

**LITERARY MATERIALS SELECTION FOR TEACHING  
ENGLISH LANGUAGE AND LITERATURE SUBJECT  
AT SENIOR HIGH SCHOOLS IN SIDOARJO**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
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## ABSTRACT

Haniya, Ainun. (2019). *“Literary Materials Selection for Teaching English Language and Literature subject at Senior High Schools in Sidoarjo”*. A Thesis. English Education Department, Faculty of Education and Teacher Training. UIN Sunan Ampel Surabaya. Advisors: Dr. Irma Soraya, M.Pd and Rizka Safriyani, M.Pd

Key words: English Language and Literature subject, Literary materials, Literary materials selection

Literature provides cultural values and are believed to comprise almost accurate grammatical contents. In accordance with this view, the fashion of English language teaching in Indonesian K13 curriculum has considered literary material as a potential learning resource to promote interesting language learning. However, there are great challenges for the teachers to select the suitable literary materials for teaching English due to many implications showing that literature is an authentic material which are not specifically meant for academic purpose, it contains distant culture particularly for non-native learners, and the curriculum doesn't always settle what and how literature should be taught in a course. This study attempts to investigate from the teachers' experience and consideration, what kinds of literary materials used by the teachers as well as the criteria of selecting those literary materials in teaching English language and literature subject in K13 curriculum.

This research used qualitative method and narrative approach to reveal the teachers' experiences and considerations in literary materials selection. Data were collected through document analyses and interviews from two English language and literature teachers in different senior high schools. The study found that English language and literature teachers used various kinds of literary materials including Biography, Proverb, Riddle, Song, Poem, Folktale, Legend, Play, and others. In selecting literary materials, the teachers considered six criteria that fit the syllabus and the complexity of the language; appropriate for students' cultural background, age, and interest, and finally fit the teachers' personalization materials which was either various in the genres or effective in materials content.

## ABSTRAK

Haniya, Ainun. (2019). *“Literary Materials Selection for Teaching English Language and Literature subject at Senior High Schools in Sidoarjo”*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya. Pembimbing: Dr. Irma Soraya, M.Pd dan Rizka Safriyani, M.Pd

Kata kunci: Mata pelajaran Bahasa dan Sastra Inggris, Bahan ajar berbasis sastra, Pemilihan bahan ajar berbasis sastra

Sastra mengandung nilai – nilai budaya dan berisi konten tata Bahasa yang mendekati akurat. Sesuai dengan pandangan ini, model pembelajaran Bahasa Inggris dalam kurikulum K13 telah mempertimbangkan penggunaan bahan ajar berbasis sastra sebagai salah satu sumber belajar potensial untuk menyelenggarakan pembelajaran Bahasa yang menarik. Akan tetapi, terdapat tantangan yang besar untuk guru dalam memilih bahan ajar berbasis sastra berdasarkan beberapa faktor yang menunjukkan bahwa sastra adalah bahan ajar otentik yang tidak digunakan untuk tujuan akademik, sastra mengandung budaya yang asing khususnya untuk pembelajar yang bukan penutur bahasa inggris asli, serta, kurikulum tidak selalu menetapkan apa dan bagaimana sastra seharusnya diajarkan dalam kegiatan pembelajaran. Penelitian ini ditujukan untuk meneliti dari pengalaman dan pertimbangan guru, jenis – jenis bahan ajar berbasis sastra apa saja yang digunakan serta kriterianya dalam pemilihan bahan ajar tersebut untuk mengajar mata pelajaran Bahasa dan sastra inggris pada kurikulum K13.

Penelitian ini menggunakan metode kualitatif dengan pendekatan naratif untuk mengungkapkan pengalaman dan pertimbangan guru dalam memilih bahan ajar berbasis sastra. Data penelitian dikumpulkan melalui analisa dokumen dan wawancara dua guru Bahasa dan sastra inggris dari dua sekolah menengah atas yang berbeda. Penelitian ini menemukan bahwa guru Bahasa dan sastra inggris

menggunakan bahan ajar berbasis sastra yang bervariasi termasuk Biografi, Peribahasa, Teka-teki, Lagu, Puisi, Cerita Rakyat, Dongeng, Sandiwara, dan lainnya. Dalam pemilihan bahan ajar berbasis sastra, guru mempertimbangkan enam kriteria yaitu, sesuai dengan silabus dan kompleksitas Bahasa; sesuai dengan latar belakang budaya, usia, dan minat siswa; kriteria terakhir adalah kesesuaian dengan preferensi guru yaitu antara variasi jenis sastra atau keefektifan konten bahan ajar.





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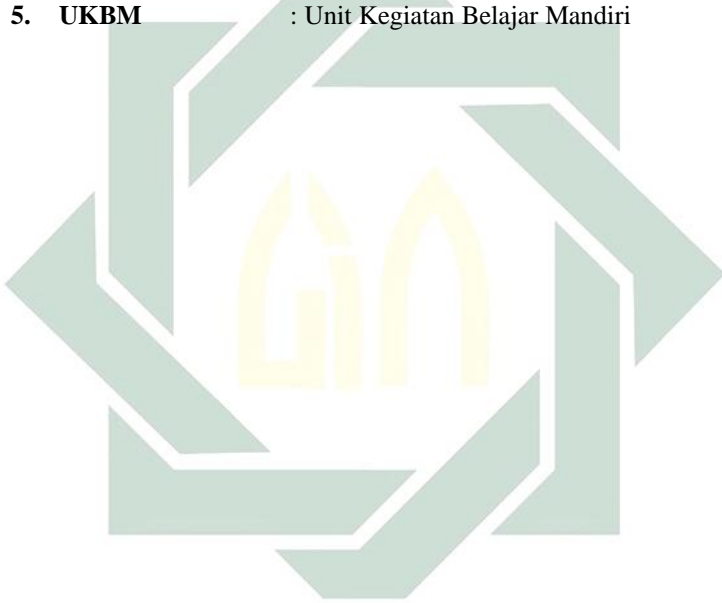


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## LIST OF ABBREVIATION

1. **EFL** : English as a Foreign Language
2. **ESL** : English as a Second Language
3. **ELT** : English Language Teaching
4. **K13** : Kurikulum 2013
5. **UKBM** : Unit Kegiatan Belajar Mandiri



## **LIST OF APPENDICES**

1. **APPENDIX 1** : Document Analysis Checklist
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## **CHAPTER I INTRODUCTION**

This chapter provides the background of the study which explains what causes the researcher to conduct this study and why the research is significant. The problems and the objectives are formulated along with the introduction. Following the section are the scope and limitation as well as the definition of the key term which is outlined to specify the point of the research.

### **A. RESEARCH BACKGROUND**

By the implementation of the revised 2013 curriculum, Indonesian High school Education has implemented the Specialization and Cross-Interest program. Based on Senior High School Directorate, Specialization and Cross-Interest program aims to provide opportunities for students to develop attitude competencies, knowledge, and skills of students in accordance with their interests, talents and or academic abilities in a group of scientific subjects<sup>1</sup>. In other words, this program has the students choose the subject based on their interests which gives them a chance to develop their abilities. One of the subjects in Specialization and Cross-Interest is English Language and Literature subject.

The prompt to establish English Language and Literature subject relies on the fact that High School students are found as relatively hard to express and convert their expression when it comes to English. English teaching in High School level still focuses on the increase of students' competencies to use language in order to reach the goal of communication in any context<sup>2</sup>. Therefore, the latest 2013 curriculum in the area of English teaching upgrades the complexity material of teaching with the text-based approach depicted in English Language and Literature subject. Syllabus of the subject has slightly changed the focus onto the language use and function represented in the use of texts, therefore the use of genre-based learning is really

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<sup>1</sup> Direktorat Pembinaan Sekolah Menengah Atas. *Model Peminatan dan Lintas Minat. Direktorat Jenderal Pendidikan Dasar dan menengah*. Kementerian Pendidikan dan Kebudayaan. 2017.

<sup>2</sup> Kementerian Pendidikan dan Kebudayaan. *Silabus Mata Pelajaran Bahasa Dan Sastra Inggris; Peminatan*. Jakarta. 2016.



relevant to apply<sup>3</sup>. Thus, the subject at this point emphasizes many literary texts during the teaching and learning process.

English Language and Literature subject provides students, who are not in the major of Language, to get the same opportunity to study English as the Language students do. Based on Language and Literature Syllabus, English Language and Literature as a Specialization and Cross-interest subject provides students with the experience to use English texts in order to understand and to apply knowledge which is related to the phenomena and visible events through speaking, listening, reading and writing<sup>4</sup>. This subject is expected to provide the literary text to give students different experiences in learning English.

English literature subject in Indonesian education curriculum may be perceived differently for some practitioners as there is a mismatch between literature as a content-based subject and literature as a rich authentic material used in language classes<sup>5</sup>. To make a clear cut, the uses of literature in language teaching are divided into two areas; first, literature content-based study which centers literature as the main content of a language course; second, literature as a learning resource which promotes literature as one of the sources of learning materials to encourage interesting language activities<sup>6</sup>. In the K13 curriculum, the implementation of English Language and Literature subject in Indonesia is used in both areas that are as the content-based materials and the learning resource.

In any use of literature, Hall affirmed that the fashion of language development has begun changing and literature started to be considered as a potential source from the end of the twentieth and the beginning of the twenty-first century<sup>7</sup>. Therefore, literature has been admitted as an important role in English teaching and learning particularly for non-native speakers both as EFL and ESL learners<sup>8</sup>.

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<sup>3</sup> Kementerian Pendidikan dan Kebudayaan. *Silabus Mata Pelajaran Bahasa Dan Sastra Inggris; Peminatan*. Jakarta. 2016.

<sup>4</sup> Ibid,

<sup>5</sup> Benzoukh, Halima. *The Relevance of Teaching Different Literary Genres in the EFL Classroom*. Psychological & Educational Studies, Laboratory of Psycho-Educational Practices. 2017

<sup>6</sup> Lazar, G. *Literature and Language Teaching*. Cambridge: CUP. 2007. Page 14

<sup>7</sup> Hall, G. *Literature in Language Education*. Basingstoke: Palgrave Macmillan. 2005

<sup>8</sup> Novianti, Nita. *English Language and Literature Teaching: An Indonesian Context*. Indonesian Journal of Applied Linguistics, Vol. 6 No. 1. 2016.

The benefits of learning literature had been explained by Carter and Long in Novianti that, studying literature is demanded to enrich the cultural knowledge, that benefits as an integral part of language learning<sup>9</sup>. This because literary works provide certain cultural values and are believed to comprise almost accurate grammatical content. In accordance with this view, the fashion of teaching English language and literature has been adapted to Indonesian curriculum and made up into English Language and Literature subject.

Although there are numerous advantages of learning English through literature, there are challenges for teachers to adapt literature in teaching materials, particularly in the countries where the first language is not English. Firstly, literature works are not made to fulfill pedagogical purposes<sup>10</sup>. Secondly, students may fall into the fallacy of absorbing the cultural values of literary works since there are real gaps between two different cultures<sup>11</sup>. Thirdly and most importantly, the curriculum sometimes does not specify what and how literature should be taught in a course<sup>12</sup>. These incentives support that there are great challenges for teachers to select suitable materials in teaching English language and literature subject in non-native countries.

Regarding the challenges, selecting the literary texts or materials cannot only be solved by focusing on what materials to use but also by focusing on whom the teacher is going to deliver these materials. This requires special criteria that are considered mostly from the types of course, type of students and the text-related factors<sup>13</sup>. By having the criteria on literary materials selection to teach English Language and Literature subject, teachers, therefore, can bridge the space between the syllabus and the materials being used in the teaching and learning process.

To address this issue, the number of researches has been conducted to investigate the integrated teaching materials with

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<sup>9</sup> Novianti, Nita. *English Language and Literature Teaching: An Indonesian Context*. Indonesian Journal of Applied Linguistics, Vol. 6 No. 1. 2016.

<sup>10</sup> Setyowati, Lestari. *In What Way is Literature Seen as Authentic Materials for Language Teaching?* Surabaya: ITSpress. 2018

<sup>11</sup> Lazar, G. *Literature and Language Teaching*. Cambridge: CUP. 2007

<sup>12</sup> Granath, Simon. *Teaching literature in Upper-secondary English class: A Qualitative Study of Swedish Teachers' Approaches and Experiences*. 2017.

<sup>13</sup> Ibid,

literary contents in non-native countries. One of the researches conducted by Wilson, et.al, entitled *Instructional Materials in Teaching Literature in the Unified Schools of the Archdiocese of Lipa*<sup>14</sup>. This research was meant to investigate the instructional materials used by the English literature teachers in Philippines as well as to find the responses toward used materials. They found that the use of instructional materials could boost students' eager to learn literature subject especially when it suited the students' needs. Literature seemed as one of the ways to impose values among students in which yielded a necessity to use effective instructional materials in teaching literature<sup>15</sup>. The criteria that the teachers used to select the literature in teaching were including, usability, appropriateness with the objectives, availability, and adaptability. At the end of their research, they proposed that there must be a module containing literary text to promote learning activities and to encourage the attentive listening for students in Unified Schools of the Archdiocese of Lipa.

On the other hand, in Indonesian education, there were few numbers of researches related to the implementation of English literature teaching. One of those researches found in the current topic was from Nita Novianti with the title *English Language and Literature Teaching: An Indonesian Context*<sup>16</sup>. This researcher was conducted to investigate how the Literature lecturers selected the appropriate text for teaching, what problems appeared, and how they coped with the problems. This case study research used observation, document analysis, and the interview to answer those research questions. The research found that due to the review of syllabi and interviews, the consideration that the teachers put in to criteria were the level of language text, the length of the text, and the last, the content and the culture. The problems arising in the research were classified into reading habits, English proficiency, and resources that could be solved by the cooperation from lecturers, department, and university.

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<sup>14</sup> Brucal, John W.A., et.al. *Instructional Materials in Teaching Literature in the Unified Schools of the Archdiocese of Lipa*. International Journal of Recent Innovations in Academic Research 2(6) p. 8-14. 2018.

<sup>15</sup> Ibid,

<sup>16</sup> Novianti, Nita. *English Language and Literature Teaching: An Indonesian Context*. Indonesian Journal of Applied Linguistics, Vol. 6 No. 1. 2016.

