

**LITERARY MATERIALS SELECTION FOR ENGLISH LANGUAGE
TEACHING IN DIFFERENT STUDY PROGRAMS**

THESIS

Submitted in partial fulfillment of the requirement for the degree of

Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By

Lilin Nur Indah Sari

NIM D05217007

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING**

UIN SUNAN AMPEL SURABAYA

2022

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Lilin Nur Indah Sari

NIM : D05217007

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

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Surabaya, 6 Juni 2022

Yang membuat pernyataan,



Lilin Nur Indah Sari

NIM. D05217007

ADVISOR APPROVAL SHEET

This thesis by Lilin Nur Indah Sari entitled “Literary Materials Selection for English Language Teaching in Different Study Programs” has been examined by the advisors for the further approval by the board of examiners.

Surabaya, 22 Januari 2022

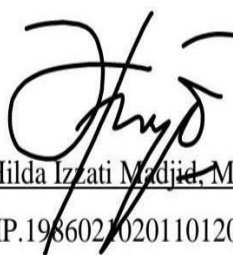
Advisor I



Riska Safriyani, M.Pd

NIP. 198409142009122005

Advisor II



Hilda Izzati Madjid, MA

NIP.198602102011012012

EXAMINER APPROVAL SHEET

This thesis by Lilin Nur Indah Sari entitled “Literary Materials Selection for English Language Teaching in Different Study Programs” has been examined on June 9th. 2022 and approved by the board examiners.



Dean

Prof. Dr. Muhammad Thohir, M.Pd

NIP. 19740725199803101

The Board of Examiners

Examiner I

Afida safriani, MA, PhD.

NIP. 197509162009122003

Examiner II

Siti Asmiyah, S.Pd M, TESOL

NIP. 197704142006642003

Examiner III

Riska Safriyani, M.Pd

NIP. 198409142009122005

Examiner IV

Hilda Izzati Madjid, MA

NIP. 19860212011012012

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Nama : LILIN NUR INDAHSAARI
NIM : D05217007
Fakultas/Jurusan : Tarbiyah dan Keguruan/ Pend. Bhs Inggris
E-mail address :

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(Lilin Nur Indahsari)

nama terang dan tanda tangan

ABSTRACT

Lilin Nur Indah Sari (2022). *“Literary Materials Selection for English Language Teaching in Different Study Programs”*. Thesis. English Teacher Education Department. Faculty of Tarbiyah and Teacher Training. UIN Sunan Ampel Surabaya. Advisors: Rizka Safriyani, M.Pd dan Hilda Izzati Madjid, M.A
Literary Materials, English Language Teaching, Study Programs

Discovering literary text at the correct language level is necessary. It shouldn't be that hard for students who are unable to deduce certain meanings lexical items, also not very easy so there is no challenge and no vocabulary acquisition. The teacher's own language awareness and knowledge of their students' proficiency levels eventually provides the best guide to make decisions. Qualitative research design is used by the researcher in this research. Two English teachers and 60 students with different majors, 34 students majoring in IPA and 26 students majoring in IPS at SMAN 1 Sekaran Lamongan were the participants of this study. The data was obtained by using documentation checklists, questionnaires, and interviews. The findings point out that both teachers of IPA and IPS use various types of literary materials in teaching English and Literature subjects mainly articles, essays, legends, short stories, movies, poetry, and proverbs as well as riddles. The teachers of both majors concentrate on the same syllabus. Consequently, there are no huge differences in the materials used for IPA and IPS study programs. There are three main areas of consideration taken by teachers in selecting literary materials. Those are (1) type of course including level of students and intensity/ length of the course; (2) characters of students including students' interest/hobby, cultural background and linguistic proficiency and (3) factor related to texts including availability of texts, exploitability of texts, and fit with syllabus.

ABSTRAK

Lilin Nur Indah Sari (2022). *“Literary Materials Selection for English Language Teaching in Different Study Programs”*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. UIN Sunan Ampel Surabaya. Pembimbing: Rizka Safriyani, M.Pd dan Hilda Izzati Madjid, M.A

Kata kunci: Bahan Sastra, Pengajaran Bahasa Inggris, Program Belajar

Menemukan teks sastra pada tingkat bahasa yang benar diperlukan. Seharusnya tidak terlalu sulit bagi siswa yang tidak dapat menyimpulkan arti tertentu item leksikal, juga tidak terlalu mudah sehingga tidak ada tantangan dan tidak ada penguasaan kosakata. Kesadaran bahasa guru sendiri dan pengetahuan tentang tingkat kemahiran siswa mereka pada akhirnya memberikan panduan terbaik untuk pengambilan keputusan. Desain penelitian kualitatif digunakan peneliti dalam penelitian ini. Dua guru bahasa Inggris dan 60 siswa dengan jurusan yang berbeda, 34 siswa jurusan IPA dan 26 siswa jurusan IPS di SMAN 1 Sekaran Lamongan menjadi partisipan dalam penelitian ini. Data diperoleh dengan menggunakan checklist dokumentasi, kuesioner, dan wawancara. Temuan penelitian ini menunjukkan bahwa baik guru IPA dan IPS menggunakan berbagai jenis bahan sastra dalam mengajar mata pelajaran Bahasa Inggris dan Sastra terutama artikel, esai, legenda, cerita pendek, film, puisi, dan peribahasa serta teka-teki. Guru dari kedua jurusan tersebut berkonsentrasi pada silabus yang sama. Akibatnya, tidak ada perbedaan besar dalam materi yang digunakan untuk program studi IPA dan IPS. Ada tiga bidang pertimbangan utama yang diambil oleh guru dalam memilih bahan sastra. Yaitu (1) jenis kursus termasuk tingkat siswa dan intensitas/lama kursus; (2) karakter siswa meliputi minat/hobi siswa, latar belakang budaya dan kemampuan berbahasa dan (3) faktor yang berkaitan dengan teks meliputi ketersediaan teks, pemanfaatan teks, dan kesesuaian dengan silabus.

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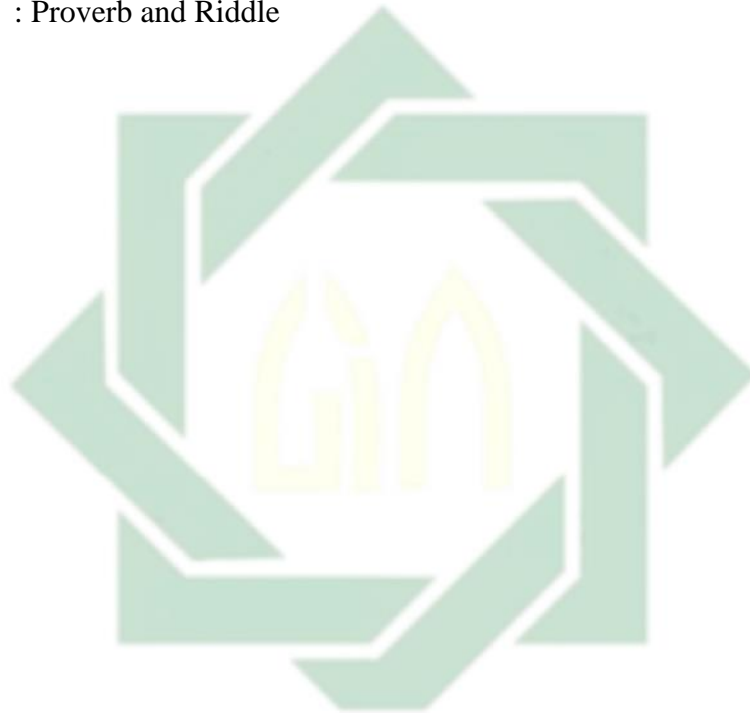
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LIST OF ABBREVIATIONS

ELT	: English Language Teaching
EFL	: English as Foreign Language
ESL	: English as Second Language
IPA	: Ilmu Pengetahuan Alam
IPS	: Ilmu Pengetahuan Sosial
K13	: Kurikulum 13
Kemendikbud	: Kementerian Pendidikan dan Kebudayaan



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CHAPTER I

INTRODUCTION

This stage describes the background of the research that consists of what caused the researcher to carry out this research and explain the significance of the study. Justifying the problems and objectives of the study included in this chapter. The researcher also describes the scope and limitations and the definition of key terms defined to determine the research points.

A. Background of Study

In many contexts of English teaching and learning, the lack of literary text, such as rated reader, short story and poem, apparently still become the norm.¹ Unfortunately, in the mid-20th century after the grammar-translation method was not used, there were rules that rejected the use of literature in language classes. In language teaching, the use of the Grammar translation method was mentioned to be less efficient when it is applied to modern language teaching and as a result. Hence, there was a propensity in the past to remove the existence of literary texts from language classes and focus on learning basic language skills.² Conditions where literary learning is not considered as the first priority in language learning arises in a variety of language learning. This means that language learning focuses on students' ability to master the language. In this case, the pragmatic approach, the communicative approach, and other approaches prioritize communication skills. The implication is that language learning is dominated by accommodating materials in the form of grammar, vocabulary, and so on. At the same time, literature, which is considered as one of the products of language, is not a priority. This is because literary learning

¹ Chris Lima, "Selecting Literary Texts for Language Learning," *Journal of NELTA* 15, no. 1-2 (1970): 110-113.

² Jelena Bobkina 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* 3, no. 2 (2014): 248-260.

leads to forms of literary study. Therefore, literature becomes an advanced material of students' abilities in language learning.³

In the last decades of the twentieth century and the beginning of the twenty-first circumstances began to change and literature started to be considered as a plausible source for language development.⁴ This is suitable with the new currents within the communicative approach that regard in reading literature the precise comprehension of their standards of communicative competence development, which to teach students communicating in their second language and considering real authentic communicative situations.⁵ In fact, using literature in the context of EFL/ESL was stated to have an abundant benefit. Apparently, it involves students emotionally, morally and intellectually, and brings a variety of language communication tools. It not only provides figures of the best representations of English used, but also stimulates, inspires, and leads students at the entire levels of communicative proficiency and performance, such as diversity in terms of accessibility.⁶ It is generally revealed that literary text can be used to stimulate students' intellect. It enables readers to create a world that they may not recognize and they do so by hanging on to language.⁷ According to Stern 1987 as cited in Budiono, literary texts extend plenty of advantages that can be used as reading comprehension materials. Linguistically, text literature helps students enrich their vocabularies and improve reading comprehension. Culturally, literary texts give people knowledge from understanding other people's cultures in text content.

³ Dianah Rofifah, "LITERARY TEXT CONVERSION AS A FORM OF WRITING LITERACY ACTIVITIES Katarina," *Paper Knowledge. Toward a Media History of Documents* 2, no. 2 (2020): 12–26.

⁴ Geoff Hall, "Literature in Language Education. Research and Practice in Applied Linguistics." (2005): 292.

⁵ Koutsompou Violetta-Irene, "The Use of Literature in the Language Classroom: Methods and Aims," *International Journal of Information and Education Technology* 5, no. 1 (2015): 74–79.

⁶ Rahma Al-mahrooqi, "An Investigation of Literature Teaching Methodologies at a Higher Educational Institution in Oman," *TESOL Journal* 6, no. June (2012): 172–180.

<http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/>

⁷ Elena Spirovska Tevdovska, "Literature in ELT Setting: Students Attitudes and Preferences Towards Literary Texts," *Procedia - Social and Behavioral Sciences* 232, no. April (2016): 161–169, <http://dx.doi.org/10.1016/j.sbspro.2016.10.041>.

Personally, literary text aids students in gaining better insight into themselves as individuals and their social relationships, making them become more mature and wise.⁸ Hence, the use of literature as a method to teach basic language skills (i.e. reading, writing, listening and speaking) and language fields (vocabulary, grammar and pronunciation) are genuinely prevalent in the territory of learning and teaching foreign languages today.⁹ Despite the advantages of literature in the language classes previously stated, there are also various primary adversities that need to be concerned such as the language itself, cultural issues or text selection cited in Bobkina, Jelena and Elena, 2014.¹⁰

Text selection is one of crucial challenges for both teachers and learners. Discovering literary text at the correct language level is necessary. It shouldn't be that hard for students who are unable to deduce certain meanings lexical items and forced to search for words as well, which are often also not very easy so there is no challenge and no vocabulary acquisition. The teacher's own language awareness and knowledge of their students' competence eventually provides the best guide for decision-making.¹¹ Several diverse factors such as students' "language proficiency, age, gender, and background knowledge" should be taken into consideration when selecting a text.¹² However, one major factor that needs to be considered is whether a specific work is capable of expressing the type of personal involvement by evoking students' motivation and generating their strong positive reactions. Language difficulties must be considered too.¹³ The choice of literary text or material in

⁸ Davy Budiono, "Literary Texts as the Material In Teaching Reading Comprehension," *Magister Scientiae*, no. 27 (2010): 12–17.

⁹ M Hi Mano Lu, "Teaching English through Literature," *Journal of Language and Linguistic Studies* 1, no. 1 (2005): 53–66.

¹⁰ Bobkina and Dominguez, "The Use of Literature and Literary Texts in the EFL Classroom; between Consensus and Controversy."

¹¹ Lima, "Selecting Literary Texts for Language Learning."

