Chapter V: Conclusion and Suggestion

Conclusion

The objectives of this research are to investigate teacher cognition in teaching literature and the factors that influence teacher cognition in teaching English literature. As a result, there are several aspects based on the result of interview, that become the weaknesses of some lecturers which can affect their cognition when teaching practice. Even there are lecturers who indicate having cognition that does not take place as appropriate as it should, but mostly, the lecturers of literature cognitions are appeared when teaching learning practice. It is proven with the data findings which has been explained in the discussion section.

In addition, this study is conducted not to judge or to inspect lecturers' weaknesses. But, this study is composed as the measurement of how lecturer cognition should be. Furthermore, although the cognition appears, it does not indicate that all lecturers of literature are perfectionist when they are teaching, because there is always small weakness beyond flawless. It also suggests for lecturers to be more aware of doing their job professionally.

Moreover, it also shows that, the factors which influence teacher cognition in teaching literature consist of lecturer professional experience, lecturer professional development, lecturer background of education and inner eagerness.

In brief, understanding teacher cognition ultimately leads to better learning in the classroom. When lecturers become aware of what they do in the classroom and

what influences their teaching and decision making, they will know what they need to maintain or improve in their teaching. And also, through the factors that influence their cognition, it can be strengthened their cognition and they can reach the successful learning process.

Suggestion

By the result of this research, there are several recommendations can be presented. The first recommendation is for lecturer. As what has been discussed that cognition is a vital part in teaching process. Therefore, it suggests for lecturers to not only preserve their acquaintance of teaching English literature, but also enrich, deepen and update their competence in order to have an effective, communicative and creative teaching-learning practice.

The second one is, it can be suggested to further researchers who are interested in conducting the similar research of teacher cognition. It will be an excellent research to investigate teacher cognition and classroom practice. It is quite similar with this study, but the differences are after you interview the participant, you will observe the classroom practice whether the interview is similar to the practice in the classroom or not. And also, for the next study, it will be good if further researcher change the object of the research, the example is teacher cognition in teaching grammar or other skills of language, therefore it will show the differences and similarity from the previous study of Nishimuro and Borg.

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APPENDIX I

INITIAL INTERVIEW

No	Name	Sex	Age	Qualification	Research Experience	Years of teaching experience	Subject of teaching Literature
1.	Lecturer 1	M	50	S2	Literature	18 years	Poetry Prose Drama
2.	Lecturer 2	F	36	S2	Literature	12 years	Introduction to Literature Prose Drama Literary Criticism
3.	Lecturer 3	M	36	S2	Literature	12 years	Introduction to Literature Poetry Prose Drama Literary Criticism
4.	Lecturer 4	F	40	S2	Literature	16 years	Introduction to Literature Poetry Prose Drama

							Literary Criticism
5.	Lecturer 5	F	37	S2	Literature	12 years	Introduction to Literature Poetry Prose
6.	Lecturer 6	M	51	S3	Literature	24 years	Poetry Drama Literary Criticism

APPENDIX II

INSTRUMENT OF INTERVIEW

Name   **: Lecturer 1**

Day/Date   **: December 15, 2016**

Time   **: 10 a.m**

The questions of this interview are adapted from the study which conducted by Nishimuro and Borg (2013) about teacher cognition and grammar teaching in a Japanese high school, and the study of Suwaed (2011) about Teachers' cognition and classroom teaching practice: an investigation of teaching English writing at the university level in Libya, which can lead in describing teacher cognition.

Section 1: Language teachers' think

1. As a professional, what are the main sources of your ideas about teaching literature?

   Book, internet and article

2. What are the difficulties that you face in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)? How do you deal with them?

   The students' laziness to be strict

3. Do you think students receive enough the teaching literature? Why?

   Yes, they can do this assignment

4. Do you think you should teach literature separately or together with skills? Why?

   Yes, literature is an art

Section 2: Language teachers' know

1. How were you taught English/literature when you were a student?

   By discussing, seminar and lecturing

2. What preparation (training) have you received to enable you be a literature

   teacher?

   Reading a lot

3. From your experience, what are the activities that you think are useful in
   teaching literature for students? What are they useful for?

   **To enrich the students' knowledge about language, culture and build
character**

4. To what extent do you adapt those activities according to the context? Can you
give examples?

   **Assigning students to read literary works, discussing a literary works, and
produce their own work**

Section 3: Language teachers' believe

1. Do you think teaching literature is essential to acquire English? Why?

Yes, language cannot be separated from literature

2. Do you think teaching literature sharpen the other skills of English language teaching? Give the example!

Yes, Reading.

4. You use literature terminology when you explain literature. Do you think it necessary or useful? What your purpose of doing so?

Yes, it helps students in understanding a literary works and the tool to analyze a literary work

Section 4: Language teachers' do

1. You used Indonesia during your lesson? What the reason of doing so? Or for not using English?

   Mix language

2. What changes have you made in your way of teaching literature as you gained experience in teaching? What prompts these changes?

   I focuse on the students' creativity, not only theory

3. In this teaching context, what are the goals that you try to achieve in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)?

   Students' have knowledge practicaly and theoretical about drama and prose

4. How do you present Introduction to literature/Prose/Poetry/Drama/Literary criticism activity? Can you describe the stages?

   Explaining theory, assigning students to do analysis, engage students to discuss actively

5. To what extent do you think that your students engage actively in the lesson?

   What steps do you take to achieve this goal?

   They are active in class activities such as analyzing, discussing and drama show

6. How do you evaluate students' performance in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)? How do you evaluate the outcome of the activity?

   Performance assessment

7. What sort of teaching materials do you use, for example authentic material or course book?

   Course book and authentic material, I also use internet

8. What do you take into consideration in selecting the material that you teach? Why do you select the material particular?

   (1) The adequacy; (2) The simple language that match the students…..in english

9. You simply use the exercise from the text book or another source. Do you sometimes add your original exercise? Can you give the example?

   Yes, I often give students question about the meaning, a certain words or sentence in a Poetry.

INSTRUMENT

Name   : **Lecturer 2**

Day/Date   : **January 8, 2017**

Time   : **2.40 p.m**

Section 1: Language teachers' think

1. As a professional, what are the main sources of your ideas about teaching literature?

Mostly books, online articles, literary works, films, personal experiences

2. What are the difficulties that you face in teaching literature (Introduction to

   literature/Prose/Poetry/Drama/Literary criticism)? How do you deal with them?

The availability of my time to read more or recent new resources and how to engage students to study this lesson seriously.

For the first issue, I depend much on online sources, that's easy to access and easy to read, I mean any time through mobile phone I can get my self-connected to material I need.

The second one, I try to find and to apply some strategies that meet the needs of my students as digital natives as well my need as a lecturer (to make them understand the lesson and apply this in their life).

3. Do you think students receive enough the teaching literature? Why?

Yes to some extent. Some students can engage themselves with the lesson. I need them to understand the essence of learning literary subjects. I found some of students showed good result, but I also found that they may not be that good with their performance with regard to theirs assignments, but they learned about life from the subjects. And this is important.

4. Do you think you should teach literature separately or together with skills? Why?

Well, as this is English Education department where literary subjects are supporting subjects so I think it is necessary to include language skills in this teaching. I have to consider their language development during classes. So the combination of both is important.

Section 2: Language teachers' know

1. How were you taught English/literature when you were a student?

I was taught the essence of literary works only. It was a literary subjects, to my understanding. It was not a supportive subjects to help me to improve my English.

2. What preparation (training) have you received to enable you be a literature teacher?

I did not take any specific training. I was trained to be an English teacher. So I used that knowledge and experience to teach literary works.

3. From your experience, what are the activities that you think are useful in teaching literature for

   students? What are they useful for?

Lecturing is important especially to explain the concepts and theory, and then discussion and what is more it is important to provide project based activities that enable students to work based on their condition as 21st century students. This including writing assignments.

4. To what extent do you adapt those activities according to the context? Can you give examples?

Most of the time. I ask students to work on a project in Introduction to literature class. They have to create a video of authors and his/her works.

In drama class, they are asked to perform and to organize the performance themselves.

Section 3: Language teachers' believe

1. Do you think teaching literature is essential to acquire English? Why?

Yes, in these classes, students have to practice all of their language skills. All the assignments dealing with English so they learned literary works and at the same time they learn English

2. Do you think teaching literature sharpen the other skills of English language teaching? Give the example!

Yes, all English language skills

4. You use literature terminology when you explain literature. Do you think it necessary or useful? What your purpose of doing so?

Yes. Teaching every lesson automatically we will deal with terms related to that knowledge. It is necessary to make them understand the body of knowledge they are learning, the state of art of the study and of course to improve their Vocabulary competence.

Section 4: Language teachers' do

1. You used Indonesia during your lesson? What the reason of doing so? Or for not using English?

When I started teaching this I translate almost everything I said. I was afraid they won't understand what I am saying while I needed them to understand completely. I need this lesson be accepted completely. Then I change the strategy, I have to use English most of the time because this will help them to improve their English. Sometimes the idea to emphasize the concept still allow myself to speak bahasa Indoensia in class.

2. What changes have you made in your way of teaching literature as you gained experience in teaching? What prompts these changes?

I provide more projects for students. This is because every year students are different, 10 years ago students were different from today students, so I have to adapt my self included the lesson should adapt itself.

3. In this teaching context, what are the goals that you try to achieve in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)?

I want my students to understand the importance to learn literature, the importance of this in educating ourselves as human being.

4. How do you present Introduction to literature/Prose/Poetry/Drama/Literary criticism activity? Can you describe the stages?

I always start with theory for the first few meetings and then the project based activity will be after they understand the concept.

5. To what extent do you think that your students engage actively in the lesson?

   What steps do you take to achieve this goal?

They were active in every activities.

6. How do you evaluate students' performance in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)? How do you evaluate the outcome of the activity?

Mostly through the assessment component given in every subject.

7. What sort of teaching materials do you use, for example authentic material or course book?

Both

8. What do you take into consideration in selecting the material that you teach? Why do you select the material particular?

I consider the validity of the sources especially the online sources.

9. You simply use the exercise from the text book or another source. Do you sometimes add your original exercise? Can you give the example?

Only for analysis exercise I refer to some sources but for project based I created it my self with combination of every idea that I may gain from anything. I am a person who learn things from all things around me.

INSTRUMENT

Name   : **Lecturer 3**

Day/Date   : **January 11, 2017**

Time   : **1 p.m**

Section 1: Language teachers' think

1. As a professional, what are the main sources of your ideas about teaching literature?

    The main sources that I used in teaching literary subjects are:

    Books   : **- M.H. Abrams the mirror and the lamp**

                - Kennedy an introduction to poetry

    Website   : **- Poetry out loud website**

                - Other sites on internet

2. What are the difficulties that you face in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)? How do you deal with them?

    Introduction to literature: explaining all the history of literature in 2 or 3 meetings is not enough, moreover the students has lack motivation to read and to access from internet by themselves about the history of literature. Dealing with that I always ask student to compose their intellectual doing based on the topic discussed, they must compose id at home and hand it before the class. The good id will be presented by the students in front of the class.

3. Do you think students receive enough the teaching literature? Why?

    I think not all students received the material because they only expecting material from teachers' explanation not from reading books or from accessing internet.

    It is proven from students mid semester test.

4. Do you think you should teach literature separately or together with skills? Why?

Yes I do, but it can also something combine with other courses

Section 2: Language teachers' know

1. How were you taught English/literature when you were a student?

When I was a student, there were limited books and internet to access the other references

2. What preparation (training) have you received to enable you be a literature teacher?

I never joined literature teacher training but I joined seminar about literature

3. From your experience, what are the activities that you think are useful in teaching literature for students? What are they useful for?

- Reading books in pdf forms given by lecture
- Browsing internet to find out topic about literature. Those activities can enhance student knowledge about literature
- Reading novels or drama

4. To what extent do you adapt those activities according to the context? Can you give examples?

By reading books (literary books) are benefits to our communication. By reading novels or drama can increase our morality, there are many benefits that we can get from reading literature.