The previous studies above were conducted in non-native countries, Philippines and Indonesia, which both agree that adjusting careful criteria of selecting literary materials were important for teaching English literature subject, more specifically, where the first language was not English. Drawing the line to compare the previous study with this present study, Watson's research only focused on the instructional materials being used in the English language and literature subject. While this present study doesn't limit the materials used rather, seeking any various literary materials in teaching literature. Furthermore, Novianti's study is more similar to the present study in case of the objectives and the country. Whereas the limitation of her research is for university level, this present study deals with the high school level. Another unique stance which makes this present study differ from any other researches is that this research will focus only on the very specific issue of English Language and Literature subject as the effect of specialization and cross interest program in the Indonesian K13 curriculum.

Hence, this study is formulated to analyze "Literary Materials Selection for Teaching English Language and Literature subject at Senior High Schools in Sidoarjo". The researcher assigned the qualitative method and narrative approach which aimed to reveal the literary materials used by English Language and Literature teachers as well as the criteria for selecting those related materials. This research is assisted with documentation and interview in order to answer the problems of this research. The settings of this research are SMAN 1 Sidoarjo and SMAN 3 Sidoarjo which are selected based on two special criteria; firstly, the school settings must be the model of Specialization and Cross Interest implementation program, secondly the schools are selected from the 2019 Examination score rank on English subject in Sidoarjo which shows SMAN 1 Sidoarjo and SMAN 3 Sidoarjo as the top two schools<sup>17</sup>. As this academic purposive considered, it helps the research to investigate the related issue from the experienced teachers and therefore the findings can be used as the reference for other school teachers and practitioners in teaching English Language and Literature subject.

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<sup>17</sup> Puspendik.kemdikbud.go.id Accessed on July, 16<sup>th</sup> 2019

## **B. RESEARCH QUESTIONS**

Relied on the background of the research, the problems of the study are formulated to these questions:

1. What kinds of literary materials are used by the English teachers to teach English Language and Literature subject?
2. What criteria are considered by the English teachers in selecting the literary materials for teaching English Language and Literature subject?

## **C. RESEARCH OBJECTIVES**

In relation to the research questions above, this research's objectives are aimed to:

1. Describe the kinds of literary materials used by the English teachers to teach English Language and Literature subject
2. Investigate the criteria considered by the English teachers in selecting the literary materials for teaching English Language and Literature subject

## **D. SIGNIFICANCE OF THE RESEARCH**

The finding of this research will delineate the current fashion of integrating literature in language teaching which benefits the most for:

1. English teachers, particularly who incorporate literature in their English Teaching. The findings of this study can be used to design a model for teaching English Language and Literature that suit to the Indonesian curriculum. The extension toward the considered criteria for selecting materials is also beneficial for the teacher in order to select the appropriate teaching materials. Therefore, the result of the study is expected to be the reference for English teachers in other schools who teach English Language and Literature since this subject is relatively new in the curriculum.
2. Further researchers, the findings of the study can be extended to discuss other issues in literary materials selection for teaching literature such as its use and effectiveness.

The appropriateness of using learning materials really depends on how the teacher selects materials. It will facilitate the entire learning process and lighten the teacher's task in transferring the lesson. Having read this study, the readers would get the new insight

on the use of literary materials to teach English Language and Literature subject both from the kinds of literary materials and the criteria being considered.

## **E. SCOPE AND LIMITATION OF THE STUDY**

The scope of this study was focused on the investigation of what kinds of literary materials used in teaching English Language and Literature subject as well as the analysis of the criteria being considered to select those materials. The kinds of literary teaching materials were relied on the literary materials teachers used of which was classified into the literary genres. The criteria of literary materials selection were investigated using the literary text selection criteria from Gillian Lazar. This scope was applied to answer the research questions by documentation and interview.

The limitation of this research was to focus on the use of literary teaching materials implemented by the teachers in teaching English Language and Literature subject. So, the use of teaching materials which didn't promote literature were not be exposed in this study. The teachers who became the subjects of this research were two English Language and Literature teachers at SMAN 1 Sidoarjo and SMAN 3 Sidoarjo. These two school settings were selected based on two special criteria; firstly, the school settings must be the model of Specialization and Cross Interest implementation program, secondly, the selected settings of this research were the top two schools which got the highest average rank on 2019 Examination of English Subject.

## **F. DEFINITION OF KEY TERM**

In order to avoid misinterpretation of the terms used in this research, the researcher uses the definitions as follow;

### **1. English Language and Literature subject**

English Language and Literature is one of the Specialization and Cross Interest subjects as the elective subject in the 2013 curriculum. Particularly, this subject is only implemented in Senior High School at any grade level. Referring to the Formulation of Main Competence for Senior High Schools, English Language and Literature may also be known as English Elective Subject, is the study of English Language and Literature which is designed to provide experience in using English texts to

understand and apply factual, conceptual, and procedural knowledge related to phenomena and visible events, through speaking, listening, reading and writing in the concrete and abstract realm<sup>18</sup>. This subject requires those aspects in teaching English more specifically which involves literary contents.

In this study, English Language and Literature subject is the English subject where the teachers emphasize literary-based materials in the teaching and learning activity. Therefore, the experience of using and selecting the literary materials for teaching this subject is beneficial to be investigated in order to find suitable learning materials in teaching this subject.

## 2. Materials Selection

Materials selection in language teaching means the choice of linguistic content for a language course, textbook, and other teaching materials<sup>19</sup>. In this research, the term materials selection refers to the English teachers' opting for any kind of literary material for teaching English literature subject by using special consideration and criteria to attain the most suitable teaching materials.

## 3. English Literary Materials

This terminology refers to the teaching materials which incorporate English literary works. In English Language and Literature subject that is previously mentioned, the course is expected to provide English Literary Materials as it can facilitate students' learning. The examples of literary materials that are applicable to teaching English in other countries have been outlined in the study by Setyowati, which are styles, idioms, poems, proses, plays, songs, books<sup>20</sup>. Some of any other examples of English Literary Materials written in the English Language and Literature syllabus are any kinds of texts like proverbs and riddles<sup>21</sup>. In this research, basically, any forms of texts which are

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<sup>18</sup> Kementerian Pendidikan dan Kebudayaan. *Silabus Mata Pelajaran Bahasa Dan Sastra Inggris (Peminatan)*. Jakarta. 2016. Page 1

<sup>19</sup> *Selection*, Longman Dictionary of Language Teaching and Applied Linguistics

<sup>20</sup> Setyowati, Lestari. *In What Way is Literature Seen as Authentic Materials for Language Teaching?* Surabaya: ITSpress. 2018

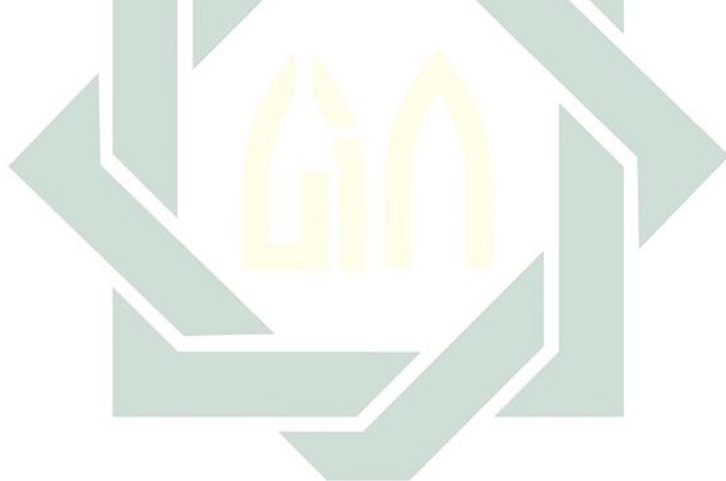
<sup>21</sup> Kementerian Pendidikan dan Kebudayaan. *Silabus Mata Pelajaran Bahasa Dan Sastra Inggris (Peminatan)*. Jakarta. 2016.



valued from its art are called literature and when they are appealed to be learned is called literary materials.

#### 4. Criteria for Materials Selection

According to Sandström, criteria are guidelines that are frequently made during material selection to avoid both simple and serious mistakes in the use of learning materials within the classroom activity<sup>22</sup>. In this study, criteria for materials selections are defined as the standards which are considered by the teachers to select English literary materials. The research perceives that all the English teachers have the criteria for selecting the teaching materials which may be adapted from the experts or even consider their own criteria based on the implication and practical consideration of schools and students' need



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<sup>22</sup> Sandström, Rolf. *Criteria in Material Selection*. Stockholm: Talat. 1994



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter has two subparts. The first part is the theoretical framework and the other part is the previous study. Both parts discuss the literature in which this research refers to answer the research problems.

#### A. THEORETICAL FRAMEWORK

##### 1. English Language and Literature Subject in the Indonesian Curriculum

Along with the 2013 curriculum, the English curriculum for High School has been added one of the Specialization and Cross Interest programs which is known as English Language and Literature subject. This is the study which provides students with the experience to use English texts in order to understand and to apply knowledge which is related to the phenomena and visible events through speaking, listening, reading and writing<sup>23</sup>. From the definition above, this subject requires the incorporation of English literary materials to accomplish the objectives of the subject.

The prompt to establish English Language and Literature subject relies on the fact that High School students found as relatively hard to express and convert their expression when it comes to English. English teaching in High School level still focuses on the increase of students' competencies to use language in order to reach the goal of communication in any context<sup>24</sup>. This objective had been represented in the pre-revised curriculum before the Specialization and Cross interest program carried out.

With the same approach, the latest 2013 curriculum in the area of English teaching upgrades the complexity material of teaching with text-based approach depicted in English Language and Literature subject. The syllabus of the study has slightly changed the focus onto the language use and function represented in the use of texts, therefore the use of genre-based

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<sup>23</sup> Kementerian Pendidikan dan Kebudayaan. *Silabus Mata Pelajaran Bahasa dan Sastra Inggris (Peminatan)*. Jakarta. 2016.

<sup>24</sup> Ibid,

learning is really relevant to apply<sup>25</sup>. In a short way, the students who choose English Language and Literature subject as their specialization or cross interest subject will learn English through the literary text which promotes many functions of language as well as more abundant cultural contents compared to the general English subject.

Throughout the teaching and learning process, the syllabus of this study is formulated by these following principles:

- a. The sequence of concept, design, and curriculum; the subject of English Language and Literature merges and emphasizes the idea of learning English through literary works which are both addressed as the source of learning and the method of attaining cultural and linguistic content of the language. This will be projected to the concept, teaching design, and the curriculum developed within the subject.
  - b. The teachability; the materials for teaching in English Language and Literature should be teachable as it has explicit scaffold to be taught.
  - c. The learnability; the materials for teaching in English Language and Literature should be learnable and minimize very high complexity. The use of simple genre text is recommended in this subject
  - d. The measurability; not only learnable, the materials for teaching must be clearly remarkable in order to place the standard for measurement.
  - e. The worth to learn; the learning of this subject is relied on the use of simple literary text as the drawback to assist them with applicable language function
2. Literature in Language Teaching

Literature is defined as any form of written text like books, textbooks, stories, and other type of texts. Wellek and Werren further suggested that this term works best when literature is viewed from aesthetic values including its art and intellectuality

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<sup>25</sup> Kementerian Pendidikan dan Kebudayaan. *Silabus Mata Pelajaran Bahasa dan Sastra Inggris (Peminatan)*. Jakarta. 2016.

within the works<sup>26</sup>. From its written text, the use of literature can be exposed to the language when it is used and the cultural context where it is portrayed. From this view, therefore, literature is deemed as a rich source of authentic materials<sup>27</sup>.

The teaching of foreign language however will always attempt to project wider language uses and elements for students' understanding. Developing linguistic competence with rich resource, literature has been considered to have a strong position in the mainstream language teaching materials<sup>28</sup>. Although teachers believe that literature best portrayed that needs, they also find that it is challenging task to select the materials for teaching<sup>29</sup>. Over many trends of teaching materials, the role of literature in English teaching has dynamically changed. In the past twenty years, when the teaching technique of Grammar Translation Method had been widely implemented, literature was used for teaching a foreign language because the language in literary works was considered grammatically accurate<sup>30</sup>. Therefore, the era was marked by the trend of literary works and cultural theory which provided strong basis for further research on the connection of literature, language, and education<sup>31</sup>. There are many implications of literatures and texts adapted to be used in English Language Teaching.

When it comes to more modern trends of various language teaching approaches like communicative approach and problem-based learning, it is possible that the use of literature no longer crucial. However, to address this issue, some scholars believe that literature should be taught using different

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<sup>26</sup> Wellek, R. & Warren, A. *Theory of Literature 3<sup>rd</sup> edition*. New York: Harcourt, Brace & World. 1956.

<sup>27</sup> Syofyan, Donny. *Teaching English through Literature*. Indonesian Journal of English Language Teaching Volume 8/ Number 2. 2012.

<sup>28</sup> Shazu, Rafiul Islam. *Use of Literature in Language Teaching and Learning: A Critical Assessment*. International Journal of African and Asian Studies Vol. 5. 2014.

<sup>29</sup> Keshavarzi, Abdollah. *Use of Literature in Teaching English*. Social and Behavioral Sciences 46 (2012) 554 – 559. 2012

<sup>30</sup> Padurean, A. *Approaches to Teaching Literature in EFL Classrooms*. Journal of Romanian Studies Number 6/2015. 195-200. 2015.

<sup>31</sup> Bobkina, Jelena and Elena Dominguez. *The Use of Literature and Literary Texts in the EFL Classroom; Between Consensus and Controversy*. International Journal of Applied Linguistics and English Literature Vol. 3/ No.2. 2014.

pedagogical approach for non-native speakers because of the undeniable advantages of using literary text in language teaching<sup>32</sup>. Hence, the use of literature and literary text is widely explored and more exposed to teach English language both in native and non-native countries in many different approaches.

### 3. English Literary Materials

While literature is defined as the written works which has aesthetic values, it is called as literary materials when brought to the classroom in order to promote language learning. Literature is inevitable to be used as learning materials because it mostly contains authentic language and points many language features. Not only is it studied as a language, the cultural aspect in literature is inseparable and has to be studied together<sup>33</sup>. These make literature a complete set of teaching materials and so become the well-known materials used in English language teaching.