¹² Bobkina and Dominguez, "The Use of Literature and Literary Texts in the EFL Classroom; between Consensus and Controversy." <http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/>

¹³ Hi Mano Lu, "Teaching English through Literature."

relation to the assignment can be determined not only by the materials used, but also by adjusting who the teacher will provide these materials.¹⁴ To overcome this problem, a number of studies have been to investigate teaching materials integrated with literary content in non-native countries. A study conducted by Murat entitled Teaching English through Literature. This study examines the deliberations in consequence of using literary texts in foreign language classes and the principal criteria in determining appropriate literary texts for foreign language students so as to generate readers accustomed to the reasons and criteria underlying for language teachers to use and choose literary texts.¹⁵

Another research conducted by Mokhtari explores whether there is a different characteristic in terms of language performance between EFL learners who read types of literary texts and those who read non-literary texts on demanding inference tests.¹⁶ Through an easy sampling method, 30 senior Iranian students from BA English translation, studying at the Islamic University of Azad, Karaj Branch, Iran, that are different in gender man and female, varying in age from 19 to 30 years old are taking part in this survey. After their personal language skills were calculated using the Oxford Placement Test, the participants experienced a part of a demanding inference test conducted by researchers containing two enclosed tests - one for literary text and one for non-literary text. Subsequently, the results of the t-test show that literary texts have a higher practical influence on the inferior ability of EFL learners than non-literary texts. This study is essential in view of the issue that most reading material is still distant to superficial and requires deeper understanding. The main suggestion of this research is that the integration of general literature texts

¹⁴ Ainun Haniya, "LITERARY MATERIALS SELECTION FOR TEACHING ENGLISH LANGUAGE AND LITERATURE SUBJECT AT SENIOR HIGH SCHOOLS IN SIDOARJO," *Digilib.Uinsby.ac.id* (UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA, 2019).

¹⁵ Hi Mano Lu, "Teaching English through Literature."

¹⁶ Reza Mokhtari, "The Comparative Study of Literary vs. Non-Literary Text and Iranian EFL Learners' Performance on Cloze Tests of Inference," *Journal of Language Teaching and Research* 5, no. 1 (2014): 163–174.
<http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/>

and specific literature in the EFL curriculum, will provide a great deal of advantages especially in the fields of comprehension and inference.¹⁷

Some specific research has been carried out on the use of literature to teach English in ESL / EFL classes, focusing on the use of poetry and short stories. Remarkable researches have also been narrowed down to discover teacher and student perceptions of using literature in learning English for EFL secondary school. In contrast, there were small amounts of research related to the application of English literature for education in Indonesian context. Research conducted by Novianti is one of the researches that investigates the current topic.¹⁸ This research examines the ways English teachers chose the appropriate literary text to teach, the problems that arose, and the ways they overcame these issues. This research used case study with observation, document analysis, and interviews to answer the research questions. This study found from the syllabus review and interview, teachers considered several criteria that included the language text's level, the text's length, and finally, the content and culture. Problems that arise in this study are classified into habits of reading, English language proficiency, and resources that can be solved through collaboration among teachers, departments, and schools.

The curriculum has been revised in 2013, so that by its implementation, Indonesian higher education has introduced a program of specialization and mutual benefit. Based on the gymnasium, the objectives of the schools' Directorate, disciplines and mutual benefit programs give students opportunities to develop their attitudes, abilities, knowledge and skills according to their interests, talents, and / or academic ability in the academic groups. In other words, this program requires learners to get some subjects based on their interests and provides them the opportunity to evolve their skills. In the circumstances of Indonesian education, learning programs at the senior secondary level are generally divided into two, those are natural science (IPA) and social science (IPS). One of the Specialization and Cross-Interest courses is

¹⁷ Ibid.

¹⁸ Nita Novianti, "English Literature Teaching: An Indonesian Context," *Indonesian Journal of Applied Linguistics* 6, no. 1 (2016): 42–49.

a subject of English Literature. In every available learning program, it can be ascertained that there are English literature subjects. Task of defining the subject of English and literature stems from the fact that junior high school students find it comparatively difficult in expressing themselves when having conversation using English. Teaching English at the high school level is still focused on increasing student competence in using language to achieve its purpose of communication in any context. Hence, the latest K13 education in the field of teaching English increases complexity. Teaching materials with a text-based approach are described in English Literature Subjects.

The course curriculum has changed little, focusing on the use of the language and functions represented by the use of text. English Literature courses provide non-language major students to obtain the same prospect to learn English as do Language major students. Therefore, this phenomenon needs to be investigated further to better understand the selection of literary materials for teaching English in different study programs. Based on the English literature curriculum, English literature as a discipline and cross-interest subject is for understanding and applying knowledge relevant to apparent phenomena and occurrences through speaking, listening, and reading, and also writing. Provides students with an English textbook experience. In this study, the researcher identified different types of literary materials employed by teachers for teaching English literature in IPA and IPS learning programs. The use of literature for foreign language education has been divided into two areas. Firstly, literary studies with a focus on literature in the role of major material for teaching language. Secondly, literature as the source of learning. Literature is used as a learning resource in order to intensify attractive teaching activities. The K13 curriculum uses the application of English and literary subjects for both content materials and learning resources.

In addition, study conducted by Haniya investigates the types of literary materials used by the English teachers and the criteria considered in selecting literary materials for teaching English Language and Literature subject. Qualitative methods and narrative approaches were assigned in this research to express literary material used by English Language and Literature teachers and criteria for selecting related materials. Most research was conducted in countries where English is used as the second official language (ESL), or the English

language curriculum needs to involve literature teaching into teaching English, especially at the secondary school level. Comparing the prior research with the current research, research conducted by Mokhtari only focused on the impact of literary text for EFL learners' performance. While this current research is focused to seek any various literary texts or materials which are appropriate for English language teaching in different subjects. Furthermore, research conducted by Novianti and Haniya are almost coincident to the present research in terms of its objectives and location. Meanwhile the limitation of Novianti's study is only for undergraduate classes in English literature study programs or departments, this present study deals with the teachers who taught English obligatory subjects and English literature subjects. Meanwhile, the limitation of Haniya's study is to investigate the kinds of literary materials that English teachers use to teach English language and literature subjects at the high school level. However, the results of these studies do not clearly identify differences in the selection of literature material for teaching English in different learning programs. Research conducted by Haniya has not identified differences in the literary material used to teach several learning programs and the teacher's consideration of using the material is in accordance with the student's chosen specialization. Another thing that differentiates this study from other research is that this research only focuses on specific problems related to the use of literary text in different high school study programs.

However, the facts on the ground show that there is not much difference in the literature material used by teachers for teaching compulsory English subjects and English literature. Therefore, the researcher examines further in detail the differences in the types of literary materials used by the teacher to teach the two subjects. Hence, this research was developed to analyse "Literary Materials Selection for English Language Teaching in Different Study Programs". This study used a qualitative method that aims to expose the literary materials used by teachers and their consideration for choosing related materials to teach students from different study programs. The researcher assigned observation, documentation, and interviews as a tool to answer the research questions. This research was conducted at SMAN 1 Sekaran Lamongan. This school was chosen based on two specific criteria; firstly, the school applies English literature as a subject for learning English besides English obligatory,

which makes it easier for the researcher to determine the research subject. Secondly, the school has several English language learning programs such as English Camp and English Conversation Club (ECC). The school implements three programs of learning, those are IPA, IPS, and Language major. In this research, the researcher took IPA and IPS, majors, only to investigate the literary materials. Participants of this study were two teachers who taught English literature in two different study programs that are IPA and IPS study programs.

B. Research Questions

In correlation with the background of research described above, this research was formulated into two questions as follows.

1. What are the types of literary materials used for teaching English literature in different study programs?
2. What considerations do teachers take in selecting literary materials to teach English literature in different study programs?

C. Objectives of the Study

This research is entitled "Literary Materials Selection for English Language Teaching in Different Study Programs" with the purpose of gaining insight or finding new ideas in choosing literary as content-based materials and learning resources to teach English for students from various study programs. This study also aims to explore appropriate literary materials for teaching English according to students' interest, knowledge, and talent. This research will be very useful as a material consideration for teachers who have difficulty determining the appropriate literary materials as content-based materials and learning resources to teach English and literature. In connection to the research questions, the researcher drew up the objectives of study served below:

1. Identify the types of literary materials used by teachers to teach English literature for students in different study programs.
2. Analyse the teachers' considerations in selecting literary materials to teach literature for students in different study programs.

D. Significance of the Study

This research is supposed to show an overview of learning English, especially literature that is useful for:

1. English teachers

The results of this research are intended for drawing models to teach English and Literature in accordance with the related study program. Especially for teachers who put literature into their English language teaching. Expanding the criteria considered in material selection also helps teachers choose the appropriate teaching materials. The suitability of the use of teaching materials is exceedingly dependent on how the teachers chose the material. This simplifies the whole learning process and relieves the teachers' task in transferring lessons. Thus, the research results are intended to serve as references for English teachers from other schools in teaching English literature for students from different study programs.

2. Further researchers

Research findings could be expanded to discuss other issues, such as the use and effectiveness of literary materials in English and literature teaching. The next researchers can use the effect of literature in English learning to develop language materials, syllabi, and curriculum, as well as outline the useful traits on the interaction between language learners and English literature that was not discussed in this study.

3. The readers

The accuracy of using learning materials in ELT is very dependent on how the teachers choose the material. This will facilitate the entire process of learning and relieve the teachers' responsibility for delivering lessons. After reading this study, readers will gain a new perspective on the use of literary materials for teaching language in different study programs, both from the types of literary materials and the considerations in choosing the materials.

E. Scope and Limitation of the Study

In accordance with the title, this research concentrates on exploring the types of literary materials that teachers use to teach English literature for different learning programs. The scope of the study also focuses on the teacher's consideration in determining appropriate literary materials in English literature Subjects. The researcher only focuses on the experience of teachers who teach English literature for students who do not take language as their major. Therefore, the majors of science and social studies were chosen by the researcher as research variables. The scope is adjusted to answer research questions with documentation and interviews.

The researcher limited the literary text selection criteria using Gillian Lazar's literary text selection criteria. In his book, Lazar has explored some underlying issues and concerns relevant to the use of literature with language learners. A number of thoughts and ideas are raised for reflection and discussion. Some of these thoughts and ideas should help in making more principled and coherent classroom decisions about why and how to use literature in an English classroom.

This research was conducted at SMAN 1 Sekaran Lamongan. Participants of this study were two teachers who taught English literature in two different study programs, which are IPA and IPS study programs.

F. Definition of Key Terms

a. English Language Teaching

Teaching English, or ELT, is any form of activity and industry of English teaching for foreign speakers. The study of the function and awareness of language has had major influence for language teaching materials design, making language goals the main element in the selection of syllabus items and teaching techniques.¹⁹ In teaching language includes approaches, methods, and techniques. The term “approach” refers to the

¹⁹ T. Hedge, *The Practice of English Language Teaching*, *ELT Journal*, vol. 57, 2003.

collection of opinions related to the origin of language, language learning and teaching. The method refers to the entire design for the language presentation according to the chosen approach. Then, technique is certain activities that are done in the classroom, which are compatible with the method and approach as well.²⁰ In this study, the researcher examined the literary materials used by the teacher as an approach in teaching literature for EFL students. According to Harmer (2000), a good teacher should make their lessons interesting.²¹ Therefore, it is important to investigate the appropriate experience in selecting literary materials for ELT in order to determine the suitable methods and techniques.

b. Literary Materials

The term refers to which teaching material combines English literary works. Literature provides authentic material. Learners are presented with examples of real languages, and literature serves as a useful supplement to such materials. Brumfit and Carter reiterate that "literary texts are the original texts that we can respond to directly, the true language of the context." Such text safely grips the imagination of the reader and creates scope for additional language inspections.²² In English language teaching, literary materials are expected to provide English Literature Materials as teaching resources for English teaching in different study programs. Examples of existing literary material that can be applied to teach English in other countries are described in the study by Setyowati, whose styles, idioms, poems, plays, songs, and books are described.²³ In this research, basically, all forms of texts judged on the basis of artistry are known as literature, and when they are asked to be studied, they are named literary materials.

c. Materials Selection

²⁰ H. Douglas Brown, *Teaching by Principles*, 2000.

²¹ Jeremy Harmer, *How to Teach English*, 2007.

²² Nellufar Yeasmin et al., "Teaching Language through Literature: Designing Appropriate Classroom Activities," *ASA University Review* 5, no. 2 (2011).

²³ Setyowati, Lestari. *In What Way is Literature Seen as Authentic Materials for Language Teaching*. Surabaya: ITS Press, 2017.

The selection of teaching materials entails the prioritization of grammatical content for language courses, textbooks, and other teaching materials.²⁴ In this study, the designation of material selection indicates the teachers who choose all types of literary material to teach English in different study programs using careful consideration and criteria to achieve teaching using the most suitable literary text/material.

d. Study Program

Studying is the devotion of time and attention to gain knowledge about academic subjects, especially through books.²⁵ In this case, the study program is defined as a type of special expertise for students to learn during the learning process at the university. The study programs that are emphasized in this research are learning programs at the senior secondary that are IPA and IPS. One of the Specialization and Cross-Interest courses is English Literature. In every available learning program, it can be ascertained that there are English language and literature subjects.



UIN SUNAN AMPEL
S U R A B A Y A

²⁴ *Selection*, Longman Dictionary of Language Teaching and Applied Linguistics

²⁵ *Studies*, Lexico dictionary powered by Oxford

CHAPTER II

REVIEW OF RELATED LITERATURE

The related literature review provides the theory and literature to understand the research theoretically. The theories used to support the research and these theories serve as guidelines for conducting this research as well as some explanations from previous studies that form the basis of this research. In this chapter, the researcher shows some important aspects such as the definition of literature, kinds of literature, and the advantages as well as disadvantages of literature.

A. Literature and English Language Teaching

1. Definition of Literature

Definitions of literature are described as various forms of written text such as book, textbook, stories, and any kind of text. Furthermore, Wellek and Warren recommend that this is the most appropriate when aesthetic value of literature is appreciated in terms of its form including art and intellect within the works.²⁶ Using literature as a method to teach two basic language skills (ex. areas of reading, writing, listening and speaking) and language (e.g. vocabulary, grammar and pronunciation) is famous in foreign language learning and teaching presently. Especially in translation courses, many language teachers suggest students translating literary texts such as plays, poetry and short stories into their mother tongue. Since the translation method leads students in the opportunity of practicing lexical, syntax, semantics, pragmatic knowledge and style that they acquire in other courses. The translation of both as an application field which includes the four basic skills and as a fifth skill pointed out in language teaching.²⁷

Literature is a kind of authentic material which most of them were not produced for the main goal of language teaching. Abounding examples of native languages in real life situations (i.e. itinerary, city plan, form, pamphlet,

²⁶ Rene Wellek and Austin Warren, *Theory of Literature*, 1956.