Section 3: Language teachers' believe

1. Do you think teaching literature is essential to acquire English? Why?

   Yes, I do, by reading literature can expose students to authentic English material. Literary works were composed by the others or poets by using beautiful English Language

2. Do you think teaching literature sharpen the other skills of English language teaching?Give the example!

   Yes, I do. For example, reading poems can make student pronounce the words perfectly

4. You use literature terminology when you explain literature. Do you think it necessary or useful? What your purpose of doing so?

Yes, I always use literary terms in teaching literature. It is very useful, by knowing and understanding the literary terms, it can be used by the student later after graduate from this university and works as a teacher

Section 4: Language teachers' do

1. You used Indonesia during your lesson? What the reason of doing so? Or for not using English?

   Yes, I mixed English and Indonesia language in teaching literature. I Used when I try to make my explanation clear enough for the students

2. What changes have you made in your way of teaching literature as you gained experience in teaching? What prompts these changes?

   When the first time I teach poetry subject, I only focusing on reading textbook about poetry, students also only analyze the poems without reading it. When I browse internet, I found POL (poetry out loud) organization that facilitate students to recite poem and I adopt it in my class and it became the final project of poetry subject in poetry out loud contest.

3. In this teaching context, what are the goals that you try to achieve in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)?

   Poetry goals:- Student can compose their own poems

                   - Student can understand the elements of poems

- Student can recite the poems

4. How do you present Introduction to literature/Prose/Poetry/Drama/Literary criticism activity? Can you describe the stages?

Poetry: - I begin by explaining the meaning of poetry

- Explaining the kinds of poetry

- Explaining the elements

- Explaining the process of analyzing poems

5. To what extent do you think that your students engage actively in the lesson?

What steps do you take to achieve this goal?

The students engage actively when I give them poetry quiz. It is purposed to increase their knowledge about poetry theory

6. How do you evaluate students' performance in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)? How do you evaluate the outcome of the activity?

Poetry: -From the ID, the good/complete ID

-From students explanation on the discussion

-From students answer on mid test

-From student works on analyzing poem

-From student performance on poetry out loud contest

7. What sort of teaching materials do you use, for example authentic material or course book?

Authentic material that I used is from poetryoutloud.org website, there were many examples of how to recite poem in a good way

8. What do you take into consideration in selecting the material that you teach? Why do you select the material particular?

In selecting the material I choose the easy one for the student and also the complete one

9. You simply use the exercise from the text book or another source. Do you sometimes add your original exercise? Can you give the example?

I only use the exercise from the text book or another source. But I sometimes designed the exercise by using software such as hot potatoes to create quiz

INSTRUMENT

Name   : **Lecturer 4**

Day/Date   : **January 19, 2017**

Time   : **11.30 a.m**

Section 1: Language teachers' think

1. As a professional, what are the main sources of your ideas about teaching literature?

   Buku, Jurnal, Movie, Novel, Poetry dan Internet

2. What are the difficulties that you face in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)? How do you deal with them?

   Sangat sulit menemukan buku tentang teori sastra, namun pada mahasiswa tidak ada kesulitan karena mahasiswa enjoy ketika belajar literature

3. Do you think students receive enough the teaching literature? Why?

   Iya, mahasiswa sangat tertarik karena ketika kita belajar literature, berarti kita mengajarkan mereka tentang hidup

4. Do you think you should teach literature separately or together with skills? Why?

   Together with skill, because when we learn literature means it sharpen with all English language teaching.

Section 2: Language teachers' know

1. How were you taught English/literature when you were a student?

Saya tertarik literature sejak saya kuliah, meskipun saat itu sulit mendapatkan buku tentang sastra. Tapi tidak ada paksaan dari dosen atau siapapun karena ketika saya belajar sastra saya bisa belajar tentang kehidupan.

2. What preparation (training) have you received to enable you be a literature teacher?

Saya tidak pernah mengikuti pelatihan tertentu untuk menjadi pengajar literature, hanya pernah mengikuti seminar-seminar tentang literature.

3. From your experience, what are the activities that you think are useful in teaching literature for students? What are they useful for?

Menurut saya semua pengajaran sastra memiliki manfaat. Tapi untuk kelas saya, saya sering menggunakan Movie sebagai media pembelajaran literature karena lewat movie, mahasiswa bisa menyimpulkan pesan yang terkandung didalamnya dengan cara pandang mereka sendiri.

4. To what extent do you adapt those activities according to the context? Can you give examples?

Semua yang diajarkan merujuk ke silabus. Contohnya Tema yang dibahas, maka harus dijelaskan secara keseluruhan, tidak bisa diajarkan sebagian.

Section 3: Language teachers' believe

1. Do you think teaching literature is essential to acquire English? Why?

Iya sangat penting, terutama reading. Karena dengan reading, mereka bisa menemukan vocab baru.

2. Do you think teaching literature sharpen the other skills of English language teaching? Give the example!

Iya. Contohnya reading, writing, vocab, speaking.

4. You use literature terminology when you explain literature. Do you think it necessary or useful? What your purpose of doing so?

Iya. Ketika kita mengajar harus ada landasan dan nilai ilmiah. Itu akan berkembang seiring dengan proses belajar mengajar.

Section 4: Language teachers' do

1. You used Indonesia during your lesson? What the reason of doing so? Or for not using English?

Mixing. Itu bertujuan agar mahasiswa paham. Ketika kita mengajar sastra berarti kita mengajar nilai kehidupan. Ada pesan yang hanya bisa terterima ketika dalam Bahasa tertentu, karena ketike kita menerjemahkannya ke Bahasa sehari-hari, maka maknanya bisa berubah.

2. What changes have you made in your way of teaching literature as you gained experience in teaching? What prompts these changes?

Tergantung. Mahasiswa berubah tiap semester namun kadang sebagai pengajar saya merasa bosan dengan menggunakan metode yang sama meskipun pada mahasiswa yang berbeda. Kadang saya berfikir pembelajaran jadi monoton karena kaka senior mungkin sudah pernah cerita, untuk itu saya berusaha untuk memvariasikan cara mengajar saya agar mudah diterima dan lebih menarik. Contohnya menonton movie, dan merubah judul novel dari sebelumnya.

3. In this teaching context, what are the goals that you try to achieve in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)?

Sebagai pengajar literature, saya tidak tertarik untuk membuat siswa memiliki minat untuk meneliti sastra, namun tujuan yang terpenting untuk saya adalah ketika mahasiswa memahami makna kehidupan dan menjadi penikmat sastra.

4. How do you present Introduction to literature/Prose/Poetry/Drama/Literary criticism activity? Can you describe the stages?

Memperkenalkan sastra sebagai cerminan kehidupan,kemudian bercerita tentang pengalaman dan sharing dengan mahasiswa. Jadi saya menjelaskan teorinya terlebih dahulu,contoh fiktif dan selanjutnya contoh real life.

5. To what extent do you think that your students engage actively in the lesson?

   What steps do you take to achieve this goal?

Ketika Drama mereka perform di atas panggung, poetry out loud dan movie. Dengan begitu mahasiswa akan menemukan hal-hal dan pengalaman baru yang sebelumnya tidak pernah mereka lakukan.

6. How do you evaluate students' performance in teaching literature (Introduction to literature/Prose/Poetry/Drama/Literary criticism)? How do you evaluate the outcome of the activity?

Sesuai dengan aspek-aspek yang tertera di format penilaian

7. What sort of teaching materials do you use, for example authentic material or course book?

Berdasarkan silabus. Biasanya saya menggunakan keduanya.

8. What do you take into consideration in selecting the material that you teach? Why do you select the material particular?

Materi yang sudah dibahas bersama tim sebelumnya, yang disesuaikan dengan kebutuhan mahasiswa. Karena sastra sangat luas, maka yang menjadi pertimbangan adalah materi dasar tentang sastra

9. You simply use the exercise from the text book or another source. Do you sometimes add your original exercise? Can you give the example?

Biasanya videography. Contohnya biography seorang penulis, karya-karya mereka hingga mereka meninggal. Karena ketika kita mengenal seseorang maka akan ada ketertarikan menganalisis literary work.

TRANSCRIPT

Name   **: Lecturer 5**

Day/Date   **: January 21, 2017**

Time   **: 1.30 p.m**

A   : Saat mam mengajar literature mem rasa itu mencakup skill Bahasa inggris?

B   : Itu yang seperti saya bilang, kan orang yang mau belajar sastra inggris kalau dia tidak ada skill Bahasa inggris tidak bisa, jadi makannya dia harus tidak bisa gabung dengan mata kuliah skill, sastra harus tersendiri karena sastra dia ada banyak teori teori dengan aplikasi kalau skill kan dia belajar tentang subject predikat maksudnya salah satunya dang

A   : Bagaimana mem diajarkan sastra ketika masih mahasiswa?

B   : Kalau dulu itu kan torang untuk mencari literature nya itu kan tidak semudah yang sekarang, sekarang kan internet, website, browsing dimana saja kan lebih mudah jadi torang tidak harus menunggu dosen tidak harus menunggu dosen tidak harus menunggu punya buku baru bisa belajar sastra, kalau dulu kan kendalanya disitu ya mungkin perbedaanya cuman disitu saja dicara mendapatkan literature itu, sekarang biar tidak ada buku tapi begitu torang ada internet torang bisa browsing dapat jurnal bisa dulu kan tidak ada sama sekali samua tergantung dibuku ajar dengan tergantung dosen mengajar, itu perbedaannya.

A   : Mem pernah mengikuti training untuk menjadi pengajar literature?

B   : Training sastra?

A   : Iya mem,

B   : Belum belum

A   : Kalau seminar mem?

B   : Kalau ikut seminar seminar sastra itu iya karna saya kan salah satu pengurus kesusastraan se-Indonesia jadi kalau yang itu iya.

A   : Kalau sesuai pengalaman mengajar aktifitas apa saja yang bermanfaat saat pengajaran sastra mem?

B   : Selain penjelasan teori, selain penggunaan LCD dan lain-lain misalnya juga kita juga demostrasi didepan kelas. Kayak misalnya ngajar prose, itu

belajar tentang elemen-elemennya, tema, seting dan lain-lain itu biasanya isi dari cerita itu kita perankan didepan kelas untuk membantu mereka, lalu dengan gambar-gambar dengan video video

A : Itu berfungsi untuk apa mem?

B : Yah itu lebih menarik sih, lebih menarik daripada teori penjelasan teori itu. Mahasiswa memang kurang antusias, tapi kalau begitu dorang selain mereka bisa mendemonstrasikan mereka harus belajar mereka harus kuasai itu isinya jadi itu juga yang menjadi salah satu daya penarik mahasiswa untuk belajar dirumah

A : To what extent do you adapt those activities sesuai konteks mem?

B : ya yang pasti kan dia punya anu itu kan silabus jadi berdasarkan silabus tidak boleh lari dari silabus itu. Tapi juga tidak harus mengajar silabus kan kayak misalnya dorang lupa dengan materi yang kemarin itu ya mengambil waktu lagi

A : Contohnya mem?

B : Misalnya pertemuan hari ini tentang pembahasan the element of prose, ya berarti harus mengajar element-element of prose itu, teori teorinya bagaimana teori elemen bagimana, lalu apa namanya kita berikan contoh kalau ada video kita tayangkan

A : Menurut mem pengajaran literature penting untuk meningkatkan skill Bahasa inggris?

B : Penting sekali, penting sekali

A : Kenapa mem?

B : Iya karna dari sastra itu sebenarnya bukan hanya untuk skill Bahasa inggris, tapi dari sastra itu kan kita bisa belajar tentang kehidupan, disastra-sastra itu kan, hasil-hasil atau output output dari sastra itu kan tentang pengalaman pengalaman para pengarang atau penulis sejak saat itu, bagaimana tentang politik, ekonomi, budaya dan itu kan kisah nyata jadi dengan adanya tulisan tulisan sastra itu sehingga mau tidak mau mahasiswa harus bagaimana caranya harus menguasai isi dari cerita itu hanya problemnya sekarang kadang kan ada google translate kadang kan mereka search disitu apalagi kalau tugas dalam bentuk online

A : Menurut mem pengajaran literature mencakup skill Bahasa inggris?

