story. Secondly, for writing skills, students could create a summary of the narrative. Thirdly, students could improve their listening skills by trying to pronounce and repeat their teachers' saying while reading the story. Lastly, students' skills' in speaking could be enhanced by retelling the story, giving an opinion about the story in front of the class, and discussing their favorite aspects of the story with their classmates. In summary, implementing narrative as a literature work can intensify students' ability in English.

CONCLUSION

Moreover, some people still think that literary works have no relation to language learning (Ilyas, 2016). However, it was already used in the Indonesian curriculum for a long time. Also, it is inarguably applicable. It helps students improve their skills in English. It could be a driving force in EFL students' education (Healy, 2010). In short, literature can be implemented in EFL classrooms.

Literature is artistic writing that can be used to learn about language by implementing it in class. Also, all kinds of literature can be applied and used as material in senior high school. It is proven. Therefore, literature can be implemented in EFL classes for it holds many aspects that can support students learning process.

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