²⁷ Hi Mano Lu, "Teaching English through Literature."

cartoon, advertisement, and newspaper or magazine article) were contained in newly developed course material. Thus, in the context of the lesson, students face real-life / real-life-like environment examples of real language. Literature can be a useful addition to these materials, especially after going through the first "survival" stage. Students will need to overcome languages for native speakers when reading literary texts, so they will learn the meaning of different language formats, features, and communicative meanings.²⁸ However, because the communicative approaches were really popular, literature is considered beneficial to ELT learners, and ELT students may take advantage of literature in facilitating language acquisition and proficiency.²⁹

2. Methodology in Teaching Literature

The methodology used in teaching literature differs in every area. Nevertheless, there are four main approaches. Those are the following.

- a. Language-based approach. The focus of this approach is on the deconstruction of literary texts into their linguistic features, which are divided into literal and figurative languages. Therefore, literature is only used as a tool for teaching individual aspects of language. Unfortunately, research shows that this is an exceedingly common approach in EFL/ESL classrooms.³⁰
- b. Culture-based approach.³¹ This approach focuses on text construction, which is a teacher-centered task and not a student-centered task. It emphasizes text, exploring social, historical, political and literary contexts.
- c. Personal growth approach.³² This is a combination of the two previous approaches. It focuses on the blend of language that focuses on context

²⁸ Ibid.

²⁹ Hamzah Puadi Ilyas, "Retaining Literature in the Indonesian ELT Curriculum" 3, no. 1 (2016): 1–11.

³⁰ Al-mahrooqi, "An Investigation of Literature Teaching Methodologies at a Higher Educational Institution in Oman."

³¹ Ibid.

³² Ibid. <http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/>

and purpose or textual interpretation. It allows students to express their feelings and opinions. It draws links between the text characters and events in their own lives. Hence, this model is used to develop learners' ideas and guide their self-improvement.

- d. Integrated approach.³³ This approach makes use of several strategies applied in stylistic analysis, text exploration, literary and non-literary, stylistic prospect, and their relationship to content and form. Divsar and Tahriri mentioned three types of reasoning that teachers observed using this approach: grammatical reasoning, cultural reasoning, and conversational reasoning. This approach combines literature with communication and thus can make teaching materials and learning activities interactive, efficient, and talkative.

B. Literary Materials

Literary texts have originality in terms of word choice, style, and syntactic structure. A literary text created by an author using words or vocabulary that are relevant to the context when it was created. The writer doesn't bother thinking about the reader and doesn't care whether the reader will understand his work or not. The work that is created is a representation of the author's feelings, thoughts and emotions. He will use vocabulary that represents his feelings and moods. By doing so, he will use styles and idioms that are rich in context.³⁴ If literary work is interpreted as written work that has artistic value, it is referred to as literary material while delivered into class to encourage language study. It is essential to use literature as a learning material, as most contain the native language and have many linguistic features. It is studied not only as a language, but it also has a deep cultural dimension. Literature is inseparable and must be studied together.³⁵ This makes literature into integrated teaching materials and soon became popular

³³ Ibid.

³⁴ Setyowati, Lestari. *In What Way is Literature Seen as Authentic Materials for Language Teaching?* Seminar ECKLL V 2017

³⁵ Hall, "Literature in Language Education. Research and Practice in Applied Linguistics."

material to use for teaching English. Indonesian education implements the K13 curriculum which applies English literature subjects that use literary materials as content and learning resources.

1. Literary Genres

Literary texts range from the classical to the modern, from children's literature to adult literature. Literature is basically classified into three genres, namely poetry, prose, and drama. Each genre is then classified into its subgenre. Poetry can be divided into sonnets, limericks, epics, narratives, and free verse. Prose can still be divided into prose fiction (novels, short stories, and flash fiction) and non-fiction, such as biographies and autobiographies. In terms of play, several classifications can still be made into sub genres, namely tragedy, comedy, and melodrama. Because of its diversity, language teachers have a stock of teaching materials that can be obtained from the internet, books, magazines, newsletters, and other mass media both online and offline.³⁶ Number of theorists strived to create their own classification of literary genres. Lazar has shown three categories of literature, namely, prose-fiction, poetry, and drama.³⁷ Whereas, Anggraeni classified literary material into fiction, non-fiction, drama, and poetry. Therefore, these classifications are not permanent because these categories are interrelated one to another.³⁸ The following are classifications of literary genres:

a. Non-fiction

This genre is used to introduce the text factually. Non-fiction literary text contains information on facts and events. This includes a person's articles, speeches, textbooks, essays, and biographies.

b. Fiction

³⁶ Setyowati, Lestari. *In What Way is Literature Seen as Authentic Materials for Language Teaching*. Surabaya: ITS Press.2017.

³⁷ Ainun Haniya, "LITERARY MATERIALS SELECTION FOR TEACHING ENGLISH LANGUAGE AND LITERATURE SUBJECT AT SENIOR HIGH SCHOOLS IN SIDOARJO."

³⁸ Ibid.

A work of fiction is the opposite of a non-fiction text. This text refers to a narrative story which is based on imaginary illustrations. Myth, folk tale, parable, mystery, romance, novel, and short story are the examples of fiction.

c. Drama

Drama is a genre of literary work that depicts the life of a moving human being. Drama shows the reality of human life, personality and behavior through the roles and dialogues performed. The stories and stories in the drama contain conflict and emotions which are especially devoted to theatrical performance. This is a story that can portray fiction or nonfiction. Actions are represented by drama dialogue. Theater, monologues, conversations, role-play, comedy, and movies are the examples of drama.

d. Poetry

Poetry stands as written verse that has many rhythms. This genre tends to evoke emotions and imaginations of the reader. Free verses and haiku are included in this type of poetry.

e. Folklore

Folklore is a genre of literature formed by heredity literature such as story and proverb by oral inheritance. This literature is broadly known but incorrect and lacking proof.

Each literary genre is characterized by its own linguistic pattern, choice of certain linguistic styles, and cultural orientation pattern. For example, novels and short stories use their settings and plots to extend a new degree of realism. Drama, on the other hand, is largely about the characters and their interactions, and is written for display on stage.³⁹ By understanding this genre, teachers and students will realize their usefulness in any classroom and create a gap between literature as a content-based subject and literature as a wealth of genuine material used in language education.⁴⁰

³⁹ Halima Benzoukh, "The Relevance of Teaching Different Literary Genres in the EFL Classroom," *مجلة دراسات نفسية وتربوية*, no. January (2017): 247.

⁴⁰ Ibid.

2. Advantages of using literary text in English Language Teaching

The application of literary materials is an idea that has been long recognized to carry many advantages in language education. Every scholar delivers divergent intentions on profits, but they believe that literature is a valuable and genuine source of cultural promotion and a linguistic element in education. The discussion of using literary texts in language lessons and second language lessons varies. The advantages of involving literary texts in language education and second language learning for foreign learners are divided into some large categories.

a. Literature motivates students to learn.

According to Lazar, literary texts help to stimulate students' imaginations, develop critical abilities, and increase their emotional awareness as much as they enjoy reading.⁴¹ The particular fact of deciphering the meaning of another vocabulary item or phrase does not give the impression of being relevant on its own. Students are primarily involved in storytelling and generally feel familiar with their favorite characters. Furthermore, motivational commitment has a general positive impact on the process of learning, as well as a positive effect on a particular language acquisition process.⁴²

b. Literature provides students with cultural knowledge and intercultural experience.⁴³

Literature helps students improve their language skills and gain a better understanding of culture. They make them more thoughtful when dealing with societal cultural issues. Hence, literature is very useful in communicating topics about culture to foreign language learners. Through cultural studies, students can learn about history, custom and tradition of society.

⁴¹ Bobkina and Dominguez, "The Use of Literature and Literary Texts in the EFL Classroom; between Consensus and Controversy."

⁴² Ibid.

⁴³ Tevdovska, "Literature in ELT Setting: Students Attitudes and Preferences Towards Literary Texts."

c. Literary texts are engaging and evoke personal response⁴⁴

The study of literature as part of foreign language education and learning provides readers and students with personal involvement and affluence. Engaging in literary texts allows learners to further focus on the linguistic and syntax elements of the targeted language. Readers are chasing development stories and are willing to share their personal feedback. Literature, according to Shazu, benefits language skills and components.⁴⁵

- 1) Knowledge of grammar and vocabulary; Repletes literature with a variety of vocabulary, patterns of sentences, word order, and grammar items that aid students in learning targeted language. This points out the fact that reading the literature for sample stories or speeches can help learners to improve their vocabulary and linguistic knowledge.
- 2) Literature has the potential to improve most specific language skills and reading skills. However, the use of literature not only focuses on reading orientation, it has been explored to prove another approach lies in a communicative-based approach.

3. Disadvantages of using literary texts in English Language Teaching

Apart from the advantages of using literature in language classes that have been mentioned in earlier parts of this work; there are also a number of dominant difficulties that need further attention, such as the language itself, cultural issues, and text selection.⁴⁶ The following are some perspectives on the shortcomings in the use of literature in English Language Teaching:

a. The language of literature is overly complex⁴⁷

⁴⁴ Ibid.

⁴⁵ Rafiul Islam Shazu and Student MA of, "Use of Literature in Language Teaching and Learning: A Critical Assessment," *International Journal of African and Asian Studies-An Open Access International Journal* 5 (2014): 61.

⁴⁶ Bobkina and Dominguez, "The Use of Literature and Literary Texts in the EFL Classroom; between Consensus and Controversy."

⁴⁷ Teydovska, "Literature in ELT Setting: Students Attitudes and Preferences Towards Literary Texts?" <http://diglib.unsida.ac.id/diglib/14997/diglib.unsida.ac.id/14997/diglib.unsida.ac.id/>

Literature is somehow very difficult to do anything to teach practical everyday language grammar and vocabulary. This can be caused by the use of language that is too complex and unique. The language of literature and literary texts sometimes lacks the vocabulary and grammatical structures needed to communicate daily messages.⁴⁸

b. Diversity in cultural aspects of literary texts⁴⁹

ESL/EFL students have difficulties reading and understanding unfamiliar cultural concepts. Therefore, literary texts may be difficult to understand, or texts may be unacceptable for a variety of reasons (moral, religious). This makes the whole concept of recognizing certain literary texts unacceptable.

4. Factor to Consider when Selecting Suitable Literary Texts

Before selecting literary texts to use in language classrooms, language teachers must consider the students' needs, motivations, interests, and cultural background as well as their language levels.⁵⁰ This factor is necessary as far as “teachers’ desire to provide students with a literary experience may also result in a source of conflict simply because students do not have the linguistic, literary and cultural competence to tackle the text”.⁵¹ Therefore, selecting the appropriate text is another complicated task to do both for teachers and students. In this bibliographic search, the researcher provides criteria for the selection of English literary material deliberated by Lazar. There are three considerations that need to be concerned as criteria for selecting English literary materials. First, the character of course, then the character of the student, the latter is the text-related element. The nature of the course is related to the course taught by the teacher, and more precisely to the subject and purpose of the course that the student expects. Below are some factors that naturally affect your character.

a. Level of students

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ Hi Mano Lu, “Teaching English through Literature.”

⁵¹ Bobkina and Dominguez, “The Use of Literature and Literary Texts in the EFL Classroom; between Consensus and Controversy.”

<http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/>

Taking into account the student's average language level will help teachers make good choices in literary material. The literary text should correspond to the student's abilities. Therefore, the material should not be too advanced or too light.

b. Students' reasons for learning English

Students' common sense helps teachers specify specific learning topics and motivate them with literary classroom materials that are useful for learning.

c. Kind of English required

When subjects are required to include literature, teachers should take into consideration using literary material in order to meet the subject's needs and providing literary material that corresponds to the required abilities.

d. Length/ intensity of course

Depending on the course length, teachers may choose the right material to help the teaching process be properly designed (more than or equal to the allotted time).

In addition to the character of the course, there is also the character of students that must be considered by the teacher in choosing literary materials. The character of students is related to the range of students in the course. Information about students' backgrounds will help teachers customize the students' conditions with the learning materials of their choice.

a. Age

Students' age encourages teachers to indicate suitable literary materials for students.

b. Intellectual maturity

It is not recommended for teachers to use texts or materials that are too complex for teens. Therefore, teachers need to take into account the learning materials they employ and consider their thinking.

c. Emotional understanding

In addition to intellectual maturity, students' emotions can be a reason to choose the right learning material. It is important to consider whether the text can arouse the student's emotions.

d. Interests or Hobbies

Teachers can incorporate student hobbies and interests into learning materials as they become more active to learn what makes them interested.

e. Cultural background

Considering the student's cultural background, as literature is usually far from the time and place of the student's condition, too long a cultural distance can confuse the student about the material they are studying. It is important.

f. Linguistic proficiency

When selecting literary materials, teachers need to determine if the text contains the use of a familiar language. Therefore, it helps teachers know how useful the material is to their students' learning or can interfere with the learning process.

g. Literary background

In selecting literature for a student, the teachers have to demonstrate the student's reading comprehension. Then balance the literary materials as the students understand the text.

Other text-related factors deal with external factors of the teacher and the student themselves, namely text or literary material. Many considerations need to be considered, including:

a. Availability of text

It is important to choose possible literary materials that can be accessed easily by every student.

b. The length of the text

When choosing literary material, it is also important to consider the way the text will be interpreted and the extended time needed. Texts that are too long not only take time but also require more research effort for the student.

c. Exploitability

Teachers need to know whether the selected literary material can be implemented in the tasks as well as teaching and learning activities in the classroom or not.

d. Fit with syllabi

Syllabus is the most crucial criterion for choosing materials to help students achieve their curriculum objectives.