B : Huum, mencakup skill Bahasa inggris karna itu tadi torang kan bukan ba bicara sastra Indonesia, sastra inggris, contohnya meningkat vocab, vocab-vocab sastra itu berbeda dengan Bahasa Bahasa umum, Bahasa sehari-hari

kayak misalnya puisi, red red rose misalnya bukan berarti hanya merah merah bunga tapi behind the meaning dari situ itu yang harus mereka cari lebih susah di sastra dibanding dengan dibahasa inggris yang umum

A   : Mem menggunakan terminology saat pengajaran sastra?

B   : Silabus itu yang menjadi landasan, kembali lagi ke silabus dan bahan ajar agar terarah kalau misalnya target-target ya

A   : Mem kalau mengajar menggunakan Bahasa Indonesia atau mix mem?

B   : Mix. Apalagi kalau masih mata kuliah disemester tiga itu harus mix

A   : Itu kenapa mem? Susah menagkap makna atau?

B   : Mungkin kalau cuman penjelasan secara teori bisa kitorang masih pake inggris inggris terus, tapi kalau sudah pada penerapan teori ke aplikasi terutama puisi itu susah. Kalau masih teori instruksi-instruksi tidak jadi masalah. Cuma memang kalau so maso memberikan pemahaman pa dorang berusaha agar dorang bisa menguasai itu, berulang-ulang kalau dia dengan Bahasa inggris, agak, tidak juga susah cuman kadang torang butuh extra time untuk menjelaskan itu

A   : Saat mengajar itu ada activitas yang mem rubah mungkin berdasarkan pengalaman mem?

B   : Ada, kadang kitorang kalau liat dengan treatment seperti ini ternyata dorang tidak bisa menguasai torang harus cepat berubah cari treatment lain lagi untuk mob a treat pa dorang biar dorang bisa capat paham lagi dengan materi itu

A   : Kenapa itu berubah mem?

B   : Nah tergantung itu, kan torang itu bisa mengetahui mereka paham betul atau tidak, nah jadi harus cari alternative lain untuk bisa memberi pemahaman lagi

A   : Apa tujuan yang ingin mem capai dalam pengajaran literature?

B   : Sebenarnya yang pertama itu adalah mencintai sastra dulu, dorang cintai dulu itu sastra itu,dorang mau dulu, dorang punya keinginan dulu, karna sastra itu kan dia lebih banyak membaca harus membaca mebaca dan membaca. Kalau dorang tidak mau mebaca akan sulit buat torang, jadi dorang harus punya keinginan dulu, kemauan, dorang cintai itu sastra. Itu dulu, kalau dorang so menguasai dan feelnya sudah dapat pasti akan mudah. Cepat untuk menguasai sastra sendiri.

A   : Bagaimana cara mem memperkenalkan literature kepada mahasiswa?bagimana tahapan-tahapannya?

B : Kan dia berjenjang, orang yang mau ikut prose mau kontrak mata kuliah prose harus lolos dulu di introduction to literature, sebenarnya basicnya itu disitu. Perkenalkan dulu dia sastra secara umum itu disitu, teori-teori yang simple itu dia harus perkenalkan dulu disitu, perkenalan tentang literature itu disitu dulu, supaya kalau dia sudah masuk dimata kuliah prose atau apa dia so lebih ke penerapannya lebih ke practice nya, tidak lagi mengulang sejarah tentang. Okelah boleh tentang depe criticism tentang pendekatan karna itu kan biasanya so langsung pengapplyan dari ini itu kalau so masuk di mata kuliah poetry, prose, drama dan lain lain

A : Menurut mem mahasiswa itu engage actively pada pembelajaran literature mem?

B : Bagaimana ee…ya itu saya bilang tadi, kalau dorang ini, dorang suka ini, dorang tidak hanya sekedar mo lulus di mata kuliah, ya bisa, bisa dengan langsung dorang bisa kuasai ini materi materi ini cuman kan kadang biar somo kase tau mo bilang, pertemuan besok tentang ini, coba jo cek mahasiswa tidak barani ba jawab, kecuali di iming imingi dengan nilai, misalnya oke sapa yang bole jawab nanti so bisa curi star mob a kase nilai, tapi kalau ini ya biasanya ya, misalnya mo suru hafal akang 10 penulis beserta karyanya, bisa jadi ada yang cuman ta hafal bo 2 bo 3 itupun cuman hafalan, karna cuman hafalan jadi abis itu lupa

A : Lalu bagaimana cara mem agar mahasiswa itu tertarik dan aktif saat pembelajaran?

B : Ya lebih banyak torang kasih contoh-contoh tentang penulis penulis, untuk mata kuliah puisi, torang kasih contoh penulis-penulis terkenal, misalnya torang kasih penjelasan tentang sastra itu menyenangkan atau pokoknya dimotivasilah. Tergantung anaknya sendiri sih.

A : Bagaimana cara mem menilai performance mahasiswa pada pembelajaran sastra?

B : Sesuai format penilaian, tapi kan kadang torang juga dikelas kan tidak harus dengan format penilaian torang kan bisa tau ini mahasiswa yang cepat, dengan dia banyak memberikan komentar, kalau diberikan kesempatan dia memberikan penjelasan. Itukan indikasi bahwa dia bisa terima materi itu

A : Biasanya mem menggunakan authentic material atau course book?

B : Biasanya itu paling banyak dijurnal-jurnal, karna kalau buku aslinya kan torang susah dapat, kecuali teori teori, kalau teori teori itu banyak, kita bisa gunakan buku penelitian penelitian sastra yang Indonesia juga kan bisa digunakan

A : Apa yang menjadi pertimbangan mem dalam memilih materi ajar mem?

B : Kalau materi itu kan biasanya tidak hanya ditentukan oleh satu orang pengajar saja, oleh tim teaching, jadi tim teaching yang torang bersama sama menentukan materi materi itu, tidak boleh saya dikelas ini, kelas ini kan parallel jadi tidak boleh beda beda, torang putuskan secara bersama materi apa yang akan diajarkan. Tentunya materinya berjenjang dari yang mudah ke yang sulit

A : Tugas-tugas yang mem berikan berdasarkan text book, sumber lain atau mem desain sendiri?

B : Biasanya so ada diblakang bahan ajar, tapi ada juga tambahan tambahan, biasanya dari teksbooknya, contohnya dimata kuliah prose

TRANSCRIPT

Name   : **Lecturer 6**

Day/Date   : **January 25, 2017**

Time   : **3.30 p.m**

A   : Apa saja sumber yang sir gunakan dalam pengajaran literature?

B   : Oh banyak, sumber-sumber e-book maupun itu yang mutakhir ya, yang terbit 2010 ke atas gitu ya. Untuk mata kuliah apa ini yang ditanya.

A   : Sir mengajar Mata Kuliah apa saja sir?

B   : Okey, jadi mata kuliah instructional design

A   : Kalau pengajaran literature sir? Apa saja sir?

B   : Literary criticism, Poetry, Drama

A   : Kalau lama mengajar sir?

B   : Saya di angkat 93

A   : Itu langsung mengajar literature sir?

B   : Langsung sastra

A   : Kalau kesulitan yang sir hadapi dalam pengajaran literature?

B   : Kesulitan apa. Kesulitan kan bisa dibagi-bagi

A   : Kalau kesulitan dari mahasiswa?

B   : Kalau mahasiswa ada, kurang membaca, tidak kaya dengan bacaan, mereka kalau ke kelas   paling banyak hanya membaca novel-novel Indonesia, kurang pengetahuan tentang cerita-cerita luar negeri

A   : Jadi dari sir sendiri tidak ada kesulitan misalnya pada media-media pembelajaran?

B   : Oh saya sukur, malah saya pencetus drama, CCU, Poetry out loud, saya pencetus, kalau potry out loud saya dengan pak farid ya, tapi kalau namanya drama dengan CCU saya pencetusnya

A   : Menurut sir mahasiswa dapat menerima pengajaran sastra?

B   : Bisa mereka bisa, kemmpuan untuk itu ada mere bisa menganalisis Cuma mereka tidak kaya bacaan kurang kekayaan terhadap bacaan. Contoh bagaimana cerita tentang eee common sense yang ditulis oleh Thomas Fane nah itu mereka tidak tau

A   : Menurut sir pengajaran sastra itu harus di pisahkan atau diajarkan secara bersamaan dengan skill?

B   : Maksudnya skill?

A   : English Language skill sir

B   : Harus integrated. Kenapa karna mo diskusi pasti berbahasa inggris, maka begitu mereka membuat report bisa writing itu harus, ndak boleh dipisah itu

A   : Bagaima sir diajarkan sastra ketika sir masih mahasiswa?

B   : Yaa sastra waktu saya masih mahasiswa kita lebih banyak didengarkan cerita, dan kondisi itu juga kita kurang bacaan. Kenapa kurang bacaan karna memang belajar dari sekolah kita paling banyak belajar sastra Indonesia tidak hampir hampir, bukan tidak ada tapi ya paling cuman cerita Romeo dan Juliet

A   : Kalau saat mahasiswa susah mencari buku sastra?

B   : Wah dijaman saya susah tidak belum ada internet kayak sekarang. Dijaman saya ya kalau dijaman kamu sudah ada internet

A   : Sir pernah mengikuti pelatihan menjadi pengajar sastra?

B   : Iya ada ada saya mengikuti diklat diklat saya waktu masih di Jogja

A   : Kalau seminar sir?

B   : Seminar juga dijogja juga saya banyak ikut

A   : Sesuai pengalaman sir, apa saja aktifitas didalam kelas yang sir rasa bermanfaat saat pengajaran literature?

B   : Sederhana saja, misalnya pakai teorinya Long ya, anda masih ingat teori Long?

A   : Tidak sir (tertawa)

B   : Ya jadi teori Long gini, mau belajar sastra ada 3 komponen yang oleh anak-anak akan dipelajari begitu dia belajar sastra ada 3 hal yang bisa kita anu sekalian, gitu ya, apa yang pertama, yang pertama adalah jadi language jadi begitu belajar sastra, ya sama saja juga otomatis belajar Bahasa, bagaimana dia mau mengkaji kemudian dia tidak paham menulis,

bagaimana dia menginterpretasi dan kita minta laporan kemudian dia tidak tau berbahasa. Ya jadi ada hubungan antara sastra dengan apa tadi…language gitu

A   : Language yang pertama yang kedua sir?

B   : Yang kedua adalah culture. Semua karya sastra kan di tulis, itu selalu dia melekat ada budaya yang ada dalam cerita itu, contoh begitu anda membaca tentang karya William Shakespeare dan Romeo and Juliet, maka budaya didalamnya adalah budaya English kuno English dulu ya English masa lalu atau English classic ya, cerita masih ada rasa tau apa kan, begitu kalau anda bicara tentang ya Siti Nurbaya kira-kira kebudayaan apa yang ada didalamnya?Pernah baca Siti Nurbaya?

A   : Belum pernah baca tapi setau saya Siti Nurbaya cerita tentang dijodohkan sir

B   : Iya yang dijodohkan, tapi kan apa budaya didalamnya, tentang sumatera, jadi ada yang namanya saat itu juga begitu belajar sastra selain belajar Bahasa belajar tentang budaya

A   : Yang ketiga sir?

B   : Yang berikut adalah personal growth, apa itu personal growth? Pengembangan kepribadian atau istilahnya belajar nilai, kadang dalam toko cerita ada yang antagonis dan ada yang apa? Protagonist. Kita lihat mahasiswa sudah boleh membedakan mana took yang tidak mereka sukai dan yang mereka sukai. Dan itu pasti berkaitan dengan nilai atau pesan moral. Oke

A   : Sir selalu memberikan activity sesuai konteks sir?