The examples of literary materials which are applicable for teaching English in other countries have been outlined in the study by Setyowati, that are styles, idioms, poems, proses, plays, songs, books<sup>34</sup>. Some of any other examples of English Literary Materials written in the English Language and Literature syllabus are, any kinds of texts, proverbs and riddles<sup>35</sup>. As the examples of literature stated above, it is believed that literature in language teaching is included in authentic materials because the nature of literature is not used for educational means. Like any other authentic materials in English language teaching, the use of literary materials cannot randomly be picked. There must be special criteria to take the literary materials into classroom activities. At some times, these materials may be appropriate for the content but still need to be modified to fit the local context<sup>36</sup>.

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<sup>32</sup> Padurean, A. *Approaches to Teaching Literature in EFL Classrooms*. Journal of Romanian Studies Number 6/2015. 195-200. 2015.

<sup>33</sup> Hall, G. *Literature in Language Education*. Basingstoke: Palgrave Macmillan. 2005.

<sup>34</sup> Setyowati, Lestari. *In What Way is Literature Seen as Authentic Materials for Language Teaching?* Surabaya: ITSpress. 2018

<sup>35</sup> Kementerian Pendidikan dan Kebudayaan. *Silabus Mata Pelajaran Bahasa dan Sastra Inggris (Peminatan)*. Jakarta. 2016.

<sup>36</sup> El Imane, Benmakholuf A.N. *ESP Materials Selection*. A dissertation. Kasdi Merbah Ouargla University. 2013

Selecting inappropriate literary materials may not only cause confusion both for the teachers and students but also, at worst, cause the failure of accomplishing the objectives in the syllabus.

#### 4. Literary Genres

Literary genres are the categories to classify literature works. In general, these categories are mainly divided into two areas that are fiction and non-fiction literature, but some theorists attempt to draw out their own classifications on the literary genres. Lazar has pointed out three categories of literature that are, prose-fiction, poetry, and drama<sup>37</sup>. While, Anggraeni classifies literary materials Non-fiction, Fiction, Drama, and Poetry<sup>38</sup>. These categories, therefore, are not fixed as the classifications are relative to one another. The categories of literary genres are;

- a. Non-fiction; this literature uses to present factual information and events. This includes articles, speech, manuals, prose, texts, textbooks, essays, and biography.
- b. Fiction; fiction works refer to the narrative stories which are based on the imaginary illustration. The examples of fiction are myths, folk tale, parables, mystery, romances, novels, and short stories
- c. Drama; it is a story which can represent the fiction or non-fiction play. The flow of the story is expressed in the dialog of a play. The examples of Drama are theatre drama, monologue, dialogue, roleplay, comedy, and movie
- d. Poetry; poetry is a verse writing which has rhyme and mostly, rhythm. This genre most likely raises the emotion and imagination of the readers. The kinds of poetry include the free verse and haiku
- e. Folklore; is a genre that is characterized by handed-down literature like stories and proverbs from mouth to mouth. This literature is widely known but false and lack of evidence.

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<sup>37</sup> Lazar, G. *Literature and Language Teaching*. Cambridge: CUP, 2007.

<sup>38</sup> Anggraeni, Niken. *Types of Literature: The Genres*. Universitas Negeri Yogyakarta.

## 5. Advantages and Disadvantages of Using Literary Materials

The idea of using literary materials has long been known to have numerous benefits in language teaching. Each scholar has different views on the advantages yet all believe that the literature is valuable authentic materials to promote cultural and linguistic elements in teaching. In the detail below, the number of advantages of applying literature is classified as:

- a. Literature gives learner cultural knowledge and intercultural experience<sup>39</sup>. Literature provides cultural knowledge and promote the intercultural experience such as particular beliefs, norms, and traditions that students may not get in other learning materials;
- b. Literary texts are engaging and evoke personal response<sup>40</sup>. When study literature, the readers would experience personal engagement with the literature they are reading. This engagement enables the readers and learners to focus beyond the grammatical and syntactical language<sup>41</sup>. Readers are given the opportunity to develop communicative learning during the activity.
- c. Literature is beneficial to facilitate the students' acquisition of four language skills as well as the other aspects like vocabulary, grammar, and pronunciation in such a way it is used as the resourceful materials within the teaching and learning process<sup>42</sup>. Teachers can refer the literary text to explore the use of linguistic contents within the text as it is rich in the language items to learn.

As to deal with the language skills and component, the advantages of literary materials can be detailed into its specific skills laid out by Shazu<sup>43</sup>;

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<sup>39</sup> Tevdovska, Elena Spirovska. *Literature in ELT Setting: Students' Attitudes and Preferences towards Literary Texts*. Procedia - Social and Behavioral Sciences 232 (2016) 161 – 169. 2016

<sup>40</sup> Ibid,

<sup>41</sup> Ibid,

<sup>42</sup> Floris, D. *The Power of Literature in EFL Classrooms*. K@TA 2, 6 (1), 1-12. 2004.

<sup>43</sup> Shazu, Rafiul Islam. *Use of Literature in Language Teaching and Learning: A Critical Assessment*. International Journal of African and Asian Studies Vol. 5. 2014.

- a. Grammar and Vocabulary Knowledge; Literature repletes with diverse vocabularies, sentence patters, word order, and grammatical items that aids the leraners to learn the targeted language<sup>44</sup>. It shows that reading literature for example stories or speeches helps to boost the vocabularies and syntax knowledge for students.
- b. Language skills; Literature is a great potential to foster language skills most specifically reading skill. However, not only focuses on reading orientation, the use of literature has been explored to attest other approaches which lies upon the communicative based approach.
  - 1) For writing purposes, using literary text as an example and asking the students to complete or to create their own writings can be an interesting activity to develop the writing practices.
  - 2) For speaking purposes, the stories in novel, drama, or even speech can be associated to promote speaking activities. Asking the students how they feel about the literature works revokes their emotional response and advances them to speak.
  - 3) For listening purposes, teachers can give the students the auditory literary materials for examples speech recording, song or a play to stimulate the listening skill.
  - 4) For reading purposes, as mentioned above can be explored in many ways because the literature itself is all written. Practicing scanning, skimming, or any other literary reading skills, the literature, for example, a script, a lyric, or a story can be used in this activity.

However, there are also perspectives in opposition to the benefits of literature.

- a. Language content in literature is complicated<sup>45</sup>. The language choice in literary works sometimes seem

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<sup>44</sup> Shazu, Rafiul Islam. *Use of Literature in Language Teaching and Learning: A Critical Assessment*. International Journal of African and Asian Studies Vol. 5. 2014.

<sup>45</sup> Tevdovska, Elena Spirovka. *Literature in ELT Setting: Students' Attitudes and Preferences towards Literary Texts*. Procedia - Social and Behavioral Sciences 232 (2016) 161 – 169. 2016



odd as it requires deep understanding to reveal the meaning.

- b. Too distant culture of literary works<sup>46</sup>. For the students who learn foreign literature, there is possibility that they can't figure out the unfamiliar concept of literature pieces.

It has been outlined that many advantages can be taken from the literary text, but more benefits can be taken if the learning is well prepared and the teachers are skilled enough to observe the class in the interesting and effective way<sup>47</sup>. It, therefore, tries to be depicted in the English Language and Literature syllabus in the Indonesian curriculum. As it has numerous activities, the implementation of the literary text is expected to help students learn English better when they are accustomed not only to the language use and intercultural experience.

#### 6. Selecting Literature as Teaching Materials

Selecting teaching materials requires matching the material against the context in order to find the best possible fit that reflects the aims and objectives of the teaching program<sup>48</sup>. This process is really crucial for teachers because the use of materials in teaching will facilitate the entire learning process. Teaching materials as in example literary texts can provide students the linguistic contents from which they can acquire language more effectively compared to the learning with the pure lecturing. As teachers, they should bridge up the students' needs and the materials being discussed in the class.

The important point in teaching the English language and literature is based on selecting literary materials. If a selected literary text has too difficult linguistic content or the cultural matter is too far distance to the non-native learners, there will be

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<sup>46</sup> Tevdovska, Elena Spirovska. *Literature in ELT Setting: Students' Attitudes and Preferences towards Literary Texts*. *Procedia - Social and Behavioral Sciences* 232 (2016) 161 – 169. 2016

<sup>47</sup> Thom, N. *Using Literary Texts in Language Teaching*. *VNU Journal of Science Foreign Languages* Vol. 24 p. 120 – 126. 2008.

<sup>48</sup> Chunningsworth, Alan. *Choosing Your Coursebook*. England: McMillan Heinemann, 1995.



fewer benefits the learning can earn from<sup>49</sup>. In this theoretical frame, the researcher would provide criteria for selecting English literary materials discussed by Lazar. These criteria are divided into three considerations, the first is the type of course, the second is the type of students, and the last is the other text-related factors<sup>50</sup>. The details of each consideration will be laid out as follows:

a. Type of course

This type deals with the course where the teachers teach, more specifically in what particular subject and the objectives of the course which the students are expected to perform.

- 1) Level of students; considering the average level of students' language ability can help teachers to successfully select the literary materials. The literary text must be appropriate for students' competences. The materials, therefore, should not be too advance or too easy for them.
- 2) Students' reasons for learning English; Their reason can help the teacher to specify in particular topic of the learning to keep the students motivated with the literary teaching materials which support their learning.
- 3) Kind of English required; If the subject requires learning literature, the teacher must consider the use of literary materials to match the need of the subject and provide literary materials which match the required competences.
- 4) Length/intensity of course; The length of the course can lead the teacher to choose proper materials so that the teaching process is well-designed (not less or exceeding the allocated time)

b. Type of students

This type deals with the range of students within the course. Knowing the students' background and information would

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<sup>49</sup> McKay, Sandra. *Literature in the ESL Classroom*. TESOL Quarterly Vol. 16/ No. 04. 1982.

<sup>50</sup> Lazar, G. *Literature and Language Teaching*. Cambridge: CUP. 2007.

help the teacher to adjust their conditions with the learning materials being selected.

- 1) Age; Their age can indicate what literary materials are suitable for them.
  - 2) Intellectual maturity; Too complex text or materials for teenagers is not recommended to be used, therefore the teacher needs to consider their ways of thinking to the learning materials the teacher adapt.
  - 3) Emotional understanding; As well as the intellectual maturity, their emotion can be the consideration to choose appropriate learning materials. Whether or not the text can engage the students' emotion is important to consider.
  - 4) Interests/Hobbies; Teachers can get the benefit of considering students' hobbies or interests in the learning materials as the students will be more active in learning what they like in the class.
  - 5) Cultural background; it is important to note students' cultural background because too far cultural distance will raise the students' confusion toward the materials they are learning since literature usually remote from time and place to the students' condition.
  - 6) Linguistic proficiency; when selecting literary materials teachers need to decide whether the text contains familiar language use. Thus, help the teachers to know how much the materials can either help the students learning or even hinder their learning process.
  - 7) Literary background; When choosing literature to use with students, teachers should specify on students' quality in literacy. The literary materials then are matched to fit the students' comprehension of a text.
- c. Other text-related factors
- It deals with the outer-layer factor from the teachers and the students themselves which is the text or the literary materials. Many considerations should be put into attention such as:

- 1) Availability of texts; teachers should consider choosing the literary materials which are available and accessible for all students
- 2) Length of text; how the text interpreted and how long it takes also need to be considered while choosing literary materials. Too long text is not only time consuming but also requires bigger efforts for students to study
- 3) Exploitability; The teachers should figure out how the materials selected literary materials can be devised into tasks and activities in the teaching and learning process.
- 4) Fit with syllabus; this criterion is most important to choose that the materials can help the students to reach the objectives in the syllabus.

## **B. PREVIOUS STUDY**

Other researches dealing with this research topic are gathered below to compare the boundaries and the gap of this present study.

1. The first previous study is entitled *English Language and Literature Teaching: An Indonesian Context*, written by Nita Novianti from Universitas Pendidikan Indonesia<sup>51</sup>. This research aimed to investigate the material development of English Language and Literature for EFL Students in some of Indonesian universities. More specifically, the research attempted to find out how the lecturers of English Language and Literature course select the literary texts and what problems and strategies which might be encountered by them. This study assigned a case study to collect the data from three lecturers in literature courses in the University of Indonesia. The observation and document analysis were used to collect the data in this research. The findings of the research showed that: First, the main considerations to select the literary texts were the length, level of language difficulty, canonical status, and the cultural background. Second, the problems which were encountered were the students' reading habit, English

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<sup>51</sup> Novianti, Nita. *English Language and Literature Teaching: An Indonesian Context*. Indonesian Journal of Applied Linguistics, Vol. 6 No. 1. 2016.

proficiency, and resources. The last, some strategies to cope with the problems were implementing individual reading assignment, reading group, and using internet as the teaching resource.

The study of Novianti has one similar objective to the present study as to find how English Language and Literature teachers select the literary materials to teach the subject. However, the subjects of this research were lecturers from different universities, while this present study investigated senior high school teachers. Another different point is that this research didn't discuss the K13 curriculum, while the present study is focused to address the issue of English Language and Literature in K13 curriculum.

2. The second previous study is research written by Abdul Kholik, with the title of "*Authentic Materials Selection in Hospitality Program at State Vocational High School (SMKN) 1 Buduran Sidoarjo*"<sup>52</sup>. This research aimed to analyze the variety of authentic materials used by the English teacher at SMKN 1 Buduran as well as the criteria for selecting the authentic materials. The research used a descriptive qualitative design and narrative approach to explore teacher's experience in incorporating authentic materials when teaching English for hospitality program. Data of the research were collected from documentation and interview aligned by document analysis checklist and interview guideline.

The result of this research showed that the teacher used two types of authentic materials, which were authentic printed materials and authentic auditory materials. In selecting the authentic materials, the teacher relied on four criteria, including 1) the appropriateness to the basic competence and students' need, 2) the attractiveness, 3) the comprehension, and 4) the modernity.