C. Previous Studies

There are plenty of researchers that investigate related topics. The use of literature in language classes has been confronted with two fundamental approaches. First, 'literature as studies' aims to teach about literature or literary knowledge to obtain qualifications in literary studies.⁵² This approach emphasizes canon work, biography, and author influence; the study of style; literary criticism; the history of moral agendas; and socio-cultural information about texts. Proponents of this approach view literary texts as sacred because they cannot be changed grammatically, expanded, or cut off. In other words, literary texts should not be adapted or simplified. Second, 'literature as a resource' centres on the idea of teaching with literature in literary texts being used as a stepping stone to engage with other language learning activities.⁵³ This approach means that literary texts should not be treated like any other texts in order to summarize or adjust for the purpose of teaching.⁵⁴ From the written text, literature can be used to exhibit language for the cultural context in which it is described. Therefore, based on this point, literature is considered to have a great number of resources for authentic materials.⁵⁵ Thus, the use of literary fragments plays an important part in English language teaching.⁵⁶ The use of literature is focused on giving the effective contribution of a literary text when exposing students to different impressions and kinds of language use. An interesting and fun short story that expresses feelings or emotions and could embrace students' hearts instantly. As a result, language classes become not only interesting but also reciprocated with impulsiveness and interest.⁵⁷ Choosing

⁵² Dedi Irwansyah, Burhan Nurgiyantoro, and Asruddin B. Tou, "Teaching with Literature: The Needs of Indonesian Islamic Universities," *International Journal of Applied Linguistics and English Literature* 6, no. 7 (2017): 169.

⁵³ Ibid.

⁵⁴ Ibid.

⁵⁵ Ibid.

⁵⁶ Violetta-Irene, "The Use of Literature in the Language Classroom: Methods and Aims," <http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/>

⁵⁷ Ibid.

teaching materials requires corresponding materials in opposition to the context to discover the most suitable one and reflect the aims and objectives of teaching programs.⁵⁸ In accordance with Lima, discovering a text that is suitable with the students' language level is very important. It must not be overly difficult because students are not capable of deduce certain meanings of lexical items and are then obliged to search for words very often; also not overly easy which causes the absence of challenges and makes students' vocabularies do not increase. Teachers' own language awareness and knowledge of their students' proficiency levels are ultimately the best guides in making a decision.⁵⁹ In this theoretical framework, Lazar discussed several criteria for selecting English literary material. These criteria are divided into three considerations, first is the type of course, second is the type of student, and the last is a factor related to other texts.⁶⁰

Previous study conducted by Novianti investigates the material development of English language and literature for EFL students at certain universities in Indonesia. More specifically, this study seeks to investigate the ways lecturers of English and literature courses decide on the appropriate literary texts and their strategies to overcome problems they might face. A case study was commissioned in this research for collecting data from three lecturers in a literature course at an Indonesian university. To collect data in this study, researchers used observation and document analysis. Research findings show that: First, the main consideration for choosing literary texts is length, the language difficulty level, official status, and cultural background. Second, the problems found were students' reading habits, English language proficiency, and resources. Lastly, several strategies to overcome these problems are applied to reading individual assignments, reading groups, and using the internet as teaching resources. The objective of this research is comparable with the present research that examines the selection of literary materials to teach literature.

⁵⁸ Alan_Cunningworth, *Choosing Your Coursebook*, n.d.

⁵⁹ Lima, "Selecting Literary Texts for Language Learning."

⁶⁰ Gillian Lazar, *Literature and Language Teaching: A Guide for Teachers and Trainers*, ed. Marion Williams and Tony Wright (Cambridge University Press, 2007).

Nevertheless, the subjects of this study were lecturers from different universities, while the present research examined two teachers who teach English literature subjects in different study programs at the high school level.

Reza Mokhtari conducted research on a comparative study of literary and non-literary texts and the performance of Iranian EFL learners in inference tests that fill in the blanks. This research aims to investigate whether there is a difference in performance between EFL learners reading literary texts and learners reading non-literary texts in inference tests. In this survey, 30 senior Iranian university students from 19 to 30 years old with an English translation BA participated in Islamic Azad University in Karaj, Iran. The findings of this study indicate that the performance of EFL learners reading literary texts and EFL learners reading non-literary texts is significantly different in demanding inference tests. In other words, as the t-test results show, participants have advanced understanding related to questions that demand conclusion when they are asked to read literary texts compared to non-literary ones. The difference between this research and the current research is that this research focuses on the difference in language performance between EFL learners who read literary texts and those who read non-literary texts. While, this research was focused on the differences of types of literary materials selected based on study program or department taken by students.

The last research conducted by Rusmawaty, et.al, with the title “Teachers’ Beliefs of Authentic Materials for Teaching Reading in Indonesian EFL Classrooms” examines teachers' beliefs about authentic reading materials that are realized through teachers' expectations and the way they apply it in teaching learning practice.⁶¹ This research is in the arrangement of a case study of English language learning conducted by four English teachers in a general public high school in Samarinda, East Kalimantan. This research investigates teachers’ beliefs about authentic reading material in their classroom practice. The data obtained came from semi-structured interviews, class observations, and teacher inscribed documents. This research reveals that there are at least three subjects of teacher beliefs that emerge; they are the types of authentic

⁶¹ Desy Rusmawaty et al., “Teachers’ Beliefs of Authentic Materials for Teaching Reading in Indonesian EFL Classrooms,” *Journal of Language Teaching and Research* 9, no. 3 (2018): 608.

reading material, the skills that had to be upgraded by the following time after reading, and challenges might be faced by teachers when utilizing authentic reading material for teaching English in classrooms. It should be marked that teachers make adjustments when implementing their beliefs in class activities. Further addition, the teacher requires self-management while using authentic materials. This research has a similar data collection technique with the present research. However, the subjects of this study were four English teachers who taught EFL students while the subjects of the present study are two teachers who teach students from different majors. Moreover, the scope of this study is limited to teachers' beliefs about the use of authentic reading material, whereas the present study is going to be discussing different views from teachers in selecting literary materials.



CHAPTER III

RESEARCH METHOD

This chapter describes research methods, including research design, research participant and setting, data and data sources, data collection techniques, research instruments, research stages, and data analysis techniques.

A. Research Design

The researcher applies qualitative methods for this research because this research demands reciprocal interaction with the field. In qualitative research, establishing the definition of a circumstance according to the participants' point of view is the thing that the researcher wants to achieve.⁶² This study was designed to get information and descriptions regarding the selection of literary materials by English teachers of IPA and IPS majors at SMAN 1 Sekaran Lamongan.

Therefore, the case study is used to point out the findings. The phenomenon or event in which it occurs in everyday contexts can be explained, described, and explored through case studies.⁶³ So this is the appropriate method chosen to attract the types and criteria of literary materials selected in this study. Documents and teacher experiences were analysed to find the data. Then, the process is explained in this research point.

B. Research Participant and Setting

Research participants refer to individuals or things that are a source of information to collect the required data for research. Two English teachers and 60

⁶² John W. Creswell, *RESEARCH DESIGN: QUALITATIVE, QUANTITATIVE, AND MIXED METHODS APPROACHES*, Muqarnas, Third Edit., vol. 8 (SAGE, 2009).

⁶³ Robert K. Yin, "Case Study Research Design and Methods (5th Ed.). Thousand Oaks, CA: Sage. 282 Pages.," *Journal: CJPE; Volume 30; Issue: 1* 30, no. March 2016 (2014): 61–103, <http://hdl.handle.net/10481/20644>.

students with different majors, 34 students majoring in IPA and 26 students majoring in IPS at SMAN 1 Sekaran Lamongan, were the participants of this study. The teachers taught English literature in three different study programs that are IPA and IPS study programs. The school applies two subjects for learning English in each available department, which are compulsory English and English literature. These two subjects have different syllabi. Moreover, the duration of the lesson and the learning materials used differ between the two. The teachers are the participants who teach English literature subjects. As the name implies, the teachers use various kinds of literary texts as learning materials in this subject.

The teachers are selected based on their experience teaching in each study program. They would both reveal their considerations in selecting literary texts to teach literature in three different study programs. Then, they can share experiences in identifying the types of literary material for teaching literature in each study program. To explore the consideration of selecting literary materials, researchers investigate other perspectives on the criteria of literary materials selection from teachers who also have experience in teaching literature for different study programs. The two teachers with teaching experience in each study program were then investigated to answer the research problem.

Setting is the place where a study is conducted or the place where the researcher conducts research. This research was conducted at SMAN 1 Sekaran Lamongan. This school was chosen based on two specific criteria: firstly, this school applies two subjects for learning English in each learning program, namely compulsory English and English literature. In this study, the researcher only focused on investigating teachers who teach English literature in each study program, such as IPA, IPS, and Language. Secondly, the school has several English language learning programs, such as English Camp and English Conversation Club (ECC).

C. Data and Source of Data

According to Creswell, qualitative documentation can be done by accumulating relevant documents concurrently with the research process.⁶⁴ Pursuing the clarity to answer the research questions, the researcher needs to

⁶⁴ Creswell, *RESEARCH DESIGN: QUALITATIVE, QUANTITATIVE, AND MIXED METHODS APPROACHES*, vol. 8,

analyse the data obtained. In this case, the data are from literary materials that teachers used to teach English Literature, characters of students of IPA and IPS major as well as the considerations of teachers in the selection of literary materials for students of IPA and IPS major. This data was collected by analysing documents and interviews conducted to get the answer of research questions that are the types of literary materials and considerations taken by teachers to teach English both in English literature class. Data sources in this study are literary teaching materials documents, students and the teachers themselves. The documents are literary materials that can be investigated from the teachers' Lesson Plans, assignments, and / or course book used for teaching. These documents were needed to resolve the first research question. After that, the researcher distributed questionnaires to students in IPA and IPS classes. The questionnaire aims to find out the characters of students from each major. Then, the researcher conducted interviews with lecturers to get information about their experiences on the consideration for choosing literary material. The interview was intended to explore the considerations behind the selected material.

D. Research Instrument

1. Documentation

As stated in the data and data sources, the document is exploited by researchers to obtain the answer of the first research question that asked about the type of literary materials. A documentation checklist is used to investigate the teacher's selection of literary materials based on RPP and basic competence. The documentation checklist contains information on the names of literary materials, types of literary materials, and language skills or components that need to be achieved, which are required for advice in presenting the literary materials used.

2. Questionnaire

The design of the instrument is a close -ended questionnaire that was created by the researcher guided by a book by Gillian Lazar with the title Literature and Language Teaching. The questionnaires are used to find out the characteristics of students from each major. There were 14 statements related to students' cultural background, age of students, intellectual maturity, emotional understanding, linguistic proficiency, literary background, and

students' interests/ hobbies. Each question consists of five answer options, ranging from the first option, which strongly agrees, to the last option, which strongly disagrees. Because the participants are EFL students, the researcher used Indonesian language to make it easier for participants to understand the statements.

Table 3.1 *Students' Background*

No.	Subscale	Number of item	Quantity
1.	Students' interest/ hobbies	1, 2, 3, 4, 7	5
2.	Students' cultural background	5, 6, 8, 9	4
	Students' previous experience of reading literary texts	10, 11, 12, 13, 14	5

3. Interview

The researcher used interview guidelines in collecting data through interviews. Open-ended semi-structured interview questions are the type contained in this interview guide. The reason is that during the interview, the researcher has asked a number of questions, and the teachers are then expected to share their experiences regarding the considerations in selecting certain literary teaching materials. The researcher adapted the question guidelines in the interview by Gillian Lazar, who in his book discusses the criteria for literary materials selection, entitled *Literature and Language Teaching*. The interview session contained 15 questions, which were divided into three major parts. There are ten questions regarding the use of literature in the classroom, three questions about the availability of texts, and two questions about the exploitability of texts. During the interview, the researcher recorded all conversations that occurred to avoid slipping information.

E. Checking Validity of Findings

It is necessary to verify the validity of the findings in order to determine the accuracy of the research. This is important to do to avoid errors in the research findings. The researcher used valid and reliable instruments to obtain the data. The

instruments used in this study have been validated by experts. The questionnaire checklist documentation and interview guidelines have been validated by Millatul Islamiyah, M.Pd.

The participants in this study were two English teachers who taught English classes with a specialization in either English or English literature. The other participants were 11th grade students with a specialization in science and social studies. However, to facilitate the interview process and make students easily understand the contents of the questionnaire.

F. Research Stages

The stages in this research are divided into three major stages. The first stage is research preparation, then the next is the research process and the last is data analysis. In the preparatory stage, the researcher chooses the right school to conduct research on the selection of literary texts as teaching material in language classes. After determining the school that would be the place to conduct research, the researcher delivered the research permit to the head of the school in order to obtain permission to conduct research at the school. After obtaining permission from the principal, the researcher then conveyed the criteria of the teacher who would have been the subject of the research and continued to make appointments with research subjects where and when they could conduct interviews. This is so that research subjects enjoy themselves during the research process so that they provide accurate answers to fulfill the data. The research subjects here are two English teachers at school. The two teachers are teachers who teach English literature subjects in IPA and IPS majors. Employment letters from the English Education Department where the researcher studied were shown to participants to ensure that they were doing research. Because the researcher and the research subject were in different cities, the researcher came to visit Lamongan City to conduct face-to-face interviews with the research subjects. The next activity after making an appointment is to prepare a new interview arrangement to help with the interview process. The last preparation is preparing the tools used during the research process.

The second step is the research process. At this stage, the researcher asked the teacher for permission to make documentation by collecting related documents that they used to teach in class. The documents are literary materials that can be

investigated from the lesson plans, assignments, and/or course books used for teaching. After obtaining the necessary documents, the researcher conducted an interview with the participants at the place and time that had been agreed upon in advance by asking several questions. The researcher also distributed questionnaires to the students as additional sources of data to support the teachers' claim. When asking questions, recorders are also used to record conversations to store evidence data between interviewers and sources.