B   : Oh iya, contoh, begitu membahas novel tertentu ya misalnya novel itu bercerita tentang perselingkuhan, kan menurut teori Abrams, sastra itu ada 4 hal ya yang diungkap, apabila sastra itu dilihat diolah dan dikaji hanya merujuk pada karya itu, itu disebut dengan teori apa? Objektif.Dan apabila sastra itu diolah dan diperbincangkan dan memikirkan tentang pengarang itu disebut dengan teori pragmatic, apabila sastra itu kemudian memperbincangkan tentang masalah mimetic atau tiruan, tiruan hidup, bahwa itulah toeri mimetic. Dan apabila sastra itu ya ke audience ya itu dikenal dengan pragmatic, tadi pragmatic apa

A   : yang diperbincangkan yang pengarang itu

B   : ya kalau pengarang itu Expressive, teori expressive. Nah konteks konteks ini menjadi ada sebuah karya, kadang ada karya yang hanyalah

menceritakan pengalaman pengalaman pengarang ya, konteksnya bisa disediakan, itu teori apa tadi disitu?

A   : Abrams

B   : Tidak tidak namanya teori apa? Kalau cenderung pada pengarang?

A   : Kalau pengarang itu teori Expressive

B   : Nah expressive, jadi contoh cerita tentang The call of the wile, karangan dari Jack Langdon. Jack Langdon adalah seorang American, dia menceritakan tentang bagaimana dia masuk dihutan belantara di Alaska dia adalah orang muda, banyak menulis, tapi tidak sedikit dia juga ya Alkohol ya peminum Alkohol, jadi kehidupan kehidupan itu dibuatlah menjadi Novel pengalaman pribadi lebih kepada pengarang ya, yang berikut dari audience audience kan kadang dari sebuah karya juga itu harus kita olah dengan mempertimbangkan penonton, coba kalau mereka nonton tentang film sedih maka banyak fakta ketika orang menonton sedih akan keluar air mata, atau ada tokoh yang tidak dia sukai didalam sinetron ada refleksi verbal fisik yang berteriak huh gaga mo pici dileher apabila seseorang yag tidak dia sukai, apalagi satu yang teori objektif ya, jadi memang ada sebuah cerita, jadi memang tidak menghubungkan apa isi cerita dengan pengarang, tidak menghubungkan isi cerita dengan audience, itu memang benar-benar karya, tapi kalau dikarya itu ada pencurian memang ada pencurian tidak dibantu dari fakta mana fakta mana, kemudian mimetic, tidak sedikit cerita di novel tapi itu adalah tiruan hidup, contoh orang yang melakukan perselingkuhan difilm ini, tapi dalam fakta, ada juga yang seperti itu, nah itulah yang disebut dengan mimetic teori.

A   : Menurut Sir pengajaran sastra penting untuk meningkatkan kemampuan berbahasa inggris?

B   : Iya, dengan catatan kita beri ruang lebih banyak kepada mereka berdiskusi atau menulis report, laporan gitu ya, dapat meningkatkan apa? Speaking dan kita harus beri lebih banyak ruang pada mereka untuk berdiskusi, apabila writing beri ruang banyak menulis report, apalagi, diberi lebih banyak karya untuk dibaca, mereka akan banyak membaca,kalau mereka meguatkan keterampilan mendengar maka banyak putarlah film-film atau cerita-cerita lewat video, ada lagi?

A   : Menurut sir pengajaran sastra mencakup pengajaran skill berbahasa inggris?

B   : Sama seperti yang dijelaskan sebelumnya, jadi sastra dan language dapat dibedakan ingat ya antara sastra dan Bahasa itu dapat dibedakan tapi tidak

bisa dipisahkan gitu ya, dia integrated, jadi skali lagi antara sastra dan Bahasa hanya bisa dibedakan tapi tidak bisa dipisahkan. Sastra misalnya novelkan harus dibaca.

A   : Sir sering menggunakan terminology ketika mengajar sastra?

B   : Ya perlu memperkenalkan istilah istilah yang paling banyak mereka tidak ketahui. Contoh, ya, ada terminology sebagai ekpresi atau makna, nah baru ada terminology yang terkait dengan istilah-istilah sastra, misalnya timre, ada juga yang namanya istilah istilah dalam drama ya, istilah istilah dalam drama itu kan misalnya tentang qoutenya, ada namanya rising action, falling action, seperti itu juga kan sebuah istilah istilah yang mereka cari tau

A   : Tujuannya sir?

B   : Oh harus, memperkaya Bahasa, memperkaya pengetahuan, istilah itu kan terkait pengetahuan ya

A   : Sir menggunakan Bahasa Indonesia saat mengajar sastra?

B   : Blended. Bercampur, karna kan penerimanya kan berbeda,

A   : Itu karna ada makna-makna tertentu yang tidak bisa ditangkap atau bagaimana sir?

B   : tidak, terutama yang bersifat informatif. Karna kalau kita menjelaskan sastra harus konseptual jadi berbahasa inggris dan berbahasa Indonesia, tetapi kalau diskusi kita lebih banyak menggunakan Bahasa inggris gitu ya, tapi kalau menjelaskan saya ceramah harus campur ya, ada lagi?

A   : Ada sir. Dalam pengajaran sastra ada aktifitas yang mungkin sir rubah karena sesuai pengalaman?

B   : Ya, jadi kan sastra tidak boleh hanya membaca, tidak cukup membaca, harus melakukan penjelajahan lebih jauh,menjelajah maksudnya adalah karena mahasiswa kan ya begitu diminta membaca novel sakit kepala , maka sebaiknya mereka mencari synopsis dulu ke perpustakaan, cari di internet, pada bagian lain juga sastra misalnya seperti drama, ndak boleh hanya analisis, skali skali mereka di ajak untuk mementaskannya, begitu juga puisi harus diminta membaca puisi, ya seperti itu, jadi harus cenderung membangun pengetahuan

A   : Apa tujuan yang ingin dicapai dalam pengajaran sastra sir?

B   : Ya tergantung. Sastra itu kan ada dua ya, fungsinya apa? To instruct apa itu instruct, mendidik ya, baru yang kedua itu to entertain tapi itu dari sastra tetapi tujuan dalam pembelajaran itu lain artinya adalah mencapai

kompetensi pada setiap mata kuliah tertentu, drama kompetensinya lain, apalagi, prose kompetensi yang mau dicapai ini, jadi yang mau dicapai itulah berdasarkan learning outcomes masing masing mata kuliah, contoh poetry ya jadi mereka tujuan mata kuliahnya pasti secara konseptual mereka paham betul tentang struktur, seperti apa strukturnya, kemudian fungsinya, dan bagaimana kalau menganalisisnya bahkan mengajarkannya. Ada lagi?

A   : Bagaimana cara sir memperkenalkan sastra kepada mahasiswa saat pengajaran sastra?

B   : Ya. Sastra pada mahasiswa kan berbeda dengan sastra pada anak-anak ya, anak-anak kan bercerita. Karna ata kuliah ya harus diawali dengan konsep dulu tapi dengan cara memulainya dengan menggali pengalaman dulu menggali pengalaman kemudian mengajarkan konsep itu. Jadi yang pertama menggali pengalaman kemudian mengajarkan konsep, kemudian setelah konsep mereka akan melakukan latihan-latihan. Itu aja, sederhana.

A   : Menurut sir mahasiswa itu engage actively saat belajar sastra?

B   : Iya. Tergantung pada kita yang mengajar,kalau yang mengajar bersemangat, seperti suara saya kalau didalam kelas besar, maka mereka juga akan menggebu-gebu, kemudian yang kedua saya juga banyak cerita,saya banyak tau novel-novel Amerika, saya banyak hafal cerita ceritanya, begitu saya menceritakan pada mereka, mereka sampai terkagum-kagum. Jadi mengajarkan sastra harus juga orang pernah membaca karya sastra, bagimana mengajar sastra kalau tidak tau dan tidak membaca karya sastra. Itu masalahnya.

A   : Bagaimana cara sir menilai performance mahasiswa sir?

B   : Kalau bicara performance berarti melihat karyanya itu aja, bagimana laporang yang dia buat, bagaimana diskusinya, kemampuan mengapresiasi, pengetahuan kesastraan apa ada yang dia miliki

A   : Sir menggunakan authentic material or textbook sir?

B   : Iya, jadi authentic, caranya gini kenapa disebut authentic artinya authentic bisa berbentuk text dan bisa berbentuk pengalaman. Saya banyak menggunakan pengalaman, pengalaman pengalaman authentic, jadi misalnya cerita sastra classic Rome and Juliet, Otelo, itu kan classic, tapi bagaimana membuat classic ini ke pengalaman yang dekat dengan mahasiswa. Itu. Nah perlulah pengalaman authentic, jadi itu bisa disebut materi.

A   : Apa pertimbangan sir saat memilih materi yang akan di ajarkan sir?

B : Ya harus, yang pertama adalah level of knowledge, sudah dimana pengetahuan mahasiswa yang berikut adalah the background,latar belakang dari mahasiswa, bagaimana dia pernah membaca novel kah harus dipertimbangkan.

A : Sir biasanya memberi tugas atau latihan berdasarkan buku, sumber lain atau kadang membuat latihan sendiri?

B : Beragam, ada yang berdasarkan buku, ada yang di desain sendiri,paling banyak saya buat design sendiri

A : Contohnya sir?

B : Jadi misalnya gini, kita beri tugas ke mahasiswa misalnya contoh tentang Capten John Smith itu buku classic, ya kita berikan mereka, dia dia drama. Dibaca terlebih dahulu, kemudian ee mereka bisa menceritakannya atau retelling, kemudian mahasiswa kan, sesudah itu mereka diminta untuk e menyiapkan pertanyaan saya yang terkait dengan struktur, nah kemudian bisa dilakonkan. Nah itu di desain sendiri itu, tapi timnya dibuat, ada bagian property, lighting, seperti itu, seperti yang sekarang jalan. Oke.

APPENDIX III

DOCUMENT ANALYSIS

These syllabus is from the lecturers of Teaching English Literature.

1. COURSE SYLLABUS INTRODUCTION TO LITERATURE

A. Course identity

Title of course : Introduction to Literature
Code   :
Credit   : 2 Sks
Semester   : 2
Prerequisite   : -

Lecturer:

Room: ED Head Office
Mobile : 081237585108
Office hour : Monday to Friday, by appointment

Room: ED lecturer room
Office hour : Monday to Friday, by appointment

B. Course description

This course explores definition of literature, functions of literature, characteristics of literature, genre and structure, period of English/American literature and literary criticism: critical view on three literary genres of literary works and literary approaches.

C. Objectives

The aims of the course are to:

1. Understand the meaning, function, nature and kinds of literature
2. Understand the genre and structure of literature
3. Understand the criticism theories in literature
4. Understand the history of English and American literature
5. Understand the implementation of criticism theory on literary works
6. Build positive characters (Discipline, Honesty)

D. Learning Indicators

1. Students are able to define the meaning of literature
2. Students are able to explain the function and nature of literature.
3. Students are able to identify and to explain genre and structures of literature.
4. Students are able to explain criticism theories
5. Students are able to demonstrate an understanding of the history of English and American literature.
6. Students are able to critically analyze variety of arguments and theoretical framework.
7. Students are able to appreciate the literary works.