The highlight of this research is upon the experience of the teacher in choosing teaching materials of English for hospitality program that differs to the present study that deals

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<sup>52</sup> Kholik, Abdul. *Authentic Materials Selection in Hospitality Program at State Vocational High School SMKN 1 Buduran Sidoarjo*. Surabaya. 2016.

with teacher materials selection on English Language and Literature class. Moreover, this study focuses on one teacher's perspective, while the present study will discuss two perspectives from two different schools

3. The next previous research was written by John Wilson, Ann Krissabelle, Jamaica R., and Ernesto C. Manigma Jr entitled *Instructional Materials in Teaching Literature in the Unified Schools of the Archdiocese of Lipa*<sup>53</sup>. This study was researched to determine the teachers' assessment of the instructional materials to teach literature in the unified schools of the Archdiocese of Lipa. Also, the research covered teachers' demographic profile including age, sex, length of service and educational attainment. Applying descriptive method and using questionnaire as the main data collection were used to answer the questions of the research which were (1) what the profile of respondent was, (2) what the instructional materials were, (3) How the respondents assess the instructional materials to the usability, appropriateness, availability, and adaptability, (4) whether teachers' assessment was significant, (5) finally, what module can be proposed. The results of the study showed that the majority of the teachers were 20s female, held baccalaureate degree and had 0-5 years teaching profession. For the instructional materials frequently used were the television and the blackboard. Moreover, it was found that the relationship between teachers' assessment and their demographic profile was significant. The difference of this research and the present study is that this research focused on the specific materials which was instructional materials and found the further effectiveness and relationship of assessed instructional materials toward teacher's assessment. While the present study will focus on the criteria of selecting literary materials in teaching literature to address the specific curriculum change in Indonesia which is

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<sup>53</sup> Brucal, John W.A., et.al. *Instructional Materials in Teaching Literature in the Unified Schools of the Archdiocese of Lipa*. International Journal of Recent Innovations in Academic Research 2(6) p. 8-14. 2018.

different from the setting of this research that is in the Philippines.

4. The fourth previous study is entitled *Teacher's Approaches in Teaching Literature: Observation of ESL Classroom*<sup>54</sup>. This research is written by Siti Salina Mustakim, Ramlee Mustapha, and Othman Lebar which was studied to identify the teachers' approaches in Literature class of upper-primary school through classroom observations and interviews. The study evaluated five ESL Teachers and examined the challenges of teaching literature.

The findings showed that the incorporation of literary elements was minimal in the classroom. Teachers were lack of creativity and fully-relied on the modules from curriculum development center. Also, because of the utilization of the textbook, the stages of language learning, as like in teaching reading (Pre-reading, while-reading, and post-reading) was not employed.

This study is distinctive with the present one because this research examines the approach in teaching literature while the present research investigates the material selections in teaching literature. However, this study becomes a good reference for the present researcher since it deals in the same area of English literature teaching in non-native countries and the targeted level on the upper secondary school.

5. The fifth previous study is from Mardiana Safitri with the title *Pelaksanaan Pembelajaran Lintas Minat dan Prestasi Belajar Siswa Kelas X MIA 1, MAN 2 Pontianak*<sup>55</sup>. The researchers were from Untan Pontianak. This research used descriptive method in a qualitative approach. The research questions of this research were, what the meaning of cross-interest subject was, how the implementation in particular class was, and how the students' achievement was. Observations, interviews, and documentation were used to collect the data.

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<sup>54</sup> Mustakim, S. et.al. *Teacher's Approaches in Teaching Literature: Observation of ESL Classroom*. 2017.

<sup>55</sup> Mardiana Safitri, Parijo, F Y Khosmas. *Pelaksanaan Pembelajaran Lintas Minat dan Prestasi Belajar Siswa Kelas X MIA 1 MAN 2 Pontianak*. Untan Pontianak. 2017.

The finding of this research indicated that the teachers had implemented the cross interest subject as it required. The learning was supported by facilities and established a good interaction between teachers and students.

The difference between this study and the present research is that this study investigates the Economic and English Language and Literature teachers as well as observes the fluctuation score in those two cross interest subjects. On the other hand, the present study will only focus on the English Language and Literature subject and specify in the selection of literary materials of the related course.

6. The last previous study is from Simon Granath entitled *Teaching Literature in Upper-secondary English Class*<sup>56</sup>. This study investigated how teachers approached literature teaching, what their ideals for teaching were, and what difficulties they encountered. These questions were answered from semi-structured interviews with seven upper-secondary teachers through content analysis.

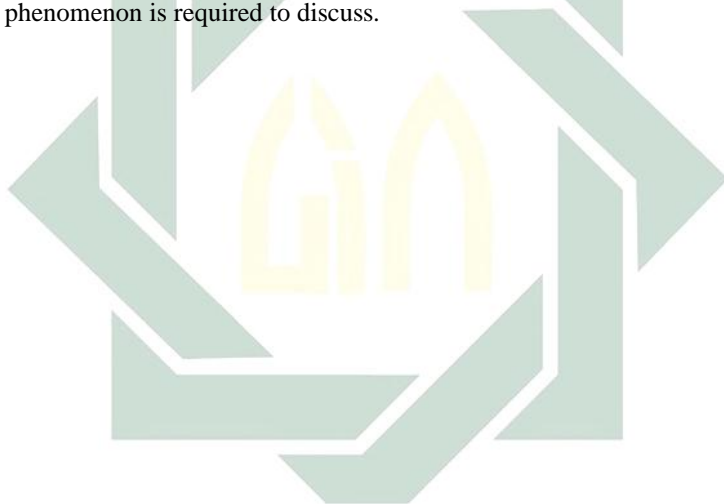
The result of the research showed that the role of literature was seen by the teachers as such a way to enhance students' proficiency as well as their social and cultural awareness. In this study, teachers tend to give assignments and exercises based on literary analysis and subjective student reflection.

The problems that were discovered in this study were unmotivated teachers and uninterested students in the teaching and learning process. The finding of the research was to increase the teachers' connection to the students' needs and interests when considering literature in the classroom activity. This study emphasizes the role of teachers in approaching literature due to the teaching methods, ideals, and difficulties in teaching literature. Whereas, this research objectives are quite different from the present study since the present study doesn't investigate the role of the teacher, rather the teachers' consideration in selecting learning materials which covers the same issue that is Specialization and Cross Interest program.

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<sup>56</sup> Granath, S. *Teaching Literature in Upper-secondary English Class: A Qualitative Study of Swedish Teachers' Approaches and Experiences*. 2017.

To conclude, these previous studies mainly discuss the same focus, that is the use of literature in the EFL/ESL classroom. However, those researches address the issue of English literature teaching to the teaching approaches, learning materials, materials selection, and the implementation of the subject itself. Basically, what distinct the most in this research is the objectives of this present study and the phenomenon of the issue in the Indonesian context. The present study has the objectives to investigate the teachers' way of selecting the literary materials for teaching English Language and Literature subject. Compared to the previous studies, this research becomes distinctive because it conducts the specific and the most current context, which is English Language and Literature subject. This makes any evaluation and research in this current phenomenon is required to discuss.





## **CHAPTER III RESEARCH METHODOLOGY**

This chapter presents the methodology on how this study will be carried out. The chapter covers sub-chapters that are the approach and the research design, the research subjects and its settings, data collection, research instruments, and the last research procedure.

### **A. APPROACH AND RESEARCH DESIGN**

Since this study required mutual interaction with the field, the researcher applied a qualitative method for this research. This research was designed to obtain the information and description concerning the materials selections in English Language and Literature subject at SMAN 1 Sidoarjo and SMAN 3 Sidoarjo. Therefore, the narrative approach was also used to pointing the findings. As the narrative research attempted, this type of research systematically appealed experience from individuals. So, this method was best chosen to appeal the kinds and the criteria of material selection investigated in this study. To find the data, documents and the teacher experience were analyzed and described narratively in the point of this research.

### **B. RESEARCH SUBJECT**

The participants in this research were two teachers at SMAN 1 Sidoarjo and SMAN 3 Sidoarjo who had the experience to teach English Language and Literature in senior high school. Those two teachers were going to reveal their use and experience on materials selection in teaching this subject.

The reason to choose one teacher in each school came because English Teachers in the same school were accustomed to cooperatively planning and creating the same type of teaching materials. So, one teacher then was chosen to share the experience. To explore the criteria, the researcher investigates other perspectives on literary materials criteria from different school's teacher who also had the experience in using English literary materials to teach English Language and Literature subject. Both of the teachers' experience then were investigated to answer the problem of the research.

### **C. RESEARCH SETTING**

The setting of the research includes the place and time of this study conducting:

#### **1. Place**

This present study took place in well-known senior high schools in Sidoarjo, SMAN 1 Sidoarjo on Jalan Jenggolo 1 Sidoarjo; and SMAN 3 Sidoarjo on Jalan Dr. Wahidin 130 Sidoarjo. These schools were selected based on two academic purposes as these schools were the top two schools in the 2019 Examination score rank on English subject in Sidoarjo and have been the model of Specialization and Cross Interest implementation program in Sidoarjo.

#### **2. Time**

This research was conducted in the new batch year 2019-2020 particularly at the beginning of the odd semester in August 2019. The interviews were conducted on 6<sup>th</sup> until 8<sup>th</sup> August 2019.

### **D. DATA AND SOURCE OF DATA**

In this research, the researcher classifies the data into two categories, which are:

#### **1. Data**

Attempting to answer the research problems, the data needed in this study were the literary teaching materials used by the teachers in teaching English Language and Literature as well as the teachers' experience and considerations in the selection of literary materials. These data collected by analyzing documents and conducting interview were used to answer the research questions that were what kinds of literary materials and criteria used by the teachers to teach English Language and Literature subject in Senior High Schools

#### **2. Source of data**

The sources of data in this research were the documents of literary teaching materials and the teachers themselves. The documents were the literary materials which could be investigated from UKBMs and/ or the Lesson Plans, while the teachers here were English Language and Literature teachers who had experienced to teach the subject and were going to

reveal their considerations to select the materials by particular criteria.

### **E. DATA COLLECTION TECHNIQUE**

As it was stated in the source of data, the researcher used documents and the teachers' experience. This study was assisted by following data collection techniques which were Documentation and Interview.

#### **a. Qualitative Documentation**

This technique is described by Creswell as collecting related documents during the process of research<sup>57</sup>. The qualitative documents which were needed in this research were the UKBMs and/ or the Lesson Plans in order to find any kinds of literary materials used by the teachers to teach English Language and Literature in senior high schools. These documents were meant to answer the first research question that was, what kinds of literary materials used by the teachers to teach English Language and Literature subject in senior high schools.

#### **b. Qualitative Interview**

The interview used in this study would assist the researcher to get information about teachers' experiences on their considerations to choose the literary materials. The interview of this research was done after the researcher knows the information about the kinds of literary materials hence, the interview was meant to explore the experience and considerations behind the selected materials.

### **F. RESEARCH INSTRUMENT**

In this research, there were two instruments used to answer two different questions of this study that were:

#### **1. Documentation checklist**

In collecting data, documents themselves were primarily needed as the data to answer the first research question that was what literary materials are used during the teaching and learning process. The researcher used the checklist to

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<sup>57</sup> Creswell, John. *Qualitative, Quantitative, Mixed Method Approaches Research Design* 4<sup>th</sup> edition . California: SAGE. 2009

investigate selected literary materials and the language focus that the teachers wanted to teach. The checklist was developed from the Literary Genres by Niken Angraini and the objectives of literary texts by Rafiul Islam Shazu. The documentation checklist contained the information of the name of materials, kinds of literary materials and language skills or components to achieve, which were needed to help describing the literary materials in use.

## 2. Interview Guideline

In collecting data through the interview, the researcher used the interview guideline. Semi-structured interview in open-ended questions become the type which appeared in this interview guideline. It was so, because during the interview, the researcher was going to elicit some questions and the teachers were then looked forward to telling their experiences and considerations regarding the criteria to select particular literary teaching materials. The questions in this interview guideline was adapted from Gillian Lazar who discussed the criteria for teaching materials selection in his book, titled *Literature and Language Teaching*. Field notes and the audio recordings was also assisted for the researcher to avoid the information slipping.

## G. DATA ANALYSIS TECHNIQUE

In this data analysis technique, the present researcher assigned qualitative analysis. This analysis required the comprehension, synthesizing, explanation of the phenomena towards the theory, and linking what already known to the new knowledge<sup>58</sup>. The description of those requirements was really necessary to visualize the present condition toward the phenomena under the qualitative study. To analyze the data, this result was analyzed in stages described by Donald Ary, et.al, which were, Familiarizing and organizing, coding and reducing, the last, interpreting and representing<sup>59</sup>:

1. In this step, the analyzation involved the researcher's exposing the data and followed by organizing the data. This stage was

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<sup>58</sup> Ary, Donald, et.al. *Introduction to Research in Education 8<sup>th</sup> edition*. USA: Wadsworth. Cengage Learning. 2010.

<sup>59</sup> Ibid,

crucial for the researcher to get accustomed to the data so that it could be retrieved more easily. In this technique, the documents of teaching materials and the transcription of the interview were checked and organized in the early stage. Audio recording, documentation, and the field notes were all organized in a sort of categories based on which research questions the data perform.

2. After organizing the data, interview transcriptions were coded to point the result of the problem. The reduction was also included in this process where the less necessary information in the interview phases was removed.
3. Having organized the data, the following stage was to give data meaning and to provide a clear explanation of the obtained data. In this study, the result of the teacher's experience would be presented narratively from the organized transcription in accordance with the additional information from the documentation and the field notes taken from the interview phase. The result of the teachers' considerations in selecting materials was analyzed to answer the research questions
4. Lastly, the researcher narratively wrote the conclusions of the research findings and discussion. What kinds of literary materials was answered through the analyzed documentation upon the literary teaching materials used. While the criteria that teachers considered will be answered from the interviews that the researcher conducts.