In this second stage, the researcher used several data collection techniques during the research process. The first is to make data records. The researcher notes the important answers from the informants during the interview process. However, at this stage there is no answer classification, which is done only by writing down the answers of the research subject as much as possible. At this stage, the data is in the form of voice recordings. This data is used to assist researchers in remembering data during the transcription process.

Then the final step is analysis. After the data is obtained, what is done is to analyze, interpret, and conclude the results.

G. Data Analysis Technique

In this study, the researcher commissioned a qualitative analysis. Understanding, synthesis, explaining phenomena to theories, and connecting existing knowledge with new knowledge are all required.⁶⁵ A description of these necessities is needed to represent the current conditions of the phenomenon in qualitative research. The results were explained in stages, starting from familiarizing and organizing, coding and reducing, and finally interpreting and representing the results.

1. Organizing data

Teaching material documents and interview transcriptions are examined and organized at the beginning. Documentation, audio recordings, and field notes are organized into a kind of data category that is established on research questions. The types of literary materials used to teach English and literature are answered through the analysed document for the literary

⁶⁵ Ary, Donald, et.al. *Introduction to Research in Education 8th edition*. USA: Wadsworth. Cengage Learning. 2010.

teaching materials used. The considerations in selecting literary materials taken by lectures were answered by distributing questionnaires and interviews conducted by the researcher. Previously, the researcher had transcribed the audio recordings of the interview. Transcribing recordings means copying the sound in a form of writing to make it easier to organize the data. The answers were converted to a percentage using Excel.

2. Coding and reduction

Interview transcripts were encrypted to show the results of the questions' answers. This process contained a reduction in the amount of information needed during the interview phase. This step was done to identify the results obtained from data collection. Sentences in bold indicate the teacher's consideration in choosing literary materials.

Example:

Teacher 1: *We look at the condition of students, because some students are quick to respond, some are lacking. So we will adjust the language used.*

Teacher 2: *In my opinion, students are divided into three, there are those who absorb very quickly, understand the genre and the definition of the texts very well. Some are moderate, the understanding of the concept is good but the practice is not optimal. For the third group, the writing cannot be read, when asked to practice reading or telling stories they are confused. **So the type of text chosen should not be in a language that is too difficult so that it is easy for students to understand.** That's the difficulty we experienced, in addition the sources or literature that we have are limited.*

Teacher 1: *But the students have just had a pandemic, it's only been two weeks. I only met face-to-face this year after two years, sometimes students' understanding is lacking and the material is also not optimal.*

Teacher 1: ***Also during the pandemic, the hours were reduced, become shorter than normal time.***

4. Categorizing data

Giving meaning to the data and providing a brief description of the data retrieved at this stage. Data categorization was done by grouping data according to certain themes that were similar. In some selections of literary materials, both teachers had the same kinds of literary materials and similar considerations.

Example:

Table 3.2 Type of literary materials' data categorization

No	Types of literary materials	Task and activities	
		Teacher 1	Teacher 2
1.	Biography	Reading, speaking, and presentation	Reading and speaking
2.	Article	To teach report text Reading and discussion Ex: A Dire Forecast for Greenhouse Earth.	Do not use
3.	Essay	Do not use	To teach hortatory exposition text Reading and writing Discussion
4.	Legend	Do not use	To teach basic competence 3.5 (exemplum text) Identifying text structure and language features reading and writing
5.	Short story	To teach 3.8 (Narrative text; short story) Identifying text structure Reading and storytelling	Do not use
6.	Movie	Students are asked to answer some questions related to the events, characters, and messages of the film. Listening and presentation	Do not use

7.	Poem	Identify the characteristics and structure of poetry. Reading and speaking	Identify the characteristics and structure of poetry. Reading and speaking
8.	Song	Identifying social function and linguistic elements of song Listening activities Fill in the blank	Identifying social function and linguistic elements of song Listening activities Fill in the blank
9.	Proverb and riddle	Reading and listening Identifying linguistic elements	Reading and listening

Table 3.3 Data categorization of teachers' consideration

No	Teacher consideration	Teacher 1	Teacher 2
1.	Level of students	<p>"We look at the condition of students, because some students are quick to respond, some are lacking. So that later we will adjust the language we use."</p>	<p>"In my opinion, students are divided into three, there are those who absorb very quickly, understand the genre and the definition of the texts very well. Some are moderate, the understanding of the concept is good but the practice is not optimal. For the third group, the writing cannot be read, when asked to practice reading or telling stories they are confused. So the type of text chosen should not be in a language that is too difficult so that it is easy for students to understand. That's</p>

			the difficulty we experienced, in addition the sources or literature that we have are limited.”
2.	Length/intensity of course	“Also during the pandemic, the hours were reduced, become shorter than normal time.”	"After the pandemic, the students have only been in for two weeks, so I only met face-to-face this year after two years, sometimes students' understanding is lacking and the provision of material is also not optimal."

4. Interpreting the result, the results of data collection in this study are presented narratively from transcriptions held in Indonesia according to the additional information gained from questionnaire and field notes written at the interview stage. The results of teachers' considerations in choosing literary materials are analysed to arrange the answers of the second research question. The researcher composed the conclusion of research findings and discussion.

UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter shows the research findings and discussion. The findings of this study were obtained from the types of literary materials used by the teacher to teach English literature in two classes with different specializations. Then, the researcher interprets the data analysis of this research in the discussion section. Data analysis in the discussion section includes an explanation of the types of literary materials used by teachers and their considerations in determining the literary materials used to teach literature in the classroom.

A. Research Findings

The research was conducted to obtain the interpretation of research problems in this study. Data collection was carried out on December 1-2, 2021, at the end of the odd semester 2021/2022. Two English teachers and 60 students with different majors, 34 students majoring in IPA and 26 students majoring in IPS at SMAN 1 Sekaran Lamongan were the participants of this study. In this chapter, there are two sections discussed in the research findings connected to the research questions. The first part discusses the types of literary materials used by each teacher in the IPA class and IPS class. Then, the second part discusses the teacher's considerations in determining the literary material used to teach literature in the classroom. The findings of this study are presented below:

1. Types of literary materials used for teaching English literature in IPA and IPS study programs

The RPP designed by the teachers adheres to the latest version according to *Kemendikbud* which is shorter and simpler than the old version. This version only requires one to two sheets but covers the entire activity for 4 x 45 minutes of course duration. From the document analysis checklist taken from the syllabus and RPP designed by the teachers. Both teachers used the Media Tama package book provided by the school as the main source for teaching English literature. In addition, they also use literary materials from various sources, such as the internet and other books. The two teachers used numerous types of literary materials

throughout the process of teaching and learning English literature in each class. These types are performed below in accordance with the data obtained from the document analysis checklist.

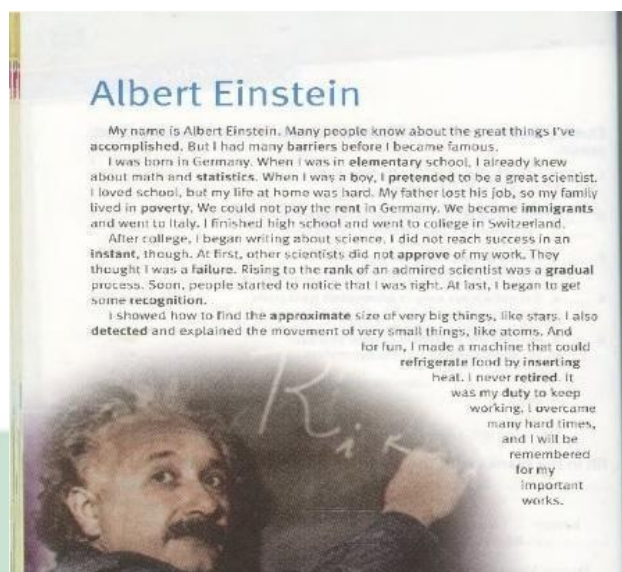
Table 4.1 *Kinds of Literary Materials*

Literary materials	Literary genres	IPA	IPS
Biography	Non Fiction	Available	Available
Article	Non Fiction	Available	Not available
Essay	Non Fiction	Not available	Available
Legend	Fiction	Not available	Available
Short story	Fiction	Available	Not available
Movie	Drama	Available	Not available
Poem	Poetry	Available	Available
Song	Poetry	Available	Available
Proverb	Folklore	Available	Available
Riddle	Folklore	Available	Available

a. Biography

Based on the competence of the subject of English literature for the first grade. Biography is used to teach basic competence 3.5 regarding oral and written recount text in the form of biographies related to famous figures. In table 4.1, it can be found that there is no difference between teachers who teach in IPA and IPS classes. From the document analysis, the researcher found that both teachers use biographies as their literary material to teach in both classes. Teaching recount text using biography is used to train students' reading and speaking skills. At the same time, students also acquire the ability to analyse the

language features used in biographical texts, especially past tenses. The biography of Albert Einstein is an example of a text used by teachers.



b. Article

Articles were mainly used as literary materials to teach reading skills. This is in accordance with the basic competencies of English literature subjects that discuss report text (3.8) and hortatory exposition text (3.9), which require real events or texts that contain factual information. It can be seen from table 4.1 that the first teacher used articles as teaching materials, while other teachers chose not to use them. The use of articles can be used to teach report text materials that are taught in the second grade. Meanwhile, in this case, the teacher decided to use articles in teaching hortatory exposition competitions, which require students to read articles and then hold discussion sessions as speaking activities. The researcher also identified the use of the present and simple past tense as the grammar taught in this basic competency. The first teacher used articles related to topics that are currently being discussed in public to teach report texts. To support students' critical thinking activities, teachers provide opportunities to determine as many things as possible, the terms they do not understand. This can range from factual questions to theoretical questions. The questions should stay in touch with the material. Compiling a report text according to the context of social functions, text structure and grammatical elements regarding giving and asking for information related to views and opinions on topics that are hotly discussed in general, supporting

arguments, and suggestions. One of the sources used by teachers to use articles is the Aditama English Literature Package book provided by the school. Below is an example of the article with the title "A Dire Forecast for Greenhouse Earth."

A Dire Forecast for 'Greenhouse' Earth

<p style="text-align: center; font-size: small;">By Cass Peterson Washington Post Staff Writer</p> <hr style="width: 100%;"/> <p>By the middle of the next century, area residents can expect three months of daily temperatures above 90 degrees Fahrenheit, 12 days of temperatures above 100 degrees and 19 nights when the temperature does not fall below 80 degrees, according to NASA research on the "greenhouse effect" created by pollutants.</p> <p style="font-size: x-small;">In testimony yesterday before a</p>	<p>Senate panel, Goddard Space Flight Center official James E. Hansen said that less drastic temperature increases will be evident much sooner and that within 15 years, global temperatures will rise "to a level which has not existed on Earth in the past 100,000 years."</p> <p style="font-size: x-small;">The warning came as a Senate Environment and Public Works subcommittee opened two days of hearings on the impact of manmade pollutants on the atmosphere.</p> <p style="font-size: x-small;">Scientists have long warned that</p>	<p>carbon dioxide from fossil fuels is accumulating in the upper atmosphere with other pollutants such as methane and chlorofluorocarbons, trapping heat as a greenhouse does and destroying the stratospheric ozone layer that screens out most of the sun's ultraviolet rays. Chlorofluorocarbons are used as refrigerants and, except in the United States, in aerosol products.</p> <p style="font-size: x-small;">Hansen and other scientists said that evidence of the warming trend is "overwhelming" and that it may</p> <p style="text-align: right; font-size: x-small;">See HEAT, A24, Col. 1</p>
<p style="font-size: x-small;">■ Anne Arundel County imposes water use restrictions. Page C1</p>		

c. Essay

Based on the documentation, the first teacher preferred using essays as learning material to expand the use of articles to teach Hortatory Exposition. Therefore, argumentative essays are used the most. The use of essays increases students' reading and writing skills with a focus on grammar and the present modal tenses. The teacher gives students an elicitation of an essay sequentially in order to get them to construct a topic argument. Therefore, they were asked to write an argumentative essay on the topic given. The last, after having the writing text, the learning activities are continued with discussion.

d. Legend and Short story

Short stories and legends are used by teachers in teaching basic competence 3.5 (Exemplum text) 3.8 (Narrative text; short story). From the results of the document analysis, the first teacher used a short story to explain the exemplum text. At the beginning, students identified the text structure and language features of exemplum text through reading and writing activities. In another part, the second teacher used legend to teach narrative texts. The structure of the narrative text is explained from the beginning of the main activity. The identification of the narrative text structure was done through literacy activities planned by the teacher in different ways before the teacher

moved on to other language proficiency activities. After that, the teachers had a similar activity focusing on speaking practice. In this activity, storytelling the events and moral values of narrative text were outlined. As the resolution of the lesson, students are expected to be able to retell their reading using the vocabulary they understand. This activity is intended to train students' speaking skills. The two teachers explained that they adapted various literary materials, including legends and short stories from books and the internet. Story with the title *The Town Clock* is an example of text used by teachers.



The Town Clock

Our mayor is always raising money for one cause or another, but he has never managed to get enough money to have the town clock repaired. The big clock, which used to strike the hours day and night was damaged during the war and has been silent ever since. One night, however, our mayor woke up with a start: the clock was striking the hours! Looking at his watch, he saw that it was one o'clock, but the bell struck thirteen times before it stopped. Armed with a torch, the vicar went up into the clock tower to see what was going on. In the torchlight, he caught sight of a figure whom he immediately recognized as Bill Wilkins, our local grocer.

"Whatever are you doing up here Bill?" asked the mayor in surprise. "I'm trying to repair the bell," answered Bill. "I've been coming up here night after night for weeks now. You see, I was hoping to give you a surprise." "You certainly did give me a surprise!" said the mayor. "You've probably woken up everyone in the village as well". "Still, I am glad the bell is working again. That's the trouble, mayor," answered Bill. "It's working all right, but I'm afraid that at one o'clock it will strike thirteen times and there's nothing I can do about it."

"We'll get used to that Bill," said the mayor. "Thirteen is not as good as one, but it's better than nothing. Now let's go downstairs and have a cup of tea."