E. Course Outline

Week	Date	Topic	Sub-Topic	Reading
1		Introduction & organization – topic administration & Assessment, other formalities.	1. Welcoming class 2. Learning contract	Topic guide
2		The definition of literature and the importance of literature	1. Meaning of literature 2. Importance of literature in education	1. Taylor, R 1981, *Understanding the elements of literature* 2. Little, Graham, Little, G, 1985, Approach to literature, pp.1-5 3. Video, the importance of literature
3		The function of literature	1. Education 2. Entertainment 3. Social 4. Cultivating culture 5. Ideology	1. Abrams, H.H, 1971, *The mirror and the lamp.* 2. Abrams, 1993, *A glossary of literature term*

4		The nature of literature	1. Language 2. Aesthetic 3. Fiction 4. True 5. Affective	Abrams, 1993, *A glossary of literature terms.*
5		Kinds of literature and element of literature part 1 (poetry)	1. Genres of literature 2. Structure of poetry	Little, G, 1985, Approach to literature, pp.6-20 Siswantoro, 2002, *Apresiasi puisi-puisi dan sastra Inggris*, pp. 20-50
6		Kinds of literature and element of literature part 2 (Prose and Drama)	1. Structure of prose 2. Structure of drama	Little, G, 1985, Approach to literature, pp.6-20 Taylor, R 1981, *Understanding the elements of literature*
7		Reading poem and short story	1. The daffodils by William Wordsworth 2. Reading fairy tales	Siswantoro, 2002, *Apresiasi puisi-puisi dan sastra Inggris* *Collection of fairy tales of Disney world*
8		**Mid-term**	**Class Test**	**All materials prior to mid will be the main materials to be assessed in this session**
9		Presentation	Group presentation	Result of group work
10		The history of English and American Literature	Period of English literature	Thornley, GC and Roberts, G, 1998, An Outline of English literature

11		The history of English and American Literature	Period of American literature	High, PB, 1986, An Outline of American Literature
12		Literary criticism	New Criticism Structural Reader response Feminist Literary Criticism Marxist Literary Criticism Psychoanalytical approach	Brizee, A and Tompkins, JA 2010, *Literary theory and school of Criticism,* Available in http://owl.english.purdue.edu/owl/resource/722/11/
13		Research day	Tutorial class	
14		Research day	Tutorial class	
15		Research Day	Tutorial class	
16		**Final Assignment Submitted**	**Presentation**	

F. Learning strategies/ instructional media

In the first few meetings, the method of teaching is lecture and continued by discussion (question and answer session). Further, the method of learning will focus on one discussion of a topic and presentation of students work. The media mostly used is power point presentation and in the final exams, students will create a "videography", which allow students to improve their creativity and research skill in producing a video of an author.

G. Assessment

Proposed assessment component

Component	Length	Weighting	Due
Attendance and participation	n/a	10%	Every meeting

Task	n/a	20%	Week 9 or 10 (tentative)
Class test	n/a	30%	Week 8
Final Project: LitVideo	5-7 mins max	40%	Week 16

Class attendance and participation

All students are expected to attend and to participate in class each week. Preparation and participation can mean a number of things. Attendance and participation are linked. Obviously, you cannot score marks for participation in a class you did not attend. There will be 16 class meetings in this topic including mid test and final test. To pass this assessment you must attend at least 12 class meetings. You may miss 4 class meetings without penalty. This is intended to allow for absence due to illness or compassionate circumstances. There is no requirement to provide evidence of these circumstances unless more than 4 classes missed.

Class Test

This is a mid-term test which will be conducted in the class. In this session you are asked to answer a set of questions related with the theories of literature that you have learned in previous meetings. You will be assessed based on your ability to memorize, to analyze and to develop critical ideas related with the theories in the first six meetings.

You will work individually in a stated time. There will be no remedial for this test. Those who are unable to follow the test should arrange the preferred schedule soon after the test (at least 2 weeks after). The feedback will be offered before week 12. There will be no arrangement two weeks after class test unless for illness or compassionate circumstances.

Task (Group work)

Your task is to write a review or short analysis on a poem and a short story. The work will be provided. You have to identify what significant function of literature that appears on the work, explain the nature of literature on this work and explain the element of this work. You will work in group of five to finish this and it will be presented in week 9. It is expected you provide the power point for your presentation. You will be assessed in group. Your power point should be handed one day before presentation.

Final Project/ Videography

You will work in group to finish this project. You have to produce a short video (max.5-7 minutes) of a famous author. You will conduct a mini research of one author before creating the video. This video will be like a movie trailer that you have seen in YouTube. The video should include the brief summary of the author's life, his/her prominent works, awards on his/her works and what is the remarkable thing of his/her work and the criticism if available.

Academic Integrity and Plagiarism

Academic integrity means that all work of students is her/his own original work. All the sources must be fully acknowledgment.

Plagiarism is "the use of another person's words, ideas as if they were one's own. It may occur as a lack of understanding and/in or inexperience about correct way to acknowledge and reference sources. It may result from poor academic practice, which may include poor note taking, careless downloading material or failure to take sufficient care in meeting the required standard. It may also occur as a deliberate misuse of the work others with the intent to deceive" (*Thinking Through the Body Topic guide, WMST2009,FlindersUniversity*)

H. **Quality standards for grading:**

The marks for each assignment are aggregated and the final results are standardized as a grade:

85 – 100	= A	Exceptional work (<u>student exceeds expectations</u>)	
70 – 84	= B	Very good work; above average	
65 – 69	= C	Average work; at grade level (<u>student meets expectations</u>)	
55 – 64	= D	Below average	
< 45	= E	Work fails to meet minimum standards	

I. **References**

Abrams, H.H, 1971*, The mirror and the lamp*, London. OxfordUniversity Press

1993*, A glossary of literature terms*, New York, Longman Inc

Brizee, A and Tompkins, JA 2010, *Literary theory and school of Criticism,* Available in http://owl.english.purdue.edu/owl/resource/722/11/

High, PB, 1986, An Outline of American Literature, New York, Longman

Holman, H, 1972, *A handbook to literature*, The Odyssey Press

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Leitch, VB, 1998, *American literary Criticism from thirties to eighties*, New York, Colombia University Press

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Rohrberger, M and Woods, S Jr, 1971, *Reading and writing about literature*, New York, Random House.

Siswantoro, 2002, *Apresiasi puisi-puisi dan sastra Inggris*, Surakarta, Muhammadiyah University Press

Taylor, R 1981, *Understanding the elements of literature*, London. The Macmillan Press Ltd

Thornley, GC and Roberts, G, 1998, An Outline of English literature, New York, Longman

Important Notes

1. Students must submit their original work. Do not copy another students' work or allow another student to copy your work. Do not copy any work from any sources. **No form of plagiarism or cheating will be tolerated**. Such behavior will lead to a failing grade on the assignment.
2. Students are expected to come to class on time, or at least 15 mins after class begin.
3. Turn off/silent your cell phones, ipods, etc before class begin.
4. When you are absent, you have to arrange to do any work or homework that was assigned.
5. It is a good idea to have the phone numbers of few classmates, so you can call one person to find out about any assignment or missed class work.
6. It is highly recommended to search any other materials related with the topic through internet, books, journal, magazine, etc.
7. Do NOT use Google translation on your written tasks as it is also intended to practice your writing skill

SEMESTER COURSE PLAN

Name of the Course   : Poetry
Code   : 321422732
Credit/Semester Hour : 2 Credits/4 SH (2 hours of theory, 2 hours of practicum)
Pre-requisite/Code   : Introduction to Literature/321422622
Lecturer   :

**ENGLISH EDUCATION STUDY PROGRAM
ENGLISH DEPARTMENT
LETTERS AND CULTURE FACULTY
UNIVERSITAS NEGERI GORONTALO**

2016

SEMESTER COURSE PLAN
ENGLISH EDUCATION STUDY PROGRAM
ENGLISH DEPARTMENT
LETTERS AND CULTURE FACULTY
UNIVERSITAS NEGERI GORONTALO

SEMESTER GENAP 2016/2017

A. COURSE IDENTITY
    1. Title of Course   : POETRY
    2. Code   : 321422732
    3. Credit/Semester hour   : 2 Credits/4 SH (2 hours of theory, 2 hours of practicum)
    4. Prequisite/Code   : Introduction to Literature/321422622
    5. Team teaching   :
        Room: Dean Of FSB Office

        Room: ED Lecturer Room 2nd fl

        Room : ED Head Office
        Mobile : 081237585108
        Office hour : Monday to Friday, by appointment

Room: ED Lecturer Room 2nd fl

B. COURSE LEARNING TARGET

Attitude Aspects
1. Students shows passion to read and to respect literary works especially poetry.
2. students are able to recite poems properly
3. students are able to get the values or other cultural aspects after analyzing poem
4. students has scientific ethics and able to develop personal values to teach poetry not only in university levels but also in senior and junior level.

Psychomotoric aspect:
General Skills

1. Capable of applying critical, logical, and systematic thinking in implementing the knowledge and technology by paying attention to and applying moral values.
2. Capable of being responsible for the individual and group work results.
3. Capable of making evaluation on the quality of individual's and peer's performance.

Specific Skills

1. Capable of applying poetry theory, particularly the elements of poetry, in practice, especially in teaching and learning process.
2. Capable of utilizing technology pertaining to browse and download the sample of poetry recitation on internet.
3. Capable of analyzing English poem in order to get the implied message to enrich students' ability in doing research.
4. Capable of evaluating and giving feedback on individual and peers' performance quality in Poetry Out Loud through contest peer and self-assessment.

Cognitive aspect:

1. Having the mastery of concepts, principles, and understanding of English poetry.
2. Having the mastery of autonomous learning and cooperative learning in facilitating the learning of English poetry.
3. Having the mastery of literary principles, literary criticism in analyzing poetry and procedures in learning English poetry and its elements.

Week	The expected ability	Learning Indicators	Learning Methods / Model	Study materials	Learning Experience	Assessment techniques	Weight Value	Reference (Reference number)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	-	-	Introduction & organization – topic administration & Assessment, other formalities.	**3.** Welcoming class 2. Learning contract	-	-	-	-
	Student can describe the definition and identify sample of poems from various references/books	1) Comparing definition of poetry from some books/reference or experts 2) Formulate the definition of poetry	Group discussion Read some books or browsing from internet about definition of poetry student write Intellectual Diary (ID) about the topic	- Definition of poetry - Identify the sample of poems	- student can make personal definition of poetry and student Identify the sample of poems and presenting the result in group discussion	Personal Presentation and the group discussion Presentation performance (concept truth, ability to explain and answering question)	5%	Abrams, M.H Barnett, Sylvan. et al Kennedy, X.J. Perrine, Laurence

2	Student can describe the kinds of poetry and identify the characteristics of every kinds of poem based on various references/books	1) Identify the kinds of poetry 2) The characteristics of every poem	Group discussion Read some books or browsing from internet about kinds of poetry student write Intellectual Diary (ID) about the topic	- Kinds of poetry Ballads, lyrics, ode, haiku, sonnet, etc	student doing personal identification about kinds of poetry and Identify the poems and presenting the result in group discussion	Lecture choose the best ID written by the student. Student Present their ID in group discussion Presentation performance (concept truth, ability to explain and answering question)	5%	Abrams, M.H Barnett, Sylvan. et al Kennedy, X.J. Perrine, Laurence
3	Student can describe the elements of poetry: diction and figurative language based on various references/books	3) Identify the elements of poetry: diction and figurative language	Group discussion Read some books or browsing from internet about elements of poetry: diction and figurative language student write Intellectual Diary (ID) about the topic	Elements of Poetry: 1. Diction 2. Figurative language	Making personal identification about elements of poetry: diction and figurative language and presenting the result in group discussion	Lecture choose the best ID written by the student. Student Present their ID in group discussion	5%	Abrams, M.H Barnett, Sylvan. et al Kennedy, X.J. Perrine, Laurence
4	Student can describe the elements of poetry: Imagery based	4) Identify the elements of poetry imagery	Group discussion Read some books or browsing from internet about	Elements of Poetry: Imagery 1. Visual 2. auditory 3. olfactory	Making personal identification about elements of poetry imagery and its	Lecture choose the best ID written by the student.	5%	Abrams, M.H Barnett, Sylvan. et al