## **H. RESEARCH PROCEDURE**

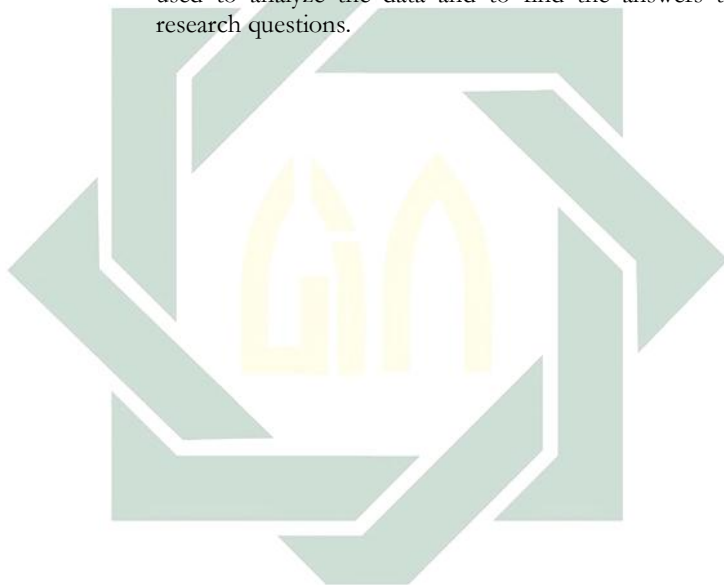
The research procedure covers the way this study will be carried during the research conducting. Those stages are explained below:

1. Asking permission and appointment  
Firstly, the researcher asked the permission to the target schools, SMAN 1 Sidoarjo and SMAN 3 Sidoarjo, to conduct the research since this study required teacher involvement. The researcher also made appointments to conduct interviews with the teacher.
2. Collecting document  
In this stage, the researcher obtained the data of UKBMs and Lesson Plans from the teachers in order to find the kinds of

literary materials they used for teaching English Language and Literature subject.

3. Conducting interview

Having found the kinds of literary teaching materials, the researcher interviewed the teachers to find out their experience and consideration to select those particular materials. The researcher did the interview with the interview guideline and took the audio recording as well as field notes during the session. The documents and audio recording was used to analyze the data and to find the answers to the research questions.



## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion about the issue of literary materials focusing on the kinds of literary materials and the criteria for selecting literary materials. The data had been collected and analyzed based on the theories in the theoretical framework. The presentation of the findings is categorized based on the line of research questions.

### **A. Research Findings**

Data of this research were collected through conducting interviews and analyzing documents of literary teaching materials from 6th – 8th August 2019 at the beginning of odd semester 2019/2020. Two interview recordings, Lesson Plans and UKBMs were obtained from the research subjects. The research subjects in this study were two teachers from SMAN 1 Sidoarjo and SMAN 3 Sidoarjo who had experienced teaching English Language and Literature subject in Senior High School. The findings of the research were presented narratively upon the kinds of literary materials used by the teachers and their criteria of literary materials selection.

#### **1. Kinds of Literary Materials**

English Language and Literature teachers pointed that the characteristic of English Language and Literature subject was to provide students with various literary texts through the genre-based teaching approach. In investigating the kinds of materials to the teachers, both participants of the research agreed that the outline of literary genres in the syllabus eased the teachers to select the kinds of materials which was accordant with the basic competences. They also affirmed that the syllabus was flexible enough to break down many kinds of literary materials and various learning activities. Thus, teachers could select the same kinds of literary teaching materials while designing different activities to attain the objectives of the competences.

Based on the document analysis checklist which was retrieved from the Lesson Plans and UKBMs that the teachers designed, the teachers used various kinds of literary materials during the teaching and learning process. These materials were presented

below according to the Literary Genres classification explained in chapter II of the literature review.

a. **Non-Fiction**

Non-fiction literature was used as the materials to teach numerous basic competences and all language skills in English Language and Literature subject. For some competences, non-fiction was used as the content-based learning, while some others had non-fiction literature simply as the learning resource. The types of non-fiction literature used in the teaching and learning process were;

1) **Biography**

Biography is a kind of recount text which was used by the teachers to teach basic competence 3.5 (Recount Text; Biography) in the first grade of English Language and Literature subject. The teachers used biography as the content-based materials which was studied to identify the text structure, social function, and language uses of biography text.

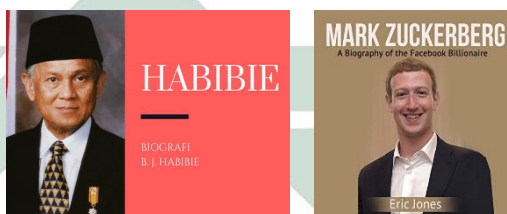
The language skills focused by the teachers when teaching this basic competence was either reading or speaking skills, while also at the same time analyzing the grammatical features of biography text particularly, the Past Tenses (Simple Past tense, Past Continuous, Past Perfect). For reading activity, the teacher asked the students to read the biography and analyze the grammatical features of the text. For the other teacher, she preferred to have the students present the biography of a famous figure, and invited other students to ask questions from that.

Teacher B said that she had also used biography to teach different basic competence that was 3.2 (Modal; should). When teaching this topic, the teacher also used the speaking activity and designed the activity to give the suggestion using modal should. She gave the example like when reading the biography of Habibie, ...*Habibie was a really famous engineer and studied in Germany... then, what should we do to be like him?...* She said that the use of biography was rich to connect other basic competences as



well. Therefore, it is possible to use the biography not only for teaching recount text.

From document analysis, the researcher finds that teachers mainly got the biography from the internet and from the textbook of BSE for *Peminatan* Class. The biographies which the teachers used were varied in the figures, some of whom were B.J. Habibie, Justin Bieber, Avicenna, Mark Zuckerberg, and other famous figures.



*Picture 4.1 Biography of Famous Figures*

## 2) Article

Articles were used by the teachers as the literary materials when the basic competence requires factual events or informational text like 3.8 (Report Text) and 3.9 (Hortatory Exposition). One of the teachers stated that the use of article or other non-fiction literature actually could be used to teach other basic competences too which relied on the language uses and grammatical function as it provides accurate linguistic forms of language.

Both teachers mainly used article as a learning resource to teach reading skill. The first teacher used article to teach Hortatory Exposition that required the students to read article and from that, having a discussion session in a speaking activity. The second teacher used the article in teaching Report Text to train students reading skill and developed the students' grammatical understanding within an article text. The use of Present and Past tenses, as well as the use of conjunctions, were identified when teaching this basic competence. The example of article that the teacher used was the article of Blue Whales which used to teach 3.8 Report Text.



Picture 4.2 The Scientific Article

3) Essay

From the two subjects' research, one teacher preferred to use essay as learning material to become the extension of using article in teaching 3.9 Hortatory Exposition. Therefore, the essays were mostly argumentative. Writing and speaking skills were taught when using essays, with the focus of present tenses grammar and modals. The students were given the elicitation of argumentative essays in order to elicit them to build the argument of the topic. They, therefore, were asked to write the argumentative essays with the given topic. Finally, having written the text, the learning activity was continued to discussion or debate session. One of the topics that the teacher had used in teaching with essay material was *the Legalization of Marijuana*.

When considering the legalization of marijuana, the normal reaction would be to think about the negative factors of the drug. But what people forget is, marijuana's positive features overrule the negatives by far. There would be many benefits if the 'drug' were to be legalized, especially for the government and the economy as a whole. Our government spends 500 million pounds a year on 'overall response to drugs', but receive no taxes from the estimated 1.8 billion pound illegal drug market. If our government were to legalize marijuana, they could place high taxes on it because people are used to buying the drug at a high price anyway because of the risk of selling it illegally. This would be very beneficial to the government because they would have a larger increase of tax that then could be fed into the NHS and other funds, which are beneficial to the general public.

Picture 4.3 The Argumentative Essay

**b. Fiction**

Fiction literature often is used during the teaching and learning process in the subject of English Language and Literature. These materials were mostly in the form of written texts. The types of non-fiction literature used in the teaching and learning process were;

**1) Legend**

Legend is a kind of national story which mixes fact and imaginative materials at a time. This material was mostly used to teach 3.2 (Past Event); and 3.5 (Narrative; Short Story) basic competences. As there are many genres of narrative texts, one of the research subjects decided not to use this genre but the other teacher did. Legend stories were used to teach reading and speaking skills with the focus of identifying text structure.

Both of the teachers who chose this genre believe that legends could evoke students' imagination and therefore this story was beneficial to train their speaking skills. The structure of the narrative text was explained early at the main activity. Identifying the text structure of narrative text was done through either the reading or writing activity that the teachers differently planned before the teachers went to other language skills activities. Sequentially, the teachers had the same activity that focused upon speaking practices. Storytelling of the events and the moral value of narrative text were planned in this activity.

Teacher A shared her experience when selecting legends as literary materials, she adapted the legends with the theme of legendary love story since her students were teenagers. She usually selected the legendary story from the internet and adapted it into UKBM. The examples of this genre are *Sam Pek Eng Tay* from China and *Mae Nak* from Thailand. The teacher believed that incorporating international legends help to promote cross-cultural understanding for students.



Picture 4.4 Legendary Stories (1) Sam Pek Eng Tay and (2) Mae Nak

## 2) Short story

Like a legendary story, short story was used to teach 3.2 (Past Event); and 3.5 (Narrative; Short Story). In teaching these basic competencies, the teachers could actually choose whether to use legend or short story or even use both two genres. From the result of document analysis, teacher B preferred to use both genres.

The activities that she used were basically the same as the previous material that was writing and speaking skills, whereas this focus on the grammar features of the short story. Tenses and pronouns were emphasized and analyzed within the students' writing and speaking.

### B. Main Activity

#### ACTIVITY 1

Read and do the following questions after you watch a video played by your teacher

1. What do you know about "Romeo and Juliet"?
2. What conflict happened in the story?

After you watch the video, read and discuss the following text!

The story of Romeo and Juliet takes place in Verona in Italy. Two families, the Montagues and the Capulets, hate each other so much that they fight on the street whenever they meet.

One of these families, the Capulets, organizes a big party so that they can introduce their daughter Juliet to a rich nobleman, Count Paris, who has asked to marry her. Juliet is nearly 14 and her parents are keen for her to marry soon.

Romeo is the son of the Montague family, and is also about 14. Romeo and his friends decide that it would be amusing to go to the Capulets' party too. But they agree that they must go in disguise because if they are recognized at the party by the Capulets, they might be killed.

That night, at the party, Romeo meets Juliet and they fall in love at first sight. However, Juliet's cousin, Tybalt, recognizes Romeo, knows he is from the Montague family – and wants to kill him. Romeo hides in the garden, and tells Juliet when she appears on her balcony. They realize that they are perfect for each other, and decide to get married. The next day, they go to a priest called Friar Lawrence, who marries them in secret.

Juliet's cousin, Tybalt, gets angry very easily. He starts a fight with Romeo's best friend. When Romeo steps in to break up the fight between the two men, his best friend is accidentally killed. Romeo runs after Tybalt in anger and kills him.

Lawrence to get her out of this difficult situation, so that she can see her beloved Romeo again.

Friar Lawrence has an idea – he gives Juliet a drug which will make everyone think that she is dead, when in fact she's only in a long, deep sleep. While Juliet is sleeping, Friar Lawrence sends a message to Romeo to tell him to come to her tomb and take her away.

When the guests arrive for Juliet's wedding the next day, Juliet's lifeless body is discovered. Believing she is dead, her family put her in their tomb. Tragically, Romeo never gets Friar Lawrence's message that Juliet has taken a drug and is really alive. He only hears that she is dead. Romeo returns to Verona, and goes to Juliet's tomb.

There, inside the tomb, he meets Count Paris, who has also come to say goodbye to Juliet. The two fight and Romeo kills him. Romeo still believes that Juliet is dead, so he drinks poison and dies, but soon after this, Juliet's drug stops working and she wakes up. She sees that Romeo is dead, takes his knife, and kills herself too.

When the Capulets and Montagues discover both their children dead, they are united in their sadness. The two families decide to make peace with each other, and promise to build a monument to the memory of both Romeo and Juliet.

<https://www.britannica.com/>

Do the questions below!

1. The Montagues and the Capulets hate each other so much that they ...
2. The Capulets organize a party to ...
3. Romeo and his friends ...
4. When Romeo and Juliet meet ...
5. Romeo and Juliet go to a priest called Friar Lawrence to ...

Picture 4.5 Short Stories in UKBM

### c. **Drama**

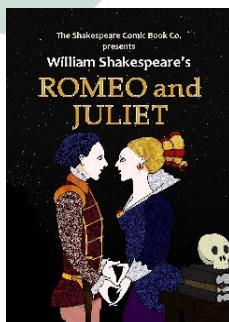
Although dramas were not explicitly stated in the topic of basic competences in the syllabus of English Language and Literature subject, the teachers used these materials to provide her teaching. There were two types of dramas used by the teachers, which were;

#### 1) Play

Play is sort of an old literary works of Shakespeare. From the analysis, Teacher A preferred to use this genre as literary material, while teacher B preferred not to. When asked, the teacher B said that play might be too difficult for students to understand. The play that the teacher A used was *Romeo and Juliet* and it was selected to provide the illustration of narrative text when teaching basic competence 3.5 (Narrative; Short Story).

The teacher designed writing activity which focused on the grammar and structure components to learn. In teaching this basic competence, the students were asked to analyze and write structures and the language features of narrative text.

Teacher A shared her experience when selecting play as literary material, she noted that sometimes there was a gap of culture and complexity which might cause the students confusion. Therefore, she attempted to adapt the play for the basic level when the language was adjusted to be simpler and the scenes were more simplified.

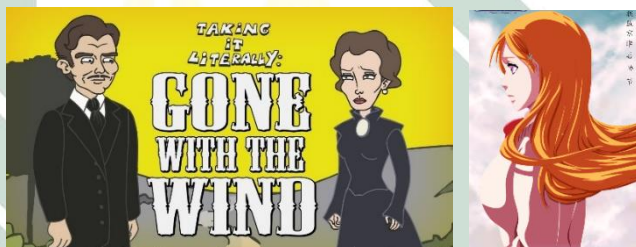


*Picture 4.6 Play of Romeo and Juliet*

## 2) Movie

As the alternative to play, the teachers used movie to teach the same basic competence that was 3.5 (Narrative; Short Story). Actually, movie was rarely used as a learning material in narrative competence, but if it were so, the selection of movie would be used to train the listening and speaking skill for students.