A. Read the passage again and then answer the following questions:

e. Movie

Teachers can use movies as literary material to teach related basic competencies that are narrative; short story (3.5). In fact, movies were barely used as storytelling material to develop students' narrative competence, although when it is used, the selection of films will be used to practice listening skills for students. After the teacher plays the movie, students are asked to answer some questions related to the events, characters, and messages of the film. This activity was included in the practice of listening. The selection of movies as one of the literary materials depends on the preference of the teacher in choosing literary materials that meet their considerations in selecting literary materials. In this case, the first teacher chose to use the movie as her literature teaching material. The use of movies was considered more interesting for students than learning literature through legend texts or folk tales. It can give a clearer picture of the characters, settings and events in the story. However, she stated that the duration of the course was a problem for teachers if they wanted to use movies as learning materials. As an assignment, students were divided into several small groups. They then were asked to present their findings from

listening sessions they had received with different groups. One example of films used for teaching is Big Hero Six.



f. Poem

In the English literature subject, poetry is the main literary material which is explicitly mentioned in Basic Competence 3.4 (Poem). Literature learning through poetry aims to identify the characteristics and structure of poetry. Teacher B said that through literature, students learn about the types of poems (ballads, free verse, limericks, and others).



Colors of the Wind

You think you own whatever land you land on
The earth is just a dead thing you can claim
But I know every rock and tree and creature
Has a life, has a spirit, has a name

You think the only people who are people
Are the people who look and think like you
But if you walk the footsteps of a stranger
You'll learn things you never knew you never knew

Have you ever heard the wolf cry to the blue corn moon
Or asked the grinning bobcat why he grinned?
Can you sing with all the voices of the mountain?
Can you paint with all the colors of the wind?
Can you paint with all the colors of the wind?

Come run the hidden pine trails of the forest
Come taste the sun-sweet berries of the earth
Come roll in all the riches all around you
And for once, never wonder what they're worth

The rainstorm and the river are my brothers
The heron and the otter are my friends
And we are all connected to each other,
In a circle, in a hoop that never ends

Have you ever heard the wolf cry to the blue corn moon
Or let the eagle tell you where he's been
Can you sing with all the voices of the mountain?
Can you paint with all the colors of the wind
Can you paint with all the colors of the wind

How high does the sycamore grow?
If you cut it down, then you'll never know

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“With the existence of literature, children know the term rime, for example rime aa or bb, diction in reading or in stories, the types of poems.”

Students are required to recognize the types of poetry to identify the different structures of each type of poetry. Then, the vocabulary used in poetry introduces students to the use of diction (beautiful word choice) in poetry. Poetry selection aims to train students' reading and writing skills with a focus on exploring vocabulary and poetry structure. The first teacher emphasized that learning does not only use written texts but also videos as examples of how to read poetry with beautiful rhymes, so that in the final assignment, students are able to write and read their own poems in accordance with the structure and tools of the poems that have been studied. Below is an example of a poem used by a teacher.

g. Song

Song is placed in poetry studied in the English and literary syllabus as basic competency material. This is the only theme that occurs in all classes on this subject at 3.10 (songs) for grades 10 and 11 and 3.9 (songs) for grades 12. In addition, songs are also taught in compulsory English subjects for all majors. Both the first and second teachers had songs to teach listening skills. Furthermore, the teachers also agree that the song is good material to increase students' vocabulary. Students are taught about the social function and linguistic elements of song. They explore songs to find unfamiliar vocabulary, such as poetic words that students may barely know. For the next lesson, the teacher plays a song for the class to listen to without knowing the actual lyrics of the song. The teacher played the song several times and invited the students to sing along until the students became more familiar with the instrument and the lyrics. At the final stage of the learning activity, students were asked to fill in the blanks in the deleted song lyrics. This activity trains students' listening skills, which also requires a writing process. Then, they discussed the answer together and

sang along again. An example of a song lyric used by a teacher is a song with the title *I Believe I Can Fly*.

2. Penugasan/tugasan harian

Tugas:

1. Listen to the song and fill in the blanks
2. Answer the question

I Believe I Can Fly

I used to think that I could not go on
And life was nothing but an 1. _____ song
But now I know the 2. _____ of true love
I'm 3. _____ on the everlasting arms
If I can see it, then I can do it
If I just believe it, there's 4. _____ to it

(Chorus)

I believe I can fly
I believe I can 5. _____ the sky
I think about it every night and day
6. _____ my wings and fly away
I believe I can soar
I see me 7. _____ through that open door
I believe I can fly, I believe I can fly
Oh, I 8. _____ I can fly

See, I was on the verge of 9. _____ down
Sometimes the 10. _____ can seem so loud
There are 11. _____ in life I must achieve
But first I know it starts 12. _____ of me

h. Proverb and Riddle

This genre is included in the basic competencies in the syllabus for first grade 3.9 (Proverbs and riddles) in English literature. At the beginning of teaching, the teachers stimulate proverbs and riddles in different ways through listening and reading. These activities need to introduce students to examples and features of proverbs and riddles. During these stimuli, the teacher focused on learning vocabulary and idioms.

This usually included proverbs and riddles such as imperative and poetic words. A figurative and allegorical person. One teacher also focused on the linguistic elements of proverbs and riddles, which usually deal with instructional and parallel clauses.

Activity 1 Pay attention to the examples of Proverbs below.

Examples of Proverb and the Meaning (Peribahasa) :

Never speak about what you do. It speaks for itself. You only muddle it by talking about it.
Jangan pernah bicara tentang apa yang anda lakukan. Itu berbicara untuk dirinya sendiri.
Anda hanya mengacaukannya dengan membicarakannya.

If you talk about it, it's a dream. If you envision it, it's possible. But if you schedule it, it's real.

4

Jika Anda membicarakannya, itu adalah mimpi. Jika Anda membayangkannya, itu mungkin.
Tetapi jika Anda menjadwalkannya, itu nyata.

You get in life what you have the courage to ask for.
Anda mendapatkan dalam hidup apa yang berani Anda minta.

Examples :

1. Riddle: The maker doesn't need it, the buyer doesn't use it, the user uses it without knowing. What is it?

(Si pembuat tidak memerlukannya, si pembeli tidak menggunakannya, si pengguna menggunakannya tanpa tahu. Apa itu?)

Answer: A coffin (peti mati)

Penjelasan: Anda tentu sudah paham dengan teka-teki ini kan? Si pembuat peti mati tidak membutuhkannya karena dia masih hidup, si pembeli juga tidak menggunakannya karena si pembeli juga masih hidup, sedangkan orang yang menggunakannya, yaitu orang yang sudah meninggal, tentu tidak tahu kalau dia menggunakan peti mati.

2. Riddle: The more of them you take, the more you leave behind. What are they?

(Semakin banyak kamu mengambilnya, semakin banyak yang kamu tinggalkan. Apa mereka?)

2. Teachers' consideration in selecting literary materials to teach English for students of IPA and IPS study programs

In identifying the types of literary materials to teach English literature, it is further necessary to analyze the teacher's considerations in selecting the literary materials. In explaining the findings in this sub chapter, the researcher focuses on three main areas that must be considered by the teacher in selecting suitable literary materials according to Gilian Lazar, which is mentioned in his book entitled Literature and Language Teaching. The researcher conducted interviews as well as questionnaires to answer research question number two dealing with teachers' consideration in selecting literary materials. In the interview session, teacher A mentioned that there are several criteria that need to be considered in choosing literary materials. Type of course, characters of students, and factors related to texts are the main considerations in determining the appropriate literacy materials. In line with teacher A, teacher B stated that

the availability of literary resources and the relevance of texts also affects the selection of literary materials.

a. Type of Course

The researcher analyzed the types of courses based on the teacher's exposure through interviews. In dealing with this area, there were two factors considered by teachers, which were:

1. Level of Students

Both teachers agreed that in the classroom there were three levels of students dealing with students' understanding of the texts. The first teacher identified that in an IPA class, the level of students was divided into three, and they were students with high, medium, and low material understanding.

"We look at the condition of students, because some students are quick to respond, some are lacking."

This is in line with the data obtained from the questionnaire on statements number 5 (I easily understand every English literary text given or taught by the teacher; A: 29%, SA: 3%) and number 8 (I find it difficult to understand English literary texts; A: 21%, SA: 6%). 32% of students easily understand the literary text taught by the teacher, while 27% feel difficulty in understanding the literary text taught by the teacher. Moreover, the rest of the students (41%) chose neutral on statement number 5 and (35%) on statement number 8. Furthermore, IPS's teacher said that the difficulty he experienced was when some students understood the theory being taught, such as grammatical use and language features, but were weak when it advanced to reading, speaking, and listening practice. It is important for teachers to discover the reading levels of their students in order to determine suitable literary materials for all levels of students. IPA's teacher said that she always sees the condition of the students in understanding the material so that she can adjust the language used. Therefore, the material should not be too advanced nor too easy for them.

2. Length/intensity of course

The first teacher used these criteria to determine material that was in accordance with the teaching design and did not exceed or less than the time allotted so that learning could take place well. The first teacher stated that due to the coronavirus pandemic that has occurred for a long time in Indonesia, learning was required to use an online system for a certain time so that learning was not less than optimal and required a longer intensity.

“During this pandemic, the hours are reduced, it's shorter than normal time”.

Face-to-face learning with complete student members has been carried out for the last five months by reducing the intensity of learning time to prevent the spread of the virus. The division of time, which was originally 4 x 45 minutes in a week, was reduced to 2 x 25 minutes in one week. The second teacher added that the limited time was one of the teacher's difficulties, so further consideration was needed in the selection of the material used and its application.

b. Characteristic of Students

The second area that was considered by teachers in literary materials selection was the students' type, which includes several criteria:

1. Students interest / hobby

The teachers agreed that students' interests and hobbies are necessary to consider when selecting literary materials. In the selection of literary materials to teach basic competence 3.5, there are differences in the experiences of the two teachers. In her experiment, the first teacher used technology-based media, such as in the use of movies when teaching as well as using the latest topics in literature that were hotly discussed by the public. Having the interview session, the first teacher said that she used videos that he browsed from the internet, such as YouTube when teaching poetry as a clearer picture of how to read poetry.

“If we use a poem, we usually use video, we take it from YouTube, and we can show a presentation of how to read

poetry, then show it for others. We learn about the diction or something else in a form of presentation using PowerPoint".

For the final activity, students are then asked to present their own poetry. It is very possible that the first teacher used movies as teaching materials because most of the students' hobbies were watching movies. It was supported by the questionnaire data in statement number 2 (I like watching English movies, dramas, and/or series). 42% choose to agree (23%), while 19% strongly agree. Furthermore, on statement number 5 (I prefer it when teachers teach literature using films or short videos), 73% choose to agree (35%) and strongly disagree (38%).

Otherwise, the second teacher uses various local stories as teaching materials. In hortatory exposition learning, the second teacher frees students to look for the topic of the article they like from sources other than school textbooks. In this activity, the teacher asked the students to present their preferred topics to their friends in such a way that they gained various insights. Based on statement number 12 (I am interested in studying literary texts if the topic/genre is in accordance with my interests even though the vocabulary used is difficult for me to understand, A: 42%, SA: 4%), IPS students were highly motivated to learn literary texts if the topic was in accordance with their interests. Considering students' interests is a very useful way to involve students' participation in the process of teaching and learning. Learning activities could explore many things, so that students did not appear to be bored while studying.

2. Students' Cultural Background

When considering these criteria, the second teacher believes that the cultural background of the students as well as their social and political beliefs will encourage or may prevent them from understanding the text. This process may lead to adjustment or even rejection of the use of certain materials. In this case, teachers have different experiences in selecting materials related to cultural considerations. When preparing the material for Narrative Text Competence, the teacher deliberated the use of various local folk tales as teaching materials. She thinks about how much cultural

background needs to be given in order for students to have at least an understanding of the cultural basis of the text. When she chose movies to teach narrative, she considered movies that cover foreign cultures from various countries so that students get to know foreign cultures that may still have an attraction for students. On the other hand, the second teacher gained disparate experience in selecting literary material. He continued that the values contained in the literature are too far away to be suitable for students to use. When choosing song lyrics as teaching materials, for example, teachers are required to be watchful in choosing songs as teaching materials. There are many fragments of lyrics that have a bad and negative meaning in popular songs, so they are not appropriate when used as teaching materials. This makes him more careful in screening the types of songs that will be used as teaching materials.

3. Students' Linguistic Proficiency

This factor equals the complexity of language. The first teacher stated that there was a difference between the literary language used in English literature subjects and English in the compulsory subjects. The striking difference is that literary texts include language that deviates to a large extent from the averages of ordinary language use; it includes archaisms, theoretical devices, and metaphors; or it uses a dialect or custom field list.

"The most striking thing is that with the existence of literature, children recognize the term rime, for example rime aa or bb, diction in reading or in stories".

Thus, it may cause students to be confused in understanding the language. The different experiences faced by the two teachers. The first teacher chose to filter the materials used to meet the students' linguistic needs, so that students are able to cope with the text. such as when learning poetry, for example, children are introduced to the types of figure of speech in poetry before continuing until finally students are able to make their own poetry. Unlike the second teacher, when learning exemplum texts using legend, he considers the use of language that is neither too difficult nor too

easy for students. This was considered, so that in their activities students are able to understand the text and retell it in their own language.

c. Factors Related to Texts

It deals with external factors affecting teachers and students themselves, which is an integral part of literary text. There are several considerations to take into account as:

a. Availability of Texts

Based on data obtained from interviews, the both teachers emphasized that the availability of texts was a crucial consideration when providing literary materials for teaching.

“At least the text used is not only from books but also from other sources such as the internet.”