	on various references/books		elements of poetry: imagery student write Intellectual Diary (ID) about the topic	4. tactile 5. internal sensation	types of imagery and presenting the result in group discussion	Student Present their ID in group discussion		Kennedy, X.J. Perrine, Laurence Siswantoro
5	Student can describe the elements of poetry: rhythm, rhyme and tone	5) Identify the elements of poetry: rhythm, rhyme and tone	Group discussion Read some books or browsing from internet about elements of poetry: rhythm, rhyme and tone student write Intellectual Diary (ID) about the topic	Elements of Poetry: 1. rhythm 2. rhyme 3. tone	Making personal identification about elements of poetry rhythm, rhyme and tone and presenting the result in group discussion	Lecture choose the best ID written by the student. Student Present their ID in group discussion	5%	Abrams, M.H Barnett, Sylvan. et al Kennedy, X.J. Perrine, Laurence Siswantoro
6	Student can analyse poem	6) understand the approaches that can be used to analyse poetry	Group discussion student write Intellectual Diary (ID) about the topic	Some approaches in analysing poetry: 1. Structural genetic 2. Semiotics 3. mimetic	- Student understand the approach used in analysing poetry - student can apply their knowledge in analysing poetry	Lecture choose the best ID written by the student. Student Present their ID in group discussion	5%	Abrams, M.H
7	Student can analyse poem	7) understand the approaches that	Group discussion	Some approaches in analysing poetry: 1. Hermeneutics	Student understand the approach used	Lecture choose the best ID	5%	Abrams, M.H

		can be used to analyse poetry	student write Intellectual Diary (ID) about the topic	2. Expressive 3. Feminism	in analysing poetry - student can apply their knowledge in analysing poetry	written by the student. Student Present their ID in group discussion		
8				Mid Semester/Quiz		Written test	10%	
9	Student can analyse poem	Student can compose mini research about poetry analysis	Group discussion student write group analysis about the poems	Practicing reading and analysing poems: - She Walks in Beauty by Lord Byron - A Red, Red Rose by Robert Burn	- student apply their knowledge in analysing poetry - student practice presenting their works in group discussion	Group research report about poetry analysis Group Presentation	5%	Siswantoro
10	Student can analyse poem	Student can compose mini research about poetry analysis	Group discussion student write group analysis about the poems	Practicing reading and analysing poems: - She Dwelled Among the Untrodden Ways by William Wordsworth - i Thank You God for Most This Amazing by E.E. Cummings	- student apply their knowledge in analysing poetry - student practice presenting their works in group discussion	Group research report about poetry analysis Group Presentation	5%	Siswantoro

C. THE COURSE LEARNING ACHIEVEMENTS

Students are able to:

11	Student can analyse poem	Student can compose mini research about poetry analysis	Group discussion student write group analysis about the poems	Practicing reading and analysing poems: - Teeth by Spike Milligan - Success is Counted Sweetest By Emily Dickinson	- student apply their knowledge in analysing poetry - student practice presenting their works in group discussion	Group research report about poetry analysis Group Presentation	5%	Siswantoro
12	Student can analyse poem	Student can compose mini research about poetry analysis	Group discussion student write group analysis about the poems	Practicing reading and analysing poems: - Joy and Sorrow by Khalil Gibran - To Helen by Edgar Alan Poe	- student apply their knowledge in analysing poetry - student practice presenting their works in group discussion	Group research report about poetry analysis Group Presentation	5%	Siswantoro
13-14	Student can practice their language skills in composing a good poem	Student can compose their own poem to practice their language skills	Practice writing poem	Practicing Composing Poem in English	Student apply all of their theoretical knowledge about poetry in composing a poem	Poem draft	10%	
15		Student practice in managing a contest	Preparation POL	Preparation of Poetry Out Loud Contest	Student practice in managing a contest	Checking readiness to the contest	5%	
16		Student can do personal assessment about	Discussion	Final check of Poetry Out Contest and Wrap-Up session:	Student can discuss about	Collecting: 1. students' essay	10%	

		their knowledge on poetry	Collect student's essay/poetry analysis	1. Due date of students' essay 2. due date of students' poem 3. final discussion	poetry that need a clarification Student can discuss about their project	2. students' final poem		
17	Student perform poetry recitation on Poetry Out Loud Contest. They recites their own poems and one popular poem	Student can perform poetry recitation on the stage in proper way	Recitation on the stage	Students perform poetry recitation in Poetry Out Loud Contest	Student trained to be brave on the stage, Student practice their language skills	Students Peer Asesment based on the rubric provided in the POL	15%	Poetry Out Loud Rubric on the website

1. explain the concept of poetry, the definition, and kinds of poem.
2. explain the elements of poem,
3. analyze the poem by using literary criticism
4. create their own English poem
5. Recite the poem properly in the Poetry Out Loud Contest.

D. Course Outline (week)

A. Learning strategies and instructional media

Learning Strategies:
Lecture

Student presentation of ID or resume about the topics
Group Discussion
Poetry Recitation
Individual essay

Instructional Media:
PowerPoint
LCD Projector
Video of Poetry Recitation

B. Assignment

In order to build students' motivation to read the topics in the subject and to increase their participation in the classroom, they are required to compose an ID or resume based on the topic on the syllabus. Furthermore, some ID/resumes will be choose based on its comprehensiveness and completeness and will be explained by the students in front of the class.

C. Assessment

Students' learning is assessed through students' assignments, portfolio of students resume or Intellectual Diary (ID), class participation and attendance, composing poem and recitation, and mid-term and semester tests.

By the end of the course, students are able to compose poem, to recite, and to produce an essay of about 500 words long on poem analysis.

Students will be graded based on the following criteria:
(a) Scoring for cognitive aspect (CA) and skill aspect (SA)
    (1) Participation   : 10%
    (2) Task/Quiz   : 20%
    (3) Mid Semester   : 30%
    (4) Final Semester   : 40%

CA dan SA: (A) = (N1 x10) + (N2 x 20) + (N3 x 30) + (N4 x 40)/100

(b) Scoring for affective aspect (AA)
    1. Discipline   = 20
    2. Honesty   = 20
    3. Responsibility   = 20
    4. Critical thinking   = 40

AA: (B)   = (N1, N2, N3 ….x 4)/100

FINAL SCORING FOR STUDENTS' COMPETENCE = (A x 70) + (B x 30)/100

Prosentase Penguasaan	Nilai Huruf	Rentang nilai angka	KET.
90 – 100%	A	3,6 – 4,0	LULUS
85 – 89%	A-	3,40 – 3,59	LULUS
80 – 84%	B+	3,20 – 3,39	LULUS
75 – 79%	B	3,00 – 3,19	LULUS
70 – 74%	B-	2,80 - 2,99	LULUS
65 – 69%	C+	2,60 – 2,79	LULUS
60 – 64%	C	2,40 – 2,59	LULUS
55 – 59%	C-	2,00 – 2,39	LULUS
0 – 54%	D	0 -1,99	TIDAK LULUS

D. **References**
   A. compulsory   :

Abrams, M.H. *Glossary of Literary Terms Seventh Edition.* Cornell University.

Bugeja, Michael J. *The Art and Craft of Poetry.* Ohio: Writer's Digest Books. 1994

Kennedy, X. J. *An Introduction to Poetry.* Fifth Edition. New York: Longman, 2002

Siswantoro. *Apresiasi Puisi-Puisi Sastra Inggris.* Surakarta: Muhammadiyah University Press. 2002

Wolosky, Shira. *The Art of Poetry. How to Read A Poem*. Oxford: OUP, Inc. 2001

B. Suggested :
Barnett, Sylvan. et al. *An Introduction to Literature*. New York: HarperCollins College Publishers, 1995.

Capella, David and Wormser, Baron. *Teaching the Art of Poetry: The Moves.* Mahwah, NJ: Lawrence Erlbaum Associates, 2000

Perrine, Laurence. *Sound and Sense: An Introduction to Poetry*. New York: New York: Harcourt, Brace Jovanovich, Inc. 1977.

Pradopo, Rachmat Djoko. *Pengkajian Puisi*. Yogyakarta: Gadjah Mada University Press. 1995

Lye John. *Critical Analysis Of Poetry. Retrieved from* http://www.brocku.ca/english/jlye/criticalreading.php

3. COURSE SYLLABUS OF PROSE

J. Course identity

Title of course : Prose
Code :
Credit : 2 Sks
Semester : 2
Prerequisite : Introduction to Literature

Lecturer:

K. Course description

This course is aimed to provide the students with the theoretical and practical knowledge of prose. They will learn the nature of prose fiction in which they will define prose fiction in their own words, the structure of prose fiction, and all the elements of prose fiction. After learning the theory, they will be assigned to apply it in analyzing novel and short stories. They will write paper of their analysis and present it in a class seminar.

This course is also to support the improvement of EFL students` language skills.

L. Objectives

The aims of the course are to:
7. Understand the meaning and nature of prose fiction.
8. Understand the genre and structure of Prose
9. Understand the criticism theories on Prose
10. Understand the history of English and American prose
11. Understand the implementation of criticism theory on short story
12. Understand the implementation of criticism theory on short story

M. Learning Indicators

8. Students are able to define the meaning and nature of prose fiction
9. Students are able to identify and to explain genre and structures of Prose.
10. Students are able to explain criticism theories
11. Students are able to demonstrate an understanding of the history of English and American prose.
12. Students are able to critically analyze short story and novel

13. Students are able to appreciate the work of prose.

N. **Course Outline**

Week	Date	Topic	Sub-Topic
1		Introduction & organization – topic administration & Assessment, other formalities.	4. Welcoming class 5. Learning contract
2		The definition of prose and the nature of prose fiction	3. Meaning of prose fiction 4. Kinds of prose fiction
3		The elements of prose fiction	6. Characters and characterization 7. Plot 8. Setting 9. Theme 10. Point of view
4		Reading short story	1. Maria Conception by Katherine Anne Porter 2. To be advised
5		Reading short story	1. Maria Conception by Katherine Anne Porter 2. To be advised
6		Presentation Short story	To be advised
7		Assignment presentation	Group work
8		**Mid-term**	**Class Test CBT**
9		Literary Criticism	1. Structural 2. Deconstructive 3. Genetic Structuralism
10		Literary criticism	1. Feminist literary criticism 2. Marxist literary criticism 3. Psychoanalytic criticism
11		Reading Novel	Animal farm by George Orwell

12-15		Tutorial	

O. Learning strategies/ instructional media

In the first few meetings, the method of teaching is lecture and continued by discussion (question and answer session). Further, the method of learning will focus on one discussion of a topic and presentation of students work. The media mostly used is power point presentation and in the final exams, students will create a "videography", which allow students to improve their creativity and research skill in producing a video of an author.

P. Assessment

Proposed assessment component

Component	Length	Weighting	Due
Attendance and participation	n/a	10%	Every meeting
Task- videography of prose timeline	n/a	20%	Week 7
Class test	n/a	30%	Week 8
Final Project: Analysis of Animal Farm	4 pages	40%	Week 16

Class attendance and participation

All students are expected to attend and to participate in class each week. Preparation and participation can mean a number of things. Attendance and participation are linked. Obviously, you cannot score marks for participation in a class you did not attend. There will be 16 class meetings in this topic including mid test and final test. To pass this assessment you must attend at least 12 class meetings. You may miss 4 class meetings without penalty. This is intended to allow for absence due to illness or compassionate circumstances. There is no requirement to provide evidence of these circumstances unless more than 4 classes missed.

Class Test – Computer Based Test

This is a mid-term test which will be conducted in the class. In this session you are asked to answer a set of questions related with the theories of literature and analysis on short stories that you have learned in previous meetings. You will be assessed based on your ability to memorize, to analyze and to develop critical ideas related with the theories in the first six meetings.

You will work individually in a stated time. There will be no remedial for this test. Those who are unable to follow the test should arrange the preferred schedule soon after the test (at least 1 weeks after). There will be no arrangement two weeks after class test unless for illness or compassionate circumstances.

Task Prose Time Line (Group work)

You will work in group to finish this project. You have to produce a short video (max.5-7 minutes) of prose timeline in certain period of time (will be advised by lecturer). You will conduct a mini research of one author before creating the video. This video will be like a movie trailer that you have seen in YouTube. The video should include the brief summary of the author's life, his/her prominent works, awards on his/her works and what is the remarkable thing of his/her work and the criticism if available.