The teacher played a movie and had the students answer the questions dealing with the events, the characters, and the message of the movie. These activities were included in the listening practices. For the speaking skill practice, the students were asked to share their findings of the listening session they already got. One of the examples of movie used for teaching was *Gone with the Wind* from Scarlet Ohara and Orihime from Tite Kubo.



Picture 4.7 Movies: (1) *Gone with the Wind*; (2) *Orihime*

## d. Poetry

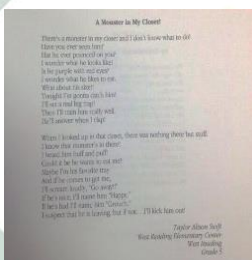
Poetry writings become the main literary materials which were explicitly written as the topics of basic competences in this subject. Those two types of poetry selected when teaching English Language and Literature were 3.4 (Poem) and 3.10 (Song);

### 1) Poem

This rhyming writing was one of the materials that was studied as a content base 3.4 (Poem) in the subject of English Language and Literature. The objectives of learning poem were to identify the characteristics, structure

of the poem as well as to produce the students' own poems. Therefore, both of the teachers agreed that the selection of poems was meant to train students' writing skills with the focus to explore the vocabularies and poem structure.

The initial stage of using the poem was to identify the kinds of poems in order to know the distinct structure of each kind of the poems (free verse, rhyming, haiku, and others). Moreover, the vocabularies that the teachers focused on, were the poetical language choice that usually came within poems. The final activity, the teachers gave the students chance to write their own poems that meet the structure and poetical devices that they have learned. The examples of poems which were used by the teachers was *a Monster in My Closet* from Taylor Swift.



Picture 4.8 Poems (1) Literary Poem; (2) Student's rhyming poem

## 2) Song

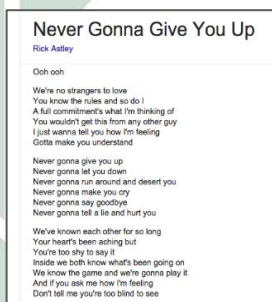
Song is classified into lyrical poetry which in the syllabus of English Language and Literature subject was learned as a topic of basic competence. Song was the only topic in this subject which comes in all grade of this subject in the last chapter 3.10 (songs) for tenth and eleventh grade, and 3.9 (Songs) in the twelve-grade.

Both Teacher A and B had songs to teach the listening skill, most importantly this material was used in the early stage of learning session. In this stage, the teachers designed either fill in the blank or arranging lyric activity to encourage their listening skill. In addition, the teachers also agreed that song was great material to improve



students' vocabulary. They explored songs to find the difficult vocabularies as the poetic words that may be hardly known by the students.

For the following activities of the lesson, the teachers preferred different objectives to attain. For teacher A who used the arranging lyric as the early listening, she continued to do fill-in-the-blank activity which required writing process. While teacher B would rather continue to the grammatical identification. She asked the students to underline particular grammar features, for instance, the use of adverbs written in the songs lyric and discussed the grammar with students.



*Picture 4.9 Song Lyric*

#### e. **Folklore**

Folklore becomes the typical literary work which appears in the syllabus of English Language and Literature subject. There were several kinds of folklore used by the teachers in teaching language and literature, that were;

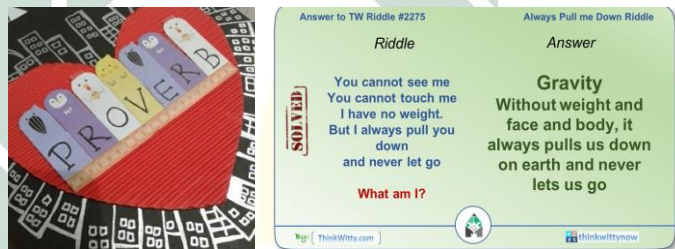
##### 1) Proverb and Riddle

In the syllabus of English Language and Literature subject, these genres were bound to be the basic competence in the first-grade syllabus 3.9 (Proverbs and Riddles). In early teaching, the teachers did the stimulation of proverbs and riddles differently through listening and reading activities. These activities were meant to get



students familiarized with the examples and the characteristics of proverbs and riddles. Throughout these stimulations, the teachers focused the learning of the vocabularies and figures of speech which commonly contain within the proverbs and riddles. The vocabularies like imperative and poetic words; metaphorical and allegorical figures were learned. One of the teachers also focused on the grammatical features of proverbs and riddles which usually dealt with imperative sentences and parallel phrases.

As the final activity of this basic competence, teacher A gave her experience to assign the writing activity that required students to write scrapbook of proverbs.



Picture 4.10 (1) Proverbs scrapbook; (2) Riddles

## 2) Folktale

Folktale is a literary material used when teachers taught 3.5 (Narrative Text: Short Story). Folktales often presented with or as the substitute of legendary stories because the syllabus freed the teachers to choose different genres of the narrative. From the result of document analysis, only teacher A who used folktale to teach this basic competence.

She used folktale to foster reading skill with the focus of grammar and narrative text structure. Past tenses and the use of adverb of time were discussed further after the students had reading activity. The example of folktales used by the teacher was *Pocahontas* and *Layla Majnun*.



Picture 4.11 Folktales;(1) Pocahontas; (2) Layla Majnun

Based on the analysis of documents, teachers used broad range of literature in teaching English Language and Literature subject. The materials were selected in accordance with the goals of basic competence in the syllabus and the teachers had the chance to select the literary materials which suited the needs and the effectiveness to attain the goals of teaching. There were nine to ten literary materials selected and used by the teachers to deliver the topic for each basic competence as presented above.

## 2. Criteria for Literary Materials Selection

English Language and Literature teachers would always meet and explore many kinds of literary materials. They stated that choosing literature as a learning material was very crucial to provide students with concordant materials. Therefore, the teachers always put the process of selecting the materials with some criteria. To get the data of these findings, the researcher used the interview which was guided by the instrument of criteria for literary materials selection from Gillian Lazar explained in chapter II. The following analysis is presented to answer the second research question dealing with the teachers' criteria to select the literary materials, which were;

### a. Fit with the Syllabus

Both of the teachers agreed that the first criterion to select the literature as the teaching materials was the appropriateness with the syllabus. Thus, the early process of materials selection was to look over the syllabus and basic competences in order to prescribe the kinds of materials. There were two types of

literatures used as the learning materials. One was the literature which were determined on the topics of basic competences for it was called as a special functional text. This literature meant to be studied as the content-based materials, therefore, it cannot be substituted with other genres of literature. The examples of special functional texts were songs, poems, proverbs, and riddles.

The other types of material were the literature that was not specifically set in the syllabus which by the teachers was called as functional text and transactional interaction text. Different from the previous type of text which is studied as content-based materials, functional and transactional interaction text are meant to be used as one of the sources to encourage interesting language activities. Therefore, the teacher could have different preferences in selecting the genres of texts. The examples of these kinds of texts were narrative texts and report text.

The first teacher stated that in selecting most of the texts or materials, she didn't face problem to find the appropriate materials to meet the target of the syllabus because the syllabus already outlined the kinds of materials to select. As to how she met the target of the syllabus, she said that she mostly relied on what goals that the students had to attain. For special functional texts, the first teacher said that it was much easier as it was clearly stated in the syllabus. If the students were expected to identify the recount text of famous figures, she would link the goals to the materials in the syllabus by using the biography text. While for the functional text and transactional interaction text it took a little bit more time to choose whether to use particular genres of text since the syllabus focuses on the language uses or grammatical competences. So, the technique that the teachers used was to select the texts which contained the specific components or grammar that needed to be learned.

The second teacher also affirmed that in order to comply the goals of basic competences in the syllabus was very important yet it was not that complicated. It was so because the syllabus was really clear to state the objectives of the lesson and very flexible in terms of the kinds of materials to use. In teaching the grammatical basic competences which didn't directly connect to literature, she usually would still select the

literary materials which contained grammatical features. As in example to teach the basic competence 3.6 (using adverbs too.../ enough...) the teacher incorporated proverbs or songs which had those adverbs. By learning grammar through literary works, she believes that it would give the students many practices and implementation of language uses.

#### **b. The Complexity of the Language**

The second criterion was about the language content of a literary text or material. The teachers noted that literature was mostly made from a remote period which contained old language and poetic words. Thus, it might raise students' confusion. Regarding this issue, these two teachers had faced different experience. The first teacher had found a good play of Romeo Juliet to teach basic competence 3.8 and she felt that the material fitted the objectives in the syllabus, but it had many old terminologies within the dialogue. Therefore, she attempted to find the less-complicated version of the play.

The other teacher experienced this selection when preparing the materials to teach basic competence 3.10 (Songs). She saw that there were many types of songs that can match the syllabus' objectives. Therefore, she chose the songs from the complexity of the language. She chose the songs which had poetic language and contained grammatical features. She said that this helped the students to learn new vocabularies and find the use of English grammar.

Both of the teachers stated that considering the complex language perceived as very important process in literary materials selection. This meant that the teachers would see through how the materials would work in the learning process ahead and further, avoid the mistake in the materials used.

#### **c. Cultural Background**

Thirdly, the criterion of literary materials selection considered by the teachers was the cultural background. Both of the teachers believe that there must be a process of cultural adjustment between the literature background and the students' innate culture. From this process, this might lead to the

adaptation or even the rejection from using the particular materials.

Here, the teachers had different experiences in selecting literary materials dealing with cultural consideration. Teacher A had taken this criterion as a chance to promote cultural awareness among students. When preparing the materials for basic competence 3.5 (Narrative Text), She considered numerous literary legends and folktales that come from many different countries like *Mae Nak* from Thailand, *Layla Majnun* from Arab, *Sam Pek Eng Tay* from China. By learning various literature, she hoped that her students would get exposed to and wanted to know the cultures from other countries.

On the other hand, teacher B got different experiences in cultural selection for literary materials. She perceived that sometimes there was too distant value contained in the literature which made it inappropriate to use by the students. Teacher B shared the experience when selecting the songs as literary materials for basic competences 3.10 (Songs), she found many bad words and negative contents within popular recent songs. Thus, made the teachers were really cautious when filtering the songs and chose to reject the songs which didn't meet this criterion. The teacher shared her technique to avoid the bad unfavorable contents of songs by selecting the unpopular old songs. These can be taken from the soundtrack of the movies and the soundtrack of the game. As they strongly consider this criterion, the teacher B reasoned that within the syllabus, the teachers were required to nurture the character-building among the students, therefore this criterion must be applied.

#### **d. Students' Age**

As well as the cultural background, the students' maturity level was very important to consider by the teachers. The teachers stated that some of the literature materials might perform as too basic or mostly too mature content for high school students. Therefore, having consideration of this criterion was really matter. Each of the teachers had different techniques to select the literary materials due to the student maturity issue which was either by the adaptation or the

rejection. The first teacher had experienced to have the adaptation proses firstly when finding this kind of literature. That was when she got the play of Romeo and Juliet to teach 3.8 (Review of literature). She found that the video contained romantical scenes which were not appropriate for her students. Therefore, she attempted to omit the scenes. Another technique that she shared when having a problem with this issue, was finding the lower level of materials. For instance, looking for the more basic level of the materials or finding the animation version of the video.

The other teacher had also considered the students' age in selecting the literary materials when she taught basic competence 3.10 (Songs). As like when she found many bad words and negative values within the songs, she also found the physical interactions in the teenage songs. Therefore, she preferred not to use that kind of songs and filtered the literary materials.

#### **e. Students' Interest**

The teachers agreed that another consideration when selecting literary materials was the students' interest. One of the teachers reasoned that literature was mostly perceived as a boring subject to learn and basically out-dated. Therefore, she used to consider the trend of materials for teenagers. In her experiments, she used technological-based media when teaching as well as the recent topic of literary materials. It showed when she taught exposition text, she used various native stories as the teaching materials. She also let the students research the topic of hortatory exposition which they preferred. Likely for teacher B, she also used to let the students find their own liked-topic of articles. Having this activity, the first teacher used to ask the students to present his/her selected topic to their friends, as they would get different insights into new knowledge.

Teacher A found that considering the students' interest was really useful to engage the students' participation in the teaching and learning process. The learning activities, then, could be explored a lot and her students had never seemed bored when learning.

**f. The Variety of Genres**

One of the subjects of the research uses this criterion when selecting literary materials. Teacher A preferred to consider a wide variety of literature when selecting literary materials for English Language and Literature subject. The varieties of literature, that she had considered, included the genres of literature and the origins of the literature. Dealing with the genres, teacher A used to select many kinds of texts. For example, when selecting narrative text, she would come up with legends, folktales or short stories. Related to the origins, she usually searched many titles of text which were typical from other countries. Like when she looked for the legend stories, she browsed legendary love stories from each of the countries. Therefore, she brought many reference stories as for example *Orihime* from Japan, *Mae Nak* from Thailand, *Layla Majnun* from Arab, *Sam Pek Eng Tay* from China. She stated that these varieties could entertain the students and help to promote cultural knowledge of other countries for her students.

**g. The Effectiveness of Material**

This criterion was considered by teacher B when selecting literary materials. She said that the teaching materials she used must be rich in content, so that it would be effective to attain more objectives in the syllabus. She told her experience when selecting proverbs, she looked for the proverbs which had the adjectives *too/ enough*, as the following chapter was about this part of speech. She added that when she considered this, she brought the students the implementation of the grammar as it found in the proverbs or any other materials. This helped the students to get a deeper comprehension of using English grammar as well.

The teachers said that all learning materials required the process of selection to fit the needs of learning. Surprisingly, from the findings of literary materials selection investigated to the teachers, the teachers nearly considered the same criteria. The first and most important criterion in selecting literary materials was upon whether the materials appropriateness to the syllabus and basic competences. Moreover, the sequence consideration was to preview the complexity within the content



of the literary materials. The following criteria lied where the teachers centered on the consideration of the students' orientation. The teachers thought out how the selected literary materials can perform during the teaching and learning activity. Lastly, the teachers put the practical consideration which closely related to the teachers' preferences in using the materials.