This is due to limited learning resources that can be easily accessed by all students. Both teachers agreed to use the literary materials they explored from textbooks and the internet. The types of books available and accessible were the Media Tama package books designed by schools to reach the students' learning needs. Since the ministry of education did not specifically regulate the books used for English literature, the school has designed this book as a guide for teachers and students. Apart from these two sources, both the first teacher and the second teacher admitted that they had never made their own literary texts as teaching materials in class. However, the first teacher shared her experience when he used video as a medium to teach poems and songs. It used sources that are easily accessible to students. Meanwhile, when teaching recount text using articles, the second teacher gave students freedom to find texts on the internet, which students will then explain the topic of the articles that they gained in the form of presentations.

b. Exploitability of Texts

From the available literary texts, teachers need to exploit the text into activities and assignments as an extension of understanding a text. This is one of the considerations in the teachers' efforts to fulfil the learning objectives of the study. The assigned assignments should achieve the

objectives of learning stated in the syllabus. To train students' critical thinking skills, the first teacher is accustomed to asking the students to identify as many things as possible as the terms they have not understood. It can be factual questions or theoretical questions related to the texts. It can be the social functions, linguistic elements, or language features used. Furthermore, examples of activities to train writing skills can be in the form of writing an essay or an article. As in the case of hortatory exposition learning, the teacher assigned students to compose argumentative essays as a form of exploitation of the text that has been studied. On the other hand, the second teacher conducted a story-telling activity as a form of exploitation of narrative text learning.

c. Compatibility of the texts with the Syllabus

Apart from identifying the level of students, it is also necessary to study the syllabus and basic competencies from the initial process of selecting materials in order to determine the types of literary material.

"It depends on the material (syllabus), so we use the genre depending on the material, for example we use poem to learn kinds of poem."

There are two types of literature used as teaching materials. One of them is a special functional text, namely literature that is determined on the topic of basic competencies. This literature is considered as content-based material, and it is irreplaceable by any other literary genre. Songs, poems, proverbs, and riddles are the examples of special functional texts. Another type of material is literature that is not specifically arranged in the syllabus. It is referred to as functional text and transactional interaction text. In contrast to the prior kinds of texts, which were considered as content-based materials, these texts were intended to be utilized as a source to encourage students' interest in language activities. Hence, it is valuable for teachers to have different preferences in choosing the genre of the text. Narrative text and report text are examples of such texts. The first teacher explained that when determining the majority of literary text or material, there was no problem finding the right text to achieve the curriculum goals because the syllabus was already clearly outlined.

Since the syllabus used for IPA and IPS study programs was basically the same, there was not much difference in the literary materials used by the two teachers. Both teachers used books as the main source of learning. The school has created their own textbook as a guide for teachers and students.

B. Research Discussion

The previous point has provided the research findings, discussing the types of literary materials and the considerations for selecting literary works of materials. In the following part, the researcher compared the findings to the existing theory. The discussion is shown below:

1. Types of literary materials used by the teachers for teaching English literature in IPA and IPS study programs

Literature as a learning material has a reputation for having linguistic credibility for literary purposes, not pedagogy. Therefore, the use of literary materials assists teachers in providing students with an absolute language version that is of particular importance to them. There are numerous kinds of literary material identified when viewed from the syllabus of English literature. For example, all kinds of literary texts, proverbs, riddles, and poetry which underpin literature as teaching materials.⁶⁶ The English Literature course syllabus outlines various competencies to achieve varied goals not only in terms of improving reading skills but also for developing other language skills and competencies such as vocabularies and linguistics. The syllabus has also established certain types of literary materials as the instrument to reach basic writing competencies. As stated in research findings, it is known that the syllabus used by the teacher is the same. However, there are differences in the types of literary materials used by teachers. It can be seen in table 4.1 on the research findings. This session will expose several supporting theories to discuss forward the literary materials used by teachers.

⁶⁶ Kementerian Pendidikan dan Kebudayaan, “*Silabus Mata Pelajaran Bahasa Dan Sastra Inggris*” (Jakarta, 2016).

a. Biography

Meike and Rukmini stated that biographical text is one type of recount text. The theme of biography introduces the life story of the person, highlights various aspects of a person's life, and presents in detail the experiences and events of the character under analysis.⁶⁷ Therefore, by studying narrative texts through biographies, students are expected to be able to write about someone's past experience.

The findings show that biographies are used by teachers in basic competence in the first grade for both IPA and IPS study programs. The syllabus straightly outlined the use of biographies as teaching materials with the aim of students being able to identify the structure of the text, social functions, and the use of language. Rasinski emphasized that when reading biographies, readers will be more likely to pay attention to the content and the meaning of language because the arrangement of biographies is not too complicated and quite easy to understand⁶⁸. Thus, using biographies alone in language classes cannot be fully utilized to construct content-based teaching learning and encourage the use of a particular language.

b. Article

Articles are known to be written text in any form and are recognized as original types of authentic material.⁶⁹ This is an informative or scientific text. Like any other authentic literary material, according to Adlert and Doren, general articles can evoke personal engagement with readers. Therefore, it is useful to encourage students' reading interest. With the equivalent goal, teachers mainly use and explore articles as material to practice reading skills. One of the teachers used the opportunity for a wider range of reading activities by

⁶⁷ Language Circle, "The Effectiveness of Project Based Learning and Problem Based Learning for Teaching Biography Text Writing To Highly and Lowly Motivated Students," *Language Circle : Journal of Language and Literature* 10, no. 1 (2015): 61–71.

⁶⁸ Timothy V. Rasinski, "Speed Does Matter in Reading," *Reading Teacher* 54, no. 2 (2000): 146–51.

⁶⁹ David Heitler, "Teaching With Authentic Materials," *Pearson Education* 6, no. 2 (2005): 10(7),

incorporating other skills such as speaking by conducting discussion sessions .

c. Essay

An essay is defined as a text that includes factual information and people's opinion as outlined in a sensible order.⁷⁰ The findings establish that teachers use essays to teach writing with a grammatical focus since it is related to literary writing. At the end, it closed with speaking activities. Ghaith stated that writing an essay is a complex process that involves exploring thoughts and ideas.⁷¹ In this case, the teacher said that students were given a couple of chances to discuss and then present the topics they had written about in their essays as the implementation of a speaking activity.

c. Legend and Short Story

Legends are recognized as an authentic story that contains cultural access.⁷² Hence, one of the teachers said that the use of legends encourage to promote students cross-cultural understanding. Simarmata in his study used legends as learning materials, where he also discussed strategies to involve legends for teaching language. According to him, reading activity is the one that uses legend stories the most, which is then followed by grammar analysis. Regarding the research results, the teachers were not only focused on developing students' reading skills to understand stories. More than that, they assign writing and speaking activities to analyse the text. Furthermore, identifying the type of literary materials is a division of grammatical units. Meanwhile, short stories differ from legends in that they rarely relate to people but are closer to current cultural stories. Because it is practical, attractive, and easy to use, it often appears in textbooks as one of the learning materials.⁷³

⁷⁰ Baden Ian Eunson, "Academic Writing: The Essay," no. July (2014).

⁷¹ G Gaith, "Writing. American University of Beirut," 2006.

⁷² Jonner Simarmata, "Local Legends : EFL Materials Development for Indonesian Teenage Learners," *Proceedings of the Fourth International Seminar on English Language and Teaching* (2016): 434-439.

⁷³ Fatemeh Parvareshbar and Behrooz Ghoorchaei, "The Effect of Using Short Stories on Vocabulary Learning of Iranian EFL Learners," *Theory and Practice in Language Studies* 6, no. 5 (2016).

Dealing with the use of short stories, Chou in his research suggests that teachers are willing to arrange discussion or presentation sessions in the classroom as a model of conversations when reading short stories. In this study, the research findings found that short stories were used by teachers to train students' language skills not only in speaking but also in writing activities. The implementation of speaking activities designed by the teacher include retelling stories and presenting the moral values of the stories. Then, students were asked to identify the analysis structure of the text to practice writing skills.

d. Movie

A study on the incorporation of movies in EFL/ESL classrooms states that movies are very efficient to use as literary materials in language classes for some reasons.⁷⁴ Kabooha in his research provided evidence that films can be exploited to improve students' critical thinking skills. In addition, Khan believes that movies are an effective language teaching tool to assist the progress of understanding and comprehension for language learners in a conceptual visual context through the “visualisation” of film.⁷⁵ This research finding shows that one of the teachers uses the movie as one of the tools to train students' listening skills. As a continuation of the listening activity, students were asked to analyse the structure of the film such as characters, culture, or moral values conveyed through speaking activities

e. Poem

Poetry is a written work whose words are arranged beautifully and rhythmically.⁷⁶ The fact that poetry deviates from normal language by having some exceptional characteristics of arranging words,

⁷⁴ Raniah Hassen Kabooha, “Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University,” *English Language Teaching* 9, no. 3 (2016): 248.

⁷⁵ Ms Atiya Khan, “Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners,” *ELT Voices-International Journal for Teachers of English* 52, no. 54 (2015): 46–52.

⁷⁶ Dr. Reena Mittal, “Teaching English through Poetry: A Powerful Medium for Learning Second Language,” *IOSR Journal of Humanities and Social Science* 19, no. 5 (2014): 21–23.
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imaginative interpretations of phrases, or combining sounds and music in unusual ways and stylistic deviations makes poetry important and beneficial to use in language classes.⁷⁷ The use of poetry as literary material is carried out by both teachers when teaching English literature in class.

In their study, Sugandi and Husnaini explained that there are several challenges when using poetry as teaching materials, such as teachers and students being required to think extra in order to understand the meaning of the poetry they read. Sometimes both teachers and students have difficulties understanding the linguistic elements of a poem. Some students are less motivated and feel uninterested in reading poetry, so that they do not benefit from these activities. Teachers do not gain enough confidence to fight, risk it all, or take such an opportunity in teaching. Teachers, from time to time, do not attempt to identify their students' language level. Teachers from time to time do not attempt to identify their students' language level. They only provide material without considering the student's level.⁷⁸ Despite all of that, the results of the document analysis indicate that the teachers agreed that using poetry was useful for practicing students' writing skills with a focus on exploring vocabulary and identifying the structure of poetry.

f. Song

The definition of a song refers to a brief portion of music consisting of words or it can be called as a combination of melody and vocals.⁷⁹ Ma'rifat in his study mentioned that by using songs, students

⁷⁷ S Syamsia and H Ismail, "Teaching English Poetry in EFL Classroom through Classroom Presentation," *LANGUA: Journal of Linguistics ...* 4, no. 1 (2021): 1–13, <http://jurnal.stkipkieraha.ac.id/index.php/langua/article/view/125>.

⁷⁸ Bastian Sugandi and Husnaini, "TEACHING POETRY IN ELT CLASSROOMS: SOME CHALLENGES AND SOLUTIONS," *The 3rd International Multidisciplinary Conference on Social Sciences (IMCoSS 2015) Bandar Lampung University (UBL)* (2015).

⁷⁹ Etty Pratiwi, "Using Song to Enhance Learning in English The Classroom," *Journal of Chemical Information and Modeling* 53, no. 9 (2018): 1689–1699, <https://jurnal.univpgr-palembang.ac.id/index.php/Prosidingpps/article/download/1935/1750> <http://digilib.uinsby.ac.id/>

can feel more excited and enjoy the learning process. Songs also stimulate students to improve their English vocabulary and performance more than using traditional methods.⁸⁰ Depending on the outcome of the research, both teachers agreed that the song was an excellent tool for improving the student's vocabulary and allowing them to practice their vocabularies. In song-related activities, teachers designed listening and writing activities that focused on vocabulary and grammar errors comprehend in the song.

g. Proverb and Riddle

Proverb is defined as a form of wise saying intended to explain the discourse more clearly, but a riddle is a statement with a hidden meaning that must be revealed after careful scrutiny.⁸¹ These two genres mainly use metaphorical terms that evoke deep thought. They found that proverbs and puzzles tended to improve children's vocabulary and grammar, as well as their language skills.⁸² The teachers involved in this study used these materials to improve their vocabulary and grammar through a variety of activities such as listening and reading. In addition, writing activities were also developed, but in post activities they were used to test whether students remembered proverbs and riddles.

To resume the types of literary teaching materials, both teachers approved that the arrangement of literary teaching materials described in the syllabus led them to choose literary teaching materials. They commit to adapting their preferred topics to work with their students in English and literature studies.

⁸⁰ Dwi Ma'rifat, "A Case Study of Using Songs in Teaching English Vocabulary To Young Learners," *Journal of English and Education* 5, no. 1 (2017): 49–55, <http://ejournal.upi.edu/index.php/LE/article/view/9902>.

⁸¹ C O Odejebi, H O Ajayi, and C F Olokunlade, "Pictorial Reading Strategy and the Learning of Proverbs and Riddles among Primary School Pupils," *International Journal of Innovation and Applied Studies* 8, no. 4 (2014): 1589–1593.

⁸² Ibid.
<http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/>

The teachers agreed that literature was a very interesting tool for learning a language and promoting cultural attitudes. Another teacher explained that literature is a wealthy and effective teaching material for developing multiple basic skills. Therefore, he usually explored literary materials for a wide range of lessons on the use of grammar. Teachers are anticipated to be able to use a wide variety of literary materials to provide their students with an extraordinary experience of learning English through literature that is particularly different from the general English subjects they have previously taken.

2. Teachers' consideration in selecting literary materials to teach English for students of IPA and IPS study programs

In determining the type of literature to be used, it is necessary for the teacher to take into account the needs of the class and students. In his book, Lazar lists several criteria that need further consideration for literary material selection. Among them are the type of course, the characters of students, and factors related to the text itself.⁸³ Researchers discuss the considerations that teachers make based on these criteria.

a. Type of Course

1. Level of students

The students' level of English comprehension is one of the important things that the teachers consider before deciding whether to use suitable literary material. This is supported by Yasmin, who stated that before choosing a literary text, teachers must take into consideration the students' proficiency level.⁸⁴ This English Literature subject is designed to be studied by ESL students, it is important to see if the student's level of proficiency in English is in accordance

⁸³ Lazar, *Literature and Language Teaching: A Guide for Teachers and Trainers*.