Final Project : Prose Analysis

You will work individually to finish this final project. You have to conduct a deep analysis on George Orwell's famous Novel "Animal Farm". You will exercise your ability in analyzing a novel by choosing one of criticisms theories that you have learned in the previous meeting. Your work will be assed based on:

Structure: focus, continuity and relevance,

Research: selection of sources, use of sources and citation (at least three references).

Reasoning: arguments, analysis, critical thinking, evaluation and creativity,

Expression: written academic expression, grammar, style, fluency and presentation.

Submitting research paper

The final project is to be collected by the chief of class and should be handed to the lecturer on the due date (at 4 pm).

Presentation/format of research paper

- typed
- use plain A4 paper
- Avoid using colored and fancy paper
- Font Times New Roman size 12
- Use one side of the paper only
- Use double spacing
- Include a margin of at least 3cm on one side of the page to leave room for comments.
- Staple the paper.
- Use CCU cover (will be available in week 4)

Word-limits

Word lengths for final project are given within a range. As long as your assignment is within that range, you will not be penalized.

However, if your essay is over or under the prescribed word limit, you will lose mark immediately. 10% over or 10% lower than word limit prescribed is allowed.

Deadline and extensions

Deadlines exist for a purpose. They allow you to manage your time, and enable lecturer to manage our time. Assessing work is time-consuming. Meeting deadlines will enable lecturer to give you constructive feedback on your work so you can learn from it for the next piece assignment.

Application for extension must be made to the lecturer at least a week before due date.

Extension is only granted for one week after due date.

Computer problem, resource availability, and or lost materials do not constitute grounds for extension. Similarly, holidays or other voluntary absences do not constitute ground for extension.

Academic Integrity and Plagiarism

Academic integrity means that all work of students is her/his own original work. All the sources must be fully acknowledgment.

Plagiarism is "the use of another person's words, ideas as if they were one's own. It may occur as a lack of understanding and/in or inexperience about

correct way to acknowledge and reference sources. It may result from poor academic practice, which may include poor note taking, careless downloading material or failure to take sufficient care in meeting the required standard. It may also occur as a deliberate misuse of the work others with the intent to deceive" (*Thinking Through the Body Topic guide, WMST2009,FlindersUniversity*)

Q. <u>Quality standards for grading:</u>
The marks for each assignment are aggregated and the final results are standardized as a grade:

85 – 100	= A	Exceptional work (<u>student exceeds expectations</u>)	
70 – 84	= B	Very good work; above average	
65 – 69	= C	Average work; at grade level (<u>student meets expectations</u>)	
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< 45	= E	Work fails to meet minimum standards	

R. <u>References</u>

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Thornley, GC and Roberts, G, 1998, An Outline of English literature, New York, Longman

Important Notes

8. Students must submit their original work. Do not copy another students' work or allow another student to copy your work. Do not copy any work from any sources. **No form of plagiarism or cheating will be tolerated**. Such behavior will lead to a failing grade on the assignment.
9. Students are expected to come to class on time, or at least 15 mins after class begin.
10. Turn off/silent your cell phones, ipods, etc before class begin.
11. When you are absent, you have to arrange to do any work or homework that was assigned.
12. It is a good idea to have the phone numbers of few classmates, so you can call one person to find out about any assignment or missed class work.
13. It is highly recommended to search any other materials related with the topic through internet, books, journal, magazine, etc.
14. Do NOT use Google translation on your written tasks as it is also intended to practice your writing skill

4. COURSE SYLLABUS OF DRAMA

S. Course identity

Title of course : Drama
Code :
Credit : 2 Sks
Semester : 2
Prerequisite : -

Team Teaching

T. Course description

This course theoretically explores definition of drama, kinds of drama, elements drama, history of drama, teaching drama in school, and practically students will learn how to teach drama in school, to write a drama script and to organize a drama show.

U. Objectives

The aims of the course are to:
13. Understand the meaning of drama
14. Understand the genre and structure of drama
15. Understand theories and practice of teaching drama in school
16. Understand the history of English and American drama
17. Explore students' ability in writing drama script, in teaching drama and in organizing drama show. Understand the implementation of criticism theory on literary works
18. Build positive characters (Discipline, Honesty, Tolerant, working in a team)

V. Learning Indicators

14. Students are able to define the meaning of drama
15. Students are able to identify and to explain the genre and structure of drama.
16. Students are able to explain the history of English and American Drama
17. Students are able to write a drama script
18. Students are able to teach drama
19. Students are able to organize a drama show

W. Course Outline

Week	Date	Topic	Sub-Topic	Reading
1		Introduction & organization – topic administration & Assessment, other formalities.	6. Welcoming class 7. Learning contract	Topic guide
2		The definition of drama and kinds of drama	5. Definition of drama 6. Kinds of drama	4. Taylor, R 1981, *Understanding the elements of literature* 5. Little, Graham, Little, G, 1985, Approach to literature, pp.1-5 6. Video, sample of drama From Shakespeare to Edward Albee
3		The history of drama	11. English Drama 12. American drama	3. Thornley, GC and Roberts, G, 1998, An Outline of English literature. 4. High, PB, 1986, An Outline of American Literature
4		The elements of drama	6. Elements of drama 7. Dramatic structure	Abrams, 1993, *A glossary of literature terms.* Little, G, 1985, Approach to literature
5		Teaching drama	3. Drama at schools	
6		Practice teaching drama	3. Elementary school 4. High schools	
7		Drama script	Fairy tales and folk tales	*Collection of fairy tales of Disney world*
8		**Mid-term**	**Practical**	
9-15		Preparation to show	Group presentation/practice	Result of group work

16		**Drama Show**	**Presentation**	Result of group work

X. Learning strategies/ instructional media

In the first few meetings, the method of teaching is lecture and continued by discussion (question and answer session). Further, the method of learning will focus on one discussion of a topic and presentation of students work. The media mostly used is power point presentation and in the final exams, students will create a performance, which allow students to improve their creativity, talent and ability to manage and to produce a drama performance.

Y. Assessment

Proposed assessment component

Component	Length	Weighting	Due
Attendance and participation	n/a	10%	Every meeting
Task	n/a	20%	Week 6-7 tentative
Mid test	10-15 mins each students	30%	Week 8
Final Project: Drama show	20-25 mins max each group	40%	Week 16

Class attendance and participation

All students are expected to attend and to participate in class each week. Preparation and participation can mean a number of things. Attendance and participation are linked. Obviously, you cannot score marks for participation in a class you did not attend. There will be 9 class meetings in this topic including mid test and 7 meetings outside classes which require you to practice as a preparation for the final performance. To pass this assessment you must attend at least 7 class meetings, and at least 85% of total practice time that you arrange with your team. You may miss 2 class meetings without penalty. This is intended to allow for absence due to illness or compassionate circumstances. There is no requirement to provide evidence of these circumstances unless more than 4 classes missed.

Mid Test

You are going to perform an ability to teach drama in class. You have to provide a study plan which equal to certain requirement in Kurikulum 2013.

You will be assessed individually in this part. The assessment basically will be on the creativity of your study plan and teaching performance.

Task (Group work)

Your task is to write a drama script. You will be divided into two groups, each group will write a drama script. You also will decide who will be the person in charge of each role in the story and role as stage crews. You will be interviewed based on your roles.

You will be assessed individually. The script must be submitted one day before presentation.

Final Project

You will work in group to finish this project. You have to produce a drama performance for about 20-25 mins. You will be assessed based on following criteria:

1. An ability to act or to manage the performance based on the responsibility assigned by the team
2. Your active participation during practice time and the final show
3. Your ability to work in group

Academic Integrity and Plagiarism

Academic integrity means that all work of students is her/his own original work. All the sources must be fully acknowledgment.

Plagiarism is "the use of another person's words, ideas as if they were one's own. It may occur as a lack of understanding and/in or inexperience about correct way to acknowledge and reference sources. It may result from poor academic practice, which may include poor note taking, careless downloading material or failure to take sufficient care in meeting the required standard. It may also occur as a deliberate misuse of the work others with the intent to deceive" (*Thinking Through the Body Topic guide, WMST2009,FlindersUniversity*)

Z. Quality standards for grading:

The marks for each assignment are aggregated and the final results are standardized as a grade:

85 – 100	= A	Exceptional work (student exceeds expectations)
75 – 84	= B	Very good work; above average
65 – 74	= C	Average work; at grade level (student meets expectations)
55 – 64	= D	Below average
< 45	= E	Work fails to meet minimum standards

AA.   References

Abrams, H.H, 1971, *The mirror and the lamp*, London. OxfordUniversity Press

            1993, *A glossary of literature terms*, New York, Longman Inc

High, PB, 1986, An Outline of American Literature, New York, Longman

Holman, H, 1972, *A handbook to literature*, The Odyssey Press

Little, G, 1985, Approach to literature, Sydney, Science Press

Reaske, CR, 1996, *How to analyze drama*, New York, Monarch Press

Rohrberger, M and Woods, S Jr, 1971, *Reading and writing about literature*, New York, Random House.

Taylor, R 1981, *Understanding the elements of literature*, London. The Macmillan Press Ltd

Thornley, GC and Roberts, G, 1998, An Outline of English literature, New York, Longman

Important Notes

15. Students must submit their original work. Do not copy another students' work or allow another student to copy your work. Do not copy any work from any sources. **No form of plagiarism or cheating will be tolerated**. Such behavior will lead to a failing grade on the assignment.
16. Students are expected to come to class on time, or at least 15 mins after class begin.
17. Turn off/silent your cell phones, ipods, etc before class begin.
18. When you are absent, you have to arrange to do any work or homework that was assigned.
19. It is a good idea to have the phone numbers of few classmates, so you can call one person to find out about any assignment or missed class work.
20. It is highly recommended to search any other materials related with the topic through internet, books, journal, magazine, etc.
21. Do NOT use Google translation on your written tasks as it is also intended to practice your writing skill

5. COURSE SYLLABUS OF LITERARY CRITICISM

BB.   Course identity
Title of course : Literary Criticism
Code   :
Credit   : 2 Sks
Semester   : 6
Prerequisite   : Introduction to Literature, Poetry, Prose, Drama

Lecturer:

CC.   Course description
This course introduces the major principles of contemporary literary theories when they are utilized into literary criticisms. Students will conduct a literary research upon a variety of scholary journals and articles written on literary criticisms. In other words, this course is about researching other people's literary research and also to produce students' own literary research

DD.   Objectives
The aims of the course are:

19. To understand the nature of literary criticism

20. To understand the concept of research approach in literature

21. To understand the concept of data collection technique, data analysis, data interpretation, and research conclusion in literature.

22. To improve students' competence in conducting a literary research

23. To build positive characters through learning process in literature (Discipline, Honesty, and Toughness)

A. Learning indicators:

1. Students are able to explain the nature of literary criticism

2. Students are able to apply the appropriate literary approach or criticism

3. Students are able to apply the concept of data collection technique, data analysis, data interpretation, and research conclusion

4. Students are able to compose a research proposal and research finding and discussion

EE.**Course Outline**

Week	Date	Topics	Content	Assignment
1	22/2/16	Introduction	- Welcoming class - Learning contract and syllabus - Flash back	
2	29/2/16	The nature of literary criticism	- How to come up with researchable issues	Reading article/ skripsi
3	7/3/16	Research design	- Writing the Background/rationale - Research questions/problem statements - Purposes - Significances - Research methodology	Reading article/ skripsi
4	14/3/16	Criticism theory	- Formalism - New Criticism - Structuralism	Reading Journal article
5	21/3/16	Criticism theory	1. Sociology of literature - Deconstructive - Genetic Structuralism	Reading article
6	28/3/16	Criticism theory	2. Sociology of literature - Feminist literary Criticism - Marxist literary criticism	Reading article
7	4/4/16	Criticism theory	- Psychoanalytic - Reader Response Criticism - Hermeneutic	Reading article
8	**11/4/16**	**Mid Test**	**Chapter 1 and 3 submitted (Introduction and methodology)**	**5 pages – one on one conference**
9	18/4/16	Research design	- Conducting previous study - Writing theoretical framework	Reading article
10	25/4/16	Research design	Research finding and discussion	
11	2/5/16	Tutorial	- Chapter 2	Draft 1
12	9/5/16	Tutorial	- Chapter 2	Draft 2
13	16/5/16	Tutorial	- Chapter 4	Draft 1
14	23/5/16	Tutorial	- Chapter 4	Draft 2 – Chapter 2 due date – 4 page

| 15 | 30/5/16 | Tutorial | - Chapter 4 | Draft 3 |
| 16 | **6/6/16** | **Chapter 4** | - **Submission** | Final - 6 page max |

B. Learning Strategies and Instructional Media

The materials of the course are given through explanation, lecture, discussion, presentation, and assignment. During the process, students should also improve their ability to think critically and form independent assessment, improve their written and verbal communication skills, improve their research skills and their ability to use non-lectured and non-prescribed materials. Some readings will be given in advance of a lecture, and will definitely be required afterwards so as to consolidate the understanding of the material and ideas presented in the lecture.