## **B. Research Discussion**

The researcher has presented the findings of the research above dealing with the kinds of literary materials and the criteria of literary materials selection. Sequentially, in this section, the researcher is going to meet the findings with the related theories. This discussion will be presented below;

### **1. Kinds of Literary Materials**

Literature as a learning material is believed to have authentic language use because the purpose of literature is not for pedagogy. Using literary materials, therefore, helps teachers provide students with the real language implementations which are mainly needed by the students. There are many types of literary materials that can be devised from the syllabus of English Language and Literature subject. For instance, any kinds of literary texts, proverbs and riddles, and poetry<sup>60</sup>. Underpinning literature as teaching materials, the syllabus of English Language and Literature subject outlines various competencies to achieve the objectives which vary not only in reading skill but also in other language skills and competencies like vocabulary and grammar. This syllabus has also determined particular kinds of literary materials to achieve written in the basic competences. From the literary genres explained in the chapter II, there are five different genres of literature that are Non-Fiction, Fiction, Drama, Poetry, and Folklore. From the findings of the research, one of the teachers selected four of the genres, and the other selected all five different genres. Additionally, from those genres choosen, teacher A adapted ten literary materilas, and

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<sup>60</sup> Kementerian Pendidikan dan Kebudayaan. *Silabus Mata Pelajaran Bahasa Dan Sastra Inggris (Peminatan)*. Jakarta. 2016.



teacher B adapted nine materials. The list of literary materials used by the teachers is written below;

Literary Materials	Literary Genres	Teacher A	Teacher B
Biography	Non-Fiction	√	√
Article	Non-Fiction	√	√
Essay	Non-Fiction	-	√
Legend	Fiction	√	√
Short Story	Fiction	-	√
Play	Drama	√	-
Movie	Drama	√	-
Poem	Poetry	√	√
Song	Poetry	√	√
Proverb	Folklore	√	√
Riddle	Folklore	√	√
Folktale	Folklore	√	-

Table 4.1 Kinds of Literary Materials Used by the Teachers

From the data of what kinds of literary materials used by the teachers, the researcher found that the teachers mostly used the same kinds of literary materials and showed only two materials that were different. After analyzing the data of teachers' interview and the document checklist, the researcher found that related to the syllabus of English Language and Literature subject from *Kemendikbud*, the syllabus had already stated some of the genres which were studied as the content-based and therefore couldn't be substituted. Those materials were 3.5 Biography, 3.9 Proverbs and Riddles, 3.10 Songs, and 3.4 Poems. However, although some of the genres were determined in the syllabus, the teachers were still able to use other various types of literary materials to the other basic competencies where the topics were freed for the teachers to choose. In the rest of the syllabus where the genres of literature were not determined, it rather specified the categories to the types of literary texts. For instance, 3.8 Report Text, 3.5 Narrative Texts, and 3.9 Hortatory Exposition. For these basic competencies, the teachers had freer options to select the genres and the types of literary materials.

To further discuss the literary materials used by the teachers, the discussion is going to expose to some of the supporting theories.

a. Biography

Biography according to Luzerne and Kirschenmann is a sort of storytelling of a universal person activity that teaches, inspires, and entertains readers<sup>61</sup>. Biography, therefore, has the closure for the students to be one of the learning materials because the storyline is systematic and involves personal experience.

The finding recorded that teachers used biography as teaching materials with the goal to identify the text structure, social function, and language use. Addressing this point, Rasinski asserted that when reading biography, readers tend to put more attention to the content and the language since the organization of biography is not difficult to understand<sup>62</sup>. Thus, using biography alone could be used to build on content-based learning and foster specific language uses. In incorporating biography, the teachers had a different approach which was through either reading or speaking activity while both focusing on analyzing grammatical features of biographical texts.

b. Article

Article is any written text and known to be the real authentic material<sup>63</sup>. It is an informational or scientific text. Article which is generalized like any other authentic literary materials is known by Adlert and Doren to evoke personal involvement for the readers and thus beneficial to foster in reading<sup>64</sup>. With the same purpose, teachers mainly used and explored the material to practice reading skills. To the extension of reading activity, one of the teachers came through other skills like speaking and writing practices.

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<sup>61</sup> Luzerne-Oi, Sally La and Kirschenmann Jean. *Engaging Language Learners with Biography-based Lessons, Units, and Courses*. English Teaching Forum. 2018.

<sup>62</sup> Rasinski, T.V. *Speed Does Matter in Reading*. The Reading Teacher 54 (2), p. 146 – 151. 2002.

<sup>63</sup> Heitler, David. *Teaching with Authentic Materials*. Pearson Education. 2005

<sup>64</sup> Shazu, Rafiul Islam. *Use of Literature in Language Teaching and Learning: A Critical Assessment*. International Journal of African and Asian Studies Vol. 5. 2014.

c. Essay

Essay is a text that contains facts and opinions laid out in logical sequences<sup>65</sup>. Since it deals with the literary writing, the finding found that the teachers used the essay to teach writing with the focus of grammar and terminated the speaking activity at the end. For Ghaith, essay writing is a complex process to explore thoughts and ideas<sup>66</sup>. Thus, allow students to practice their writing<sup>67</sup>. The teacher said that having practiced the writing, students were given time to present and discuss the topic they wrote in their essays.

d. Legend

Legend is known to be the story that is authentic and comprises cultural values<sup>68</sup>. Hence, one of the teachers said that using legend would help to promote cross-cultural understanding for students. In his study, Simarmata used legend stories as learning material and discussed the strategies to engage legend in teaching. For him, legend was mostly employed in reading activity along with the grammatical analysis. For the finding of this research, the teachers didn't only focus to foster reading skill to comprehend the story, but they also assigned writing and speaking practice to identify the story. Similarly, this kind of literary material subset grammatical unit which both utilized to analyze.

e. Short story

Short story, however, is different from legend as it doesn't deal with folk but rather closely relate to pop-culture story. It is well known to appear in many textbooks as one of the learning materials. As it is practical, interesting, and easily used<sup>69</sup>. Regarding the use of the short story, Chou in his study suggested that when reading a short story, the teacher can design discussions or presentations as a form of conversation

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<sup>65</sup> Eunson, Baden Ian. *Academic Writing: The Essay*. Australia: Monash University. 2012

<sup>66</sup> Gaith G. *Writing*. American University of Beirut. 2006

<sup>67</sup> Steele, Craig W. *Essays Well Worth the Effort*. *College Teaching*. Vol.45/No. 4, p. 150 (3). 1997.

<sup>68</sup> Simarmata, Jonner. *Local Legends: EFL Materials Development for Indonesian Teenage Learners*. Proceedings of the 4<sup>th</sup> ISELT. ISBN: 978-602-74437-0-9. 2016.

<sup>69</sup> Parvareshbar, F and Ghoorchaei B. *The Effect of Using Short Stories on Vocabulary Learning of Iranian EFL Learners*. *Theory and Practice in Language Studies*; Academy Publication. 1377 (2) 1476-1483. 2016.

practice<sup>70</sup>. From the finding, the research found that the teacher used short story to practice not only speaking but also writing. The activities for speaking included re-telling the story and presenting the moral values of the story, while for writing, the students were required to create the analysis of text structure identification.

f. Play and Movie

Play is sort of a theatrical and literary drama. This material is seen to refer to old literary works of Shakespeare. While movie is a film which comes later than the play. From the finding of the research, the teacher preferred to use either play or movie to use as the learning materials. On the other hand, regarding the choice of video materials, Wang specifically suggested interesting video materials like movies or operas of different periods and regions which tell story of historic figures and events<sup>71</sup>. From the finding, the teacher incorporated western video materials with a set of content adjustment to meet the students' perceiving. When using play, she initiated listening activity for the class to comprehend the story of the play. Then she designed writing activity focusing on the grammar and organization of the story. These activities are also considered for Wang that this material can be explored more on speaking activities like discussion and movie critic.

g. Poem

Poem is a sort of verbal or written language which is rhythmically structured to tell a story or express emotion, idea, or state<sup>72</sup>. This literature appeared in both of the teachers' materials when teaching English Language and Literature. Killander specifically stated that the teaching of poetry is challenging both for teachers and for students since it requires deep meaning analysis<sup>73</sup>. However, it is found many

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<sup>70</sup> Chou, P. *Advantages and Disadvantages of ESL Coursebooks*. The Interter TESL Journal Vol. XVI No 11. 2010.

<sup>71</sup> Wang, Zhaogang. *An Analysis on the Use of Video Materials in College English Teaching in China*. International Journal of English Language Teaching Vol. 2/ No. 1. 2015.

<sup>72</sup> Olila, B., & Jantas, J. *The definition of poetry*. Retrieved from [www.joejantas.files.wordpress.com](http://www.joejantas.files.wordpress.com), 2006.

<sup>73</sup> Killander, C. *Poetry in Foreign Language Teaching: Aspects of a Major Challenge*. Proceedings of ICERI 2011 Conference p. 18 – 26. 2011.

advantages of using poetry as learning materials. For Sugandi and Husnaini, poetry is a complete mean to improve students' English language skills. They said that by listening and reading poetry, students can have much improvement in their vocabularies. While writing and presenting their poems, students can develop their intonation, self-confidence, gesture, and emotion<sup>74</sup>. From the result of document analysis, the teachers also agreed that the use of poems was meant to train students' writing skills with the focus to explore the vocabularies and the identification of poem structure.

h. Song

Song is lyrical poetry and closely related to the listening activity in English Language Teaching. Many pieces of research have been studied song as potential learning material. One of the researches highlights that songs are suitable for diverse learning style and give positive effect for young learners' vocabulary retention<sup>75</sup>. From the finding, both teachers agreed that song was great material to improve students' vocabulary so that they let students practice the vocabularies within a song. In the activity using song, the teachers designed listening and writing activities with the focus of vocabulary as well as the grammar contained in a song.

i. Proverb and riddle

Proverb is the wise sayings which is meant to give clearer explanation of the discourse, while riddle is a statement with hidden meaning to reveal after sharp review<sup>76</sup>. These two genres mostly use metaphorical language that evokes deep thinking. According to their finding, proverbs and riddles tend to increase children's vocabulary wealth and grammar, as well as to enhance their language skills<sup>77</sup>. For the teachers as the subjects of this research, they used these materials to improve

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<sup>74</sup> Sugandi, Bastian, and Husnaini. *Teaching Poetry in ELT Classrooms: Some Challenges and Solutions. The 3<sup>rd</sup> IMCoSS*. Bandar Lampung University. ISSN 2460-0598. 2015.

<sup>75</sup> Džanić, N and Alisa P. *The Effect of Using Songs on Young Learners and Their Motivation for Learning English*. An Interdisciplinary Journal Vol. 1/ Issue 2 pp. 40 – 54. 2016.

<sup>76</sup> Odejobi, C. et.al. *Pictorial Reading Strategy and the Learning of Proverbs and Riddles among Primary School Pupils*. International Journal of Innovation and Applied Studies. ISSN 2028 – 9324 Vol. 8/ No. 4 pp. 1589 – 1593. 2014.

<sup>77</sup> Ibid,

the vocabularies and grammar through various activities like listening or reading. Writing activity was also designed, but it was assigned in the post-activity to test student's retention of the proverbs and riddles.

j. Folktale

Mary in Roya defined folktale as a short narrative story handed down through oral tradition with different tellers who tend to modify it<sup>78</sup>. To be the learning materials, Roya suggested folktale to use in reading activity and vocabulary practice. For the teacher, she said that this material would be used to practice students reading and identify the structure of the text which was mostly narrative. In addition, she also used folktale to teach the typical grammatical features of a narrative folktale for her students.

To conclude the kinds of literary materials, both of the teachers agreed that these settings of literary materials outlined in the syllabus had well guided the teachers in selecting the literary teaching materials. They can adjust the preferred topic to use with their students when learning English Language and Literature subject.

Incorporating literary materials in teaching English Language and Literature subject, teachers found many beneficial during the teaching and learning process. One of the teachers found that literature was such really interesting devices to learn language as well as to promote cultural outlook. For example, proverbs, riddles, poems, and songs. The other teacher stated that literature was rich learning materials that were also effective to attain more than one basic competences. Therefore, she usually explored the literary materials to have extensive teaching in the grammar uses of language. For instance, the biography as non-fiction literature can be studied from the structure and for the grammatical features within the text. Having various literary materials, the teachers expected to give students remarkable experience to learn English

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<sup>78</sup> Roya, Finisca. *Folktale in Use of Contextual Teaching and Learning to Improve Vocabulary Mastery of Grade VIII Students at Mts Negeri Taipa*. e-Jurnal Bahasantodea, Volume 3 Nomor 2, April 2015. ISSN: 2302-2000. p67-74. 2015.

through Literature which much more different from the General English subject they used to get.

## 2. Criteria for Literary Materials Selection

In finding the literary materials used by the teachers to teach English Language and Literature subject, it is also very important to investigate the consideration supporting the teachers to select particular materials. From the result of the interview, the teachers were so thoughtful and paid much attention when selecting the literary materials. There was a series of criteria considered in the selection process which mostly were mostly relied on the courses and students' orientation. The teachers stated that in selecting the literary materials there were six criteria they considered. The result of teachers' criteria then, is figured out as follow;

<b>Criteria for Literary Materials Selection</b>	
<b>Teacher A</b>	<b>Teacher B</b>
Fit with the Syllabus	Fit with the Syllabus
The Complexity of Language	The Complexity of Language
Cultural Background	Cultural Background
Students' Age	Students' Age
Students' Interest	Students' Interest
The Variety of Genres	The Effectiveness of Material

*Table 4.2 Teachers' Criteria of Literary Materials Selection*

In the theory of literary materials selection, Gillian Lazar stated that there are three main areas that the teachers should consider when choosing the literary materials for students, they are types of course, types of students and the text-related factors<sup>79</sup>. To further analyze the teachers' criteria on literary materials selection,

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<sup>79</sup> Lazar, G. *Literature and Language Teaching*. Cambridge: CUP. 2007. Page 48



the interview result was risen to be evaluated by some of the theories written in the theoretical framework.

### 1. Fit with the syllabus

This criterion came to be the most important consideration when selecting literary materials since the teachers would definitely take this as the first process of literary materials selection. This consideration is affirmed by Chusnaini who found in her research, *Student-Teachers' Instructional Materials Development*, that the early step of selecting materials is previewing the syllabus and basic competence<sup>80</sup>. This criterion centers literary materials as the object of consideration to see how effectively the materials could perform in order to achieve the goals of basic competences.