⁸⁴ Yeasmin et al., "Teaching Language through Literature: Designing Appropriate Classroom Activities."

with curricular standards to ensure program continuity. When identifying the level of students, it will help the teacher determine the difficulty level of selected literary text in terms of language use and linguistic aspects.⁸⁵ If the language of the literary text used is simple and relevant to the student's proficiency, then it can facilitate students' understanding of the literary text.⁸⁶

Based on the explanation above, both teachers agreed to distinguish their students into three proficiency levels, they were diverse from beginners, intermediates, and advances. Students are proven that they do not perform the equivalent English proficiency, even though they are in the same year generation or class, this difference is sometimes quite expansive. Thus, teachers first select the text carefully based on this consideration. However, English literature has many forms of source which are argued to be learned by any proficiency level; beginners, intermediates, and advances.⁸⁷ For instance, the first teacher admitted that she had no difficulty in finding literary materials that cover all the language needs of students. In exploiting the text, the teachers apply techniques to overcome the gap in the language skills of students in the same class. That is, reading groups with members carefully selected based on the students' level of English proficiency. In the same group, the lecturer assigns students with different levels of proficiency. Students have to give their contribution to share their perception toward the text. In this process, students with lower proficiency might be assisted by those with more advanced proficiency levels.

2. Length/ intensity of Course

⁸⁵ B Arafah, "Incorporating the Use of Literature as an Innovative Technique for Teaching English," *KnE Social Sciences* 3, no. 4 (2018): 24.

⁸⁶ Ibid.

⁸⁷ Ceren Işıklı and Aslı Ö.Tarakçıoğlu B, "Investigating Problems of English Literature Teaching to EFL High School Students in Turkey with Focus on Language Proficiency," *Journal of Language and Linguistic Studies* 13, no. 2 (2017): 82–95.

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These criteria are taken into consideration to find what materials are most suitable to be applied in the classroom according to the allotted time. For example, if the teacher wants to implement a full-length play, it will not be suitable. This will spend all class hours on one activity. This criterion was emphasized by Lazar as one of the considerations that the teacher must take when choosing materials. One of the teacher's strategies to overcome the problem of lack of time needed is to implement class discussions. In an effort to understand the text, students are asked to exchange ideas and opinions about the information they get in a text.

b. Characters of Students

1. Students' Interest/Hobby

This consideration was taken by the teachers regarding students' preferences for literary materials. Hişmanoğlu, in his research entitled Teaching English through literature, stated that consideration of student interest is an important factor to measure whether certain literary materials are able to express the type of personal involvement by evoking students' interests and generating high positive reactions from them⁸⁸. As recognized by the teachers, using literary materials that facilitate students' interest is beneficial for involving students' active participation in literary learning. It is a factor that might motivate learners to overcome linguistic barriers that may be considered too large in less engaging material.⁸⁹ Statement number 12 (I am interested in studying literary texts if the topic/genre is in accordance with my interests even though the vocabulary used is difficult for me to understand) in the questionnaire supports this utterance. As many as 59% of IPA students, 44% chose the agree option and 15% chose the strongly agree one. Concurrently, 46% of students chose agree options

⁸⁸ Hi Mano Lu, "Teaching English through Literature."

⁸⁹ Ibid.

(42%) and strongly agree (4%) options. When students express their needs, preferences, and interests in studying a type of literary work, their personal involvement and positive reaction will appear to learn the literary work.⁹⁰ In this case, the first teacher found more active students' involvement when dealing with materials that involved visuals. The use of material in the form of videos as a fulfilment of this student's preferences. In selecting literature materials by considering these criteria, the teacher found difficulties in applying these criteria to all students with varied interests. Therefore, the teacher lets the students explore the text literature with the subject according to their preferences. For example, when studying report text with articles, the teacher requires students to read an article that they think is interesting, then discuss it with others so that students will also get new insights about an issue.

2. Students' Cultural Background

Both teachers agreed to consider the cultural background of the student before selecting literary texts. Teachers felt that literature was valuable as a teaching material because of its high cultural value. In the EFL context, literature helps to promote students' understanding and generate their cultural awareness and idealism, as reflected in the literary texts they read.⁹¹ On the other hand, literature may generate cultural gaps for non-native students. This fact can manifest itself because literary texts are created far from the student's state and at very distant times.⁹² Thus, if not carefully chosen, a cultural lack of literary material can prevent students from understanding literary material. It certainly takes a great deal of effort to adapt literary materials to the student's

⁹⁰ Arafah, "Incorporating the Use of Literature as an Innovative Technique for Teaching English."

⁹¹ Bachrudin Musthafa, "Seven Issues and Dilemmas in Literature Teaching in EFL Context: Lessons from Indonesia," *Indonesian Journal of Applied Linguistics* 4, no. 2 (2015): 136–145.

⁹² Lazar, *Literature and Language Teaching: A Guide for Teachers and Trainers*.

cultural background. It certainly takes a great deal of effort to adapt literary materials to the student's cultural background. This consideration was also found in *ELT Settings: Student Attitudes and Favourite Literature Searches for Literary Texts*. This concludes that preference is one of the principles in selecting literary text. She stated that literary texts chosen should not be culturally separated and overloaded with cultural or historical citations⁹³. When choosing materials, teachers have gone through various processes. Teachers exclaimed there are a couple of potential sources of material found from all sources that have achieved their research goals and had moderate language complexity. Teachers at the same time also found that these materials hold negative content that was culturally unsuitable for students, such as inappropriate words or unfavourable content. As a result, many adaptations have been made, such as omitting parts and refusing to use materials. Teachers said the criteria are very important to promote the religion and character formation of their students in the course of education and learning.

3. Students' linguistic proficiency

Knowing students' linguistic abilities provides a standard of language difficulty related to literary linguistic elements that the teachers need to consider after measuring students' comprehension abilities in understanding texts. McKay rightly points out "success in using literature greatly depends upon a selection of text which will not be overly difficult on either a linguistic or conceptual level".⁹⁴ For ESL students, literary language might be too complex, especially when their language is not English. Therefore, it is important for teachers to consider the level of students' linguistic comprehension in order to determine the complexity of the chosen

⁹³ Tevdovska, "Literature in ELT Setting: Students' Attitudes and Preferences towards Literary Texts."

⁹⁴ Yeasmin et al., "Teaching Language through Literature: Designing Appropriate Classroom Activities."

literary language. Literary language that is too complex is believed to hinder students from learning more optimally. To solve this problem, Lazar suggested number of questions to inquire when deciding on a text whether students are accustomed with the standards of the usual value of language in a literary work of material; how much students can infer language in the text, and whether students will enjoy or even lose motivation with the language difficulties they face.

According to the questionnaire data obtained by the researcher, answering this series of questions, in statement number 10 (I feel unfamiliar with the vocabulary used in the English literary texts I read), 27% of IPA students chose to agree, 21% strongly agree and 6% strongly disagree. Meanwhile, 23% of IPS respondents disagreed, 15% strongly disagreed, and 8% strongly disagreed. Further, 41% of IPA students chose to agree, 36% strongly agree on statement number 11 (I feel that I have lost motivation in studying literary texts because I have difficulty understanding vocabulary). While 39% of IPS students disagreed, 31% agreed strongly and 8% strongly disagreed. Therefore, students' linguistic background needs to be a serious consideration for teachers regarding the level of language complexity when choosing literary materials. This aims to overcome students' confusion in dealing with texts in the learning process.

c. Other Factors Related to texts

1. Availability of Texts

One of the sources of literary texts used by teachers is books from school curriculum, but these books are very limited in number. Not all students have easy access to this book. This is due to the lack of a school budget to complete facilities such as books. So, it becomes a consideration for teachers to be able to make literary texts available and easily accessible to all students. Setiyadi in his study discussed the use of E-literary text to overcome lack of

availability of reading literary materials.⁹⁵ As with the two subjects of this research, teachers use some literary material that they took from internet sources. In this digital era, various literary works, such as prose, poetry, and drama, can also be accessed easily.⁹⁶ The second teacher requires his students to read literary texts that they find interesting, they can get from various sources including books and the internet. The existence of various literary texts on the internet make it easier for students to access readings. They did not have to expend a great amount of money and special time to get those texts.

2. Exploitability of Texts

Another factor that the teacher considers related to the text is the assignment as a form of exploitation of the text itself. Sarath discussed how English literary texts could be utilized to expand a bundle of skills for ESL/EFL students to achieve communicative competence in the syllabus.⁹⁷ In fulfilling communicative competence, teachers applied different activities to enhance the targeted skills. The second teacher, for example, in narrative learning using short stories, reading is a skill that is trained in this activity. To practice speaking, students are required to retell using the vocabulary they know. In connection with this, Lazar suggested a question to the teacher about what kinds of tasks and activities can be designed to exploit the text.⁹⁸ The first teacher asked some questions regarding a film that the students had watched and reflected on their understanding of the story in the film. Furthermore, increasing students' willingness and activeness becomes an issue for teachers when giving assignments that will be

⁹⁵ D B P Setiyadi, "E-Literary Texts: Reading Materials for School Literacy Movement," *KnE Social Sciences* 3, no. 9 (2018): 538.

⁹⁶ Ibid.

⁹⁷ Sarath W Samaranayake, "Exploitation of Literary Texts in Teaching Esl/Efl," *The English Teacher* XXXIX, no. August (2015): 205–221.

⁹⁸ Lazar, *Literature and Language Teaching: A Guide for Teachers and Trainers*.
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burdensome for some students. Thus, it is an important issue to consider what types of assignments will be given and applied in class.

3. Compatibility of the Texts with the Syllabus

Syllabus becomes the main guideline for teachers to determine the literary material to be used. From that, considerations regarding whether the literary materials used are in accordance with basic competence that have been outlined in the syllabus or not. This criterion is emphasized by Irfani in his research, *Syllabus Design for English Courses*, syllabus specifies the lesson content used to direct students to achieve learning objectives.⁹⁹ Hence, it is necessary to look at the syllabus and basic competencies as a first step in selecting materials. This criterion focuses on literary materials as objects of consideration to comprehend completely how these materials can appear to achieve the objectives of basic competencies. In English and literature subjects both in IPA and IPS class, the same syllabus is used to determine the materials. Therefore, there is not much difference in the selection of literary materials.

To sum up, literature is an authentic material that brings some benefits when it comes with proper considerations dealing with three main areas that have been discussed. Sujono indicated that materials can become a hazard and cause bigger problems if the materials are not selected properly.¹⁰⁰ In accordance with the statement, the government has regulation which is UU no. 16 of 2007 regarding Standards of Academic Qualification and Teacher Competence. In pedagogic competence, teachers should be able to choose and use teaching materials that can be relevant to the

⁹⁹ Bambang Irfani, "SYLLABUS DESIGN FOR ENGLISH COURSES," *Institut Agama Islam Negeri (IAIN) Raden Intan Lampung* (n.d.): 22–41.

¹⁰⁰ K. Artha, A.A.I.N. Marhaeni, and N.L.P.E.S. Dewi, "An Analysis of Authentic Materials Used by English Teacher in Senior High School in Singaraja," *Language and Education Journal Undiksha* 3, no. 1 (2020): 30–38.

experiences of students, according to the characteristics of students, and in accordance with learning objectives.¹⁰¹ Through the considerations mentioned, literature is proposed to be able to help students grow linguistically, personally, culturally, and spiritually.



¹⁰¹ Ibid.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusions and suggestions from the research. In closing, the researcher presented the conclusions of the research related to the types of literary texts and the considerations taken by the teachers, especially in the English literature class majoring in IPA and IPS studies. Then, it proceeds with suggestions from the researcher.

A. Conclusion

As written in the chapter on research findings from data analysis, the researcher has concluded several points, which are explained below:

1. The findings found that both teachers of IPA and IPS use various types of literary materials in teaching English and Literature subjects, mainly articles, essays, legends, short stories, movies, poetry, and proverbs as well as riddles. The teachers of both majors concentrate on the same syllabus. Consequently, there are no huge differences in the materials used for IPA and IPS study programs. Literary materials are utilized to teach both literature as teaching materials, and also to teach other basic skills that are not specific to literary topics. Although closely related to the development of literacy, teachers exploit these materials to focus on integrated language skills and curriculum-appropriate languages.
2. In selecting literary materials, teachers use three main areas as considerations that must be taken. These areas are categorized as (1) type of course, which includes two criteria, those are level of students and length/intensity of the course; (2) characters of students, which includes three criteria related to students' interests/hobbies, students' cultural background and linguistic proficiency; and (3) other factors related to texts, which consist of several criteria including availability of texts, exploitability of texts, and fit with the syllabus. Unfortunately, during the pandemic, teaching and learning activities become less than optimal, requiring teachers to maximize the few hours of learning. Therefore, time management in the selection of effective materials is an important criterion to consider.

B. Suggestion

1. English teacher

From the findings above, it can be concluded that considering a great amount of literature to be used as teaching materials for EFL students is a huge responsibility. The teachers had made selective considerations that were needed to fulfill the level of students' understanding of literary texts and materials. Despite that, language and literature teaching must be able to create weaknesses that correlate literary works and cultural values with students' daily lives. Using the communicative approach connects the literary materials they read to their personal experience, for instance, by allowing students to construe and express their own understanding of literary works. Furthermore, although many literary materials can be found through textbooks and the internet, it is still possible that teachers can have the opportunity to create their own literary materials as teaching materials that are relevant to the topics that are happening around them. It is essential for teachers to become teacher-writers and model themselves as literary writers to encourage students' writing abilities, even if it is not inserted into the curriculum.

2. Further researcher

The problems of selecting literary materials have a broad topic to discuss. As a continuation of the findings of the research, future researchers could investigate the effectiveness of these literary materials in promoting communicative language teaching. Examples of research topics include whether the English language and literature syllabus has achieved the goals in all contexts, and what factors should be met to achieve the goal of the English literature subjects in the K13 curriculum.

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UIN SUNAN AMPEL
S U R A B A Y A