As to how the teachers connect the literary materials to the target of the syllabus, they said that they mostly relied on what goals in the syllabus that the students had to attain. If the students were expected to identify the recount text of famous figures, she would link the goals to the materials in the syllabus by using the biography text

In the process of materials selection, both of the teachers agreed that they didn't face any problems to connect the literary materials with the syllabus. In laying out the claims, the teachers gave three reasons: (1) firstly, the syllabus has stated the kinds of materials that would be suitable for each of the basic competences. For example, 3.3 Recount Text; Biography and 3.5 Narrative Text; Short Story; (2) secondly, the syllabus has outlined the basic competences as well as its goals to achieve. As like, when using biography, the objectives have been determined on specific tenses and vocabularies; (3) thirdly, the syllabus was really flexible for the teachers to grade the competences. For instance, if the basic competence seems too basic for the teachers, therefore, they can merge the basic competence. While, if the basic competence seems quite

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<sup>80</sup> Chusnaini, Syafiatul. *Student-teachers' Instructional Materials Development in Promoting Active Learning dofor Teaching Internship Program of English Teacher Education Department at Sunan Ampel State Islamic University*. Surabaya. 2018.



complicated, they can prolong the activity and provide other literary materials which are perceived more practical.

## 2. The Complexity of Language

Having considered the appropriateness materials with the basic competences in the syllabus, the teachers took the process of selection by examining the complexity of the language contents within the literary materials. According to Parkinson & Reid Thomas, literary texts can be very difficult for the learners to understand<sup>81</sup>. Most of the scholars believe that literary works are claimed to have rich grammatical features and poetic language choices. Also, oftentimes literature comes from canonical works that depict unfamiliar linguistic elements for the students<sup>82</sup>. Therefore, there must be a standard to select the literary materials which are linguistically appropriate for students' level.

This consideration is also found related to the findings of the previous study written by Novianti, *English Language and Literature Teaching: An Indonesian Context*. She asserted that the level of language difficulties like vocabularies and grammatical structure were considered by the lecturers when choosing literary texts<sup>83</sup>. To select literature as teaching materials in language classes, teachers, therefore, need to focus on what contents of the literature is needed to perform in language classes. It is very crucial to note that the language content of literature may be too complex for the learners to study, especially for non-native learners where their first language is not English. Thus, it is believed that the high level of complexity may hinder the students from optimal learning. To address this issue, Lazar suggested a series of questions to ask when deciding the text that is whether the students are familiar with the usual norms of language use in a literary material; and will the students enjoy or even be demotivated by

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<sup>81</sup> Parkinson, B and Reid Thomas. *Teaching Literature in a Second Language*. Edinburgh: Edinburgh University Press. 2000.

<sup>82</sup> Novianti, Nita. *English Language and Literature Teaching: An Indonesian Context*. Indonesian Journal of Applied Linguistics, Vol. 6 No. 1. 2016.

<sup>83</sup> Ibid,

the difficulties of the language uses of literary materials<sup>84</sup>. Thus, having serious consideration of the complexity of language is required to tackle the students' confusion in the teaching process ahead.

In the process of considering this criterion, the teachers did find challenges to find the literary materials which suited the language uses the teachers need to teach. Dealing with the high complexity of language choice, one of the teachers preferred to find the less-complicated version or simplified literature works. Due to the simplification of the literary text, some practitioners discussed that this is one of the important techniques which highlights the practicality of simplified literary texts<sup>85</sup>. The other way the teacher used to overcome the complexity of language was to selectively find each of the literature which contained particular linguistic elements that were needed to be studied.

### 3. Cultural Background

The following criterion which both teachers agrees with was to consider the students' cultural background. The teachers believed that literature is valuable for teaching materials because it encloses great cultural values. In the context of English as a Foreign Language, literature is expected to promote students' understanding and appreciation of cultures and ideologies reflected in the literary texts the students read<sup>86</sup>. However, the teachers also found that literature might seem culturally distant for non-native students. This fact might appear because literary texts were made in very remote places and time from the students' condition<sup>87</sup>. Therefore, if it were not carefully selected, the cultural gap of a literary material could hinder the students to comprehend the literary materials.

Personalizing literary materials to the students' cultural background indeed requires much effort. This consideration

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<sup>84</sup> Lazar, G. *Literature and Language Teaching*. Cambridge: CUP. 2007.

<sup>85</sup> Tevdovska, E. *Literature in ELT Setting: Students' Attitudes and Preferences towards Literary Texts*. *Procedia Social and Behavioural Sciences* 232, p. 161 – 169. 2016.

<sup>86</sup> Musthafa, Bachrudin. *Seven Issues and Dilemmas in Literature Teaching in EFL Context: Lesson from Indonesia*. Indonesian University of Education. 2014

<sup>87</sup> Lazar, G. *Literature and Language Teaching*. Cambridge: CUP. 2007

was also found in the research of Literature in ELT Setting: Students' Attitudes and Preferences towards Literary Texts which concluded this preference as one of the criteria of literary text selection. She said that the selected texts should not be culturally distant and overburdened with the culture or historical references<sup>88</sup>.

In selecting the materials, teachers experienced the different process of choosing literary materials. The teachers said that there were so many potential sources of materials found from any sources which met the objectives of the study and had average language complexity. Meanwhile, the teachers also noted that those materials contained unfavorable matters which were culturally inappropriate for the students to expose, such as bad words and negative contents. So, having a set of adjustments, for instance, omitting the part or even rejecting the use of materials was often applied. The teachers said that this criterion was really crucial to consider because the learning materials they chose should also promote the religious and character-building among the students during the teaching and learning process.

#### 4. Students' Age

The sequence consideration after the cultural background is the students' age. All teachers as the subjects of this research focused this criterion on the maturity level of the students. Regarding this issue, Padurean believed that learners had to be intellectually and emotionally engaged with the materials during the learning activity instead of being the passive receivers of the teachers' interpretations<sup>89</sup>. Relatedly, the teachers apply this criterion because the literature might perform to child-like material or mostly too mature to engage teenagers as many of high school learners ages. Therefore, choosing the materials which is acceptable for their ages would individually get them related to the given materials.

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<sup>88</sup> Tevdovska, E. *Literature in ELT Setting: Students' Attitudes and Preferences towards Literary Texts*. *Procedia Social and Behavioural Sciences* 232, p. 161 – 169. 2016.

<sup>89</sup> Padurean, A. *Approaches to Teaching Literature in EFL Classrooms*. *Journal of Romanian Studies* Number 6/2015. 195-200. 2015.

In choosing the literary materials, the teachers specifically focused on whether the literature contented too mature parts and scenes. In other words, for McKay, the solution is to select texts from literature written for young adults<sup>90</sup>. If it were found that the materials had this particular content, the teachers would apply the same process as when considering the cultural background. Those processes were adaptation or rejection. The findings of this research had revealed that when the teacher selected the play of Romeo and Juliet, she and found romantical scenes that seemed too mature for her students, she attempted to remove only the particular parts. On the other hand, if it seemed impossible to cut the part, for instance to the shorter length of literary materials like song or poem when they contained inappropriate part, the teachers would decide to reject the use of literary materials and looked for other options of materials.

## 5. Students' Interest

Targeting the students' interest means considering the trend of students' concern, in the process of materials selection. When considering this criterion, the teachers typically proceed the selection from the intuitive basis of the teachers' knowledge of and rapport with the students<sup>91</sup>. This criterion was also considered by Hişmanoğlu in his research, *Teaching English Through Literature*, that said when selecting literary texts, one great importance to note was whether a particular literary material could reveal students' personal engagement through evoking learners' interests and eliciting strong and positive reactions from them<sup>92</sup>. Meaningful learning materials would boost the students' comprehension of a text.

The teachers perceived that this criterion was very beneficial to engage students' active participation in learning activities. The challenge that teachers got in this process of selection was that each of the students might have different interests and applying this criterion to the entire class might be

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<sup>90</sup> McKay, Sandra. *Literature in the ESL Classroom*. TESOL Quarterly Vol. 16/ No. 04. 1982.

<sup>91</sup> Lazar, G. *Literature and Language Teaching*. Cambridge: CUP. 2007

<sup>92</sup> Hişmanoğlu, Murat. *Teaching English through Literature*. Journal of Language and Linguistic Studies Vol. 1/ No. 1. 2005.

hard. To this problem, the teachers sometimes let the students choose their preferred topic in particular basic competences. For example, in hortatory text, the teachers let the student choose their preference theme to discuss in their essay. This not only eased the teachers to find the topic of literary materials but also made the students feel appreciated when the teachers consider their preference theme to be learned in the class.

## 6. The Variety of Genres

The last two criteria are the personal considerations thought by the teachers when selecting literary materials. Teacher A used this consideration in her preference for utilizing various genres of literature as teaching materials. Related to the study by Hişmanoğlu in his research titled *Teaching English Through Literature*, he found that Literature has an immense variety of themes to practice language skills in all matters<sup>93</sup>. This criterion, therefore, was considered to be the reference of learning sources which rich in the types and the cultural values. This criterion was also considered in another study from Novianti who found that English literature lecturers as her research subjects used various genres of literary texts which included short story, poem, novel, and play for teaching literature in EFL context<sup>94</sup>.

When selecting literary materials, the teacher considered many types of literary materials from different genres and various countries. From her perspectives, this selection was possible only for the basic competences which require functional and transactional interaction type of texts. Therefore, teachers can have different preferences in selecting the genres of texts. The examples of these kinds of texts are narrative texts and report text.

In her experience, teacher A considered various types of narrative texts including legends, folktales, and short stories. She also looked for many stories from different countries like *Orihime* from Japan, *Mae Nak* from Thailand, *Layla Majnun*

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<sup>93</sup> Hişmanoğlu, Murat. *Teaching English through Literature*. Journal of Language and Linguistic Studies Vol. 1/ No. 1. 2005.

<sup>94</sup> Novianti, Nita. *English Language and Literature Teaching: An Indonesian Context*. Indonesian Journal of Applied Linguistics, Vol. 6 No. 1. 2016.

from Arab, *Sam Pek Eng Tay* from China. Having this criterion, she found that these materials help to promote cultural knowledge across the countries which at the same time entertain her students.

### 7. The Effectiveness of Material

The final criterion used by one of the subject teachers deals with the effectiveness of material. This consideration was related to the practicality that the teacher wanted to personalize when using literary materials. The point of this criterion was to select the literary materials which were rich in linguistic content both in the grammatical features and in the language choice. For the findings of his research, Hişmanoğlu found that literature is able to provide learners with rich source of authentic materials from a large range of registers<sup>95</sup>. These materials, therefore, were expected to effectively achieve more basic competences during the teaching and learning process. Moreover, Elliot believes that if the students are able to access the materials by developing literary competence, they can effectively internalize the language at the high level<sup>96</sup>. For this teacher, the use of the linguistically rich content materials has proven to ease the students to practice the implementation of the learning theory they got in the class.

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<sup>95</sup> Hişmanoğlu, Murat. *Teaching English through Literature*. Journal of Language and Linguistic Studies Vol. 1/ No. 1. 2005.

<sup>96</sup> Elliot, R. *Encouraging Reader-response to Literature in ESL Situations*. ELT Journal Vol. 44/ No. 3 pp. 191 – 198. 1990.

## CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research dealing with literary materials selection for teaching English Language and Literature subject. The suggestion for some parties is also presented in this chapter.

### **A. Conclusion**

Based on data in the research findings that were analyzed in the previous chapter there are several points that can be concluded as the following description:

In teaching English Language and Literature subject, the teachers used various kinds of literary materials that were mainly categorized from (1) Fiction, including Biography, Article, and Essay; (2) Non-Fiction, which included Legend and Short story; (3) Drama, including Play and Movie; (4) Poetry, both Song and Poem; and (5) Folklore, which included Proverb, Riddle, and Folktale. The literary materials were used not only when teaching literature as content-based materials, but also when teaching other basic competencies that didn't specialize in the literature topic. Although literary materials were closely related to foster reading skills, the teachers used these materials to teach integrated skills and language focus that were accordant with the syllabus.

In selecting literary materials, the teachers used six criteria. The selected literary materials should partook the criteria which fit the syllabus and the complexity of the language; appropriate for students' cultural background, age, and interest, and finally fit the teachers' personalization materials which was either various in the genres or effective in materials content.

These criteria were mostly considered upon the text-related factors which were relied on (1) how the texts or materials can link to the basic competencies of the syllabus, (2) how complex the contents of literature can help the students or cease their learning. Sequentially, the teachers consider the students' type which includes (3) students' cultural background, (4) ages, (5) interests; that has shown benefits as well as the prevention of unfavorable contents within literary materials that may not be appropriate for the students. Finally, the last consideration dealt with the practical consideration that the teachers personalize when selecting literary materials. These considerations



mainly relate to how easily the teachers can devise the learning materials in the teaching and learning process including (6) the variety of genres and (7) the effectiveness of materials to attain the basic competences.

## **B. Suggestion**

The findings showed that the English language and literature teachers had considered several criteria for selecting literary materials which were appropriate for their teaching activities. Hence, the process of literary materials selection should be considered rightfully. In the following description, the researcher states several suggestions for;

### **1. English teachers**

Considering numerous literature to use as the teaching materials for EFL learners is not a simple task. The teachers have done selective considerations that are taken into account in order to meet the students' level of comprehending literary texts and materials. However, the use of literary materials should not be merely seen as completely traditional content that is irrelevant to the modern context. The teaching of language and literature should be able to create drawback which correlates the literary and cultural values with students' everyday life. Using the communicative approach for example by giving students the opportunity to interpret and convey the meaning themselves in a literary work involves them to draw the connection between the literary materials they are reading to their personal experiences.

### **2. Further researcher**

The issue of literary materials selection has vast topics to discuss. As the extension of what this research has found, it is important for future researcher to investigate how these literary materials can actively promote communicative language teaching. That research would become an attempt to measure whether the syllabus of English language and literature has achieved its objectives to reach the goal of communication in any context or not, and what probably can be done to reach over the objectives of English language and literature subject in K13 curriculum.



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