- Learning Strategies:
    - Project based learning
    - Research based learning
    - Cooperative learning
- Instructional Media:
    - Printing media
    - Audio-Visual media
    - On-line media

C. Assessment

Proposed assessment component

Component	Length	Weighting	Due

Attendance and participation	n/a	10%	Every meeting
Chapter 2	4 pages	20%	Week 14
Chapter 1 and 3	5 pages	30%	Week 8
Final Test	6 pages	40%	Week 16

Attendance

The class will be started on schedule so that all students must attend and participate in the class regularly and punctually. There will be 16 meetings in this subject. The all meetings cover whole material of this subject in which students own their right to acquire the knowledge in class meeting, quiz, project, and examinations.

To pass this subject, students must attend at least 12 class meetings. Students may miss 4 meetings without penalty. This is intended to allow for absence due to illness or compassionate circumstances. Students who miss the class more than 4 meetings without any logical and acceptable reasons, automatically will get **zero** for the final score due to the academic system in UNG.

Participation

The item of participation does not equal to only enrolling and attending the class for every single meeting. Consequently, students must participate actively and contribute positively in class by giving opinion, ideas, or even constructive critics in class discussion or lecture. This means that students cannot only be on silent during the class to fulfill the item of participation which is 10% in the final score.

Assignment : Chapter 2

Your assignment is to write a theoretical framework of your research. You have to write a review of literature related with your focus

of research and provide a basic theoretical framework that will be used as basic theory for the research. Minimal 5 references should be included in your chapter 2 and the referencing system should be based on APA referencing system.

Mid Test : chapter 1 and 3

Students will write the complete chapter 1 and chapter 3 based on the focus of research. The format of these chapters based on the format given in meeting 3.

Final Assignment: chapter 4

Students should submit the chapter four of research. This covers 40% of total score. There is no extension for the submission. Students who miss the test due to those circumstances are able to have the second chance of final test one week after the deadline by contacting the lecturer. If the students do not do so consequently they will get zero for the item of final test.

Academic Integrity and Plagiarism

Academic integrity means that all work of students is her/his own original work. All the sources must be fully acknowledgment. Plagiarism is "the use of another person's words, ideas as if they were one's own. It may occur as a lack of understanding and/in or inexperience about correct way to acknowledge and reference sources. It may result from poor academic practice, which may include poor note taking, careless downloading material or failure to take sufficient care in meeting the required standard. It may also occur as a deliberate misuse of the work others with the intent to deceive" (*Thinking through the Body Topic guide, WMST2009, Flinders University*).

Submissions, Deadlines, and Extensions

Deadlines exist for a purpose. They allow you to manage your time, and enable lecturers to manage our time. Assessing your works is time-consuming. Meeting deadlines will enable us to give constructive feedback on your works so that you can learn from it for the next time. Consequently, you should submit your works punctually because extensions will not be granted after the due date except in extraordinary cases supported by evidence. You also should sign the attendance list when you submit your works as the evidence that you have submitted your works by the due date. Regarding the requirement on *quiz, mid* and *final test* items, extension are unlikely to be granted for a period of more than one week.

Computer problems, resource availability, and/or lost materials do not constitute grounds for an extension.

If you are facing or experiencing any difficulties understanding an assigned task or meeting a deadline, you are encouraged to consult the lecturers as soon as the problem is apparent. We do understand that personal problems such as illness, works or family responsibilities usually affect everyone at some extents. If you let us know the difficulties promptly, we will be able to negotiate a better solution. The best way to negotiate an extension is in person discussion with the lecturers rather than asking your friends to talk to the lecturers about your problems.

In terms of lost or mislaid works and resubmission, the lecturers will not approve a grade for students who claim that their works have been submitted and subsequently gone astray unless the students have the evidence that they have submitted their works. Consequently, you must therefore keep a copy of all works submitted and have the evidence of your submission (*Thinking through the Body Topic guide, WMST2009, Flinders University*).

D. Quality Standard and Grading System

There are a specified number of points available for each assignment and assessment. The final grade will be determined by the number of points accumulated in percent as follows:

Participation   10%

Assignment   20%

Midterm Exam   30%

Final Exam   40%

Grades:

A   : 100-90%

A-   : 89-85%

B+   : 84-80%

B   : 79-75%

B-   : 74-70%

B   : 79-75%

C   : 64-60%

C+   : 69-65%

C-   : 59-55%

D   : Fail

Regarding the importance of research project grading system, these are the following criteria of research project assessment;

Structure

Assesses structure, focus, continuity, relevance

What 'poor' means	What 'excellent' means
Paper is not addressed to the research topic/objectives; the paper rambles, or moves from point to point in an incoherent or illogical way. The statement of argument or introduction is inconsistent with the argument/evidence presented. The paper fails to present a clear and appropriate introduction,	Paper is addressed to the research topic/objectives. The paper includes a clear and appropriate introduction, literature review, theoretical framework, and research methodology. The introduction contains a statement of the argument presented, and the paper conforms to the intension expressed.

| literature review, theoretical framework, and research methodology. The paper doesn't deliver what it promised. Too long or too short. The questions addressed may be too ambitious in scope or too narrow in focus, or is not relevant to the topic as a whole. Information presented haphazardly. The paper is unbalanced – ie many references/citations in some sections and few in others. The paper exhibits a lack of fluency.

Poor structure usually reflects poor *comprehension and planning*. | There is a logical flow to the information presented – from introduction to methodology, and from point to point. All material is relevant; there is no empty repetition. The paper addresses an appropriate number of issues without being crowded. Originality in focus (ie addresses topic in a new, interesting, and successful way). The structure reflects the analytical weight of the argument/evidence. The paper is written elegantly. |

Research

Assesses research effort, selection of sources, use of sources, citation

What 'poor' means	What 'excellent' means
Paper is not well researched; lacks attention to crucial elements of arguments/debate/ evidence; makes unsupported generalizations; includes irrelevant attachment, figures or tables; does not acknowledge sources; uses incorrect referencing. May reflect inability to distinguish different arguments, or failure to select appropriate information/evidence relevant to the argument presented. A poorly-informed paper usually reflects poor research	Paper demonstrates extensive research; attends to crucial elements of argument/debate/evidence; show depth of analysis/thinking beyond the commonplace; explores nuances and tensions in scholarship; synthesizes or develops existing scholarship in innovative or original ways; effective use of figures or tables; acknowledges all sources; use a standard citation system correctly. Integrates and introduces evidence appropriately. Argument is supported by scholarly evidence. Demonstrates originality (ie interprets evidence in a novel but successful manner).

Reasoning

Assesses reasoning, argument, analysis, critical thinking, evaluation, creativity

What 'poor' means	What 'excellent' means
Argument not discernible, rambling or very weak; argument not strongly linked to evidence; little recognition or	Argument is clear and developed; uses, analyzes and evaluates evidence; applies critical thinking; evidence is presented

evaluation of competing points of view; little demonstration of ability to synthesize or critically evaluate scholarly arguments; little evidence of originality. Contradiction; confused interpretation of evidence; critical omissions or mistakes in comprehension or fact. Paper may be descriptive rather than analytical. Poor reasoning usually reflects poor comprehension.	accurately and linked to framework of argument; demonstrates recognition and critical evaluation of competing points of view; demonstrates ability to synthesize and build on scholarly arguments; shows original and creative thinking. Argument unfolds in logical and coherent manner, leading to real insight or innovation in thinking. Problems/solutions are analyzed rather than described.

Expression

Assesses written expression, style, grammar, fluency, presentation

What 'poor' means	What 'excellent' means
Disjointed, rambling or confusing expression; frequent error in sentence structure; unbalanced sentence structure (ie sentences consistently incomplete, too long or too short); ideas expressed ambiguously or awkwardly; frequent errors in spelling, punctuation, capitalization or grammar; no flow between sentences and paragraphs; unnecessarily repetitive. Format is sloppy; visually unappealing; untidy; difficult to read; pages no numbered; narrow margins; single-spaced. Poor presentation usually reflects poor writing/editing (and/or poor time management).	Ideas expressed clearly and eloquently; free from errors in spelling, punctuation and grammar; lively and engaging expression; fluent transition from sentence to sentence and paragraph to paragraph; succinct and elegant expression of ideas. Format is clear; visually appealing; legible and well set out; wide margins; pages numbered; 1,5 or double-spaced

Taken and edited from *Thinking through the Body Topic guide, WMST2009, Flinders University*.

FF.References

Abrams, H.H, 1971*, The mirror and the lamp*, London. OxfordUniversity Press

1993*, A glossary of literature terms*, New York, Longman Inc

Brizee, A and Tompkins, JA 2010, *Literary theory and school of Criticism,* Available in http://owl.english.purdue.edu/owl/resource/722/11/

High, PB, 1986, An Outline of American Literature, New York, Longman

Holman, H, 1972, *A handbook to literature*, The Odyssey Press

Keley, G, 1986, *Writing essay about literature*, New York, Harcout Brace Jovonovich Publisher,

Leitch, VB, 1998, *American literary Criticism from thirties to eighties*, New York, Colombia University Press

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Reaske, CR, 1996, *How to analyze drama*, New York, Monarch Press

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26. It is a good idea to have the phone numbers of few classmates, so you can call one person to find out about any assignment or missed class work.
27. It is highly recommended to search any other materials related with the topic through internet, books, journal, magazine, etc.
28. Do NOT use Google translation on your written tasks as it is also intended to practice your writing skill

CURRICULUM VITAE

Name : Intan Muchtar Sanusi

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Matali, Kec. Kotamobagu

Timur, Kota Kotamobagu,

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ACADEMIC

- SD Negeri 2 Matali, Kota Kotamobagu (2001-2007)
- SMP Negeri 2 Matali, Kota Kotamobagu (2007-2010)
- SMK Cokroaminoto Kotamobagu, Kota Kotamobagu (2010-2013)
- Universitas Negeri Gorontalo (2013-2017)

ACHIEVEMENTS

- The best student of Academical Achievement of English Department UNG Academic Year 2014/2015
- Instructor in My Liberty International English School, 2015-2016
- Tutor of English teaching in Economy Department UNG, 2015
- Volunteer of bye-bye plastic bag by US Embassy Jakarta, Gorontalo, 2016

➢ Presenter on English Language Teaching field, The 3rd
International Students Conference UNG, 2016

➢ The best student (first place) of Academical Achievement of
English Department UNG Academic Year 2016/2017

➢ Participants of Academic Visit in Bali, 2016

➢ Participant of KKS Pengabdian UNG, 2016

➢ Participant of PPL UNG, 2016

ORGANIZATION AND COMMITTEE EXPERIENCES

➢ Committee of Cross Cultural Understanding (CCU) by Class of
2013 English Department Students UNG, 2014

➢ Committee of Drama Performance by Class of 2013 English
Department Students UNG, 2015

➢ Member of Senate of Letters and Culture Faculty UNG, 2015-2016

➢ Committee of Students Orientation of Senate of Letters and
Culture Faculty UNG, 2016

➢ Committee of Dean Cup of Letters and Culture Faculty UNG, 2016

➢ Committee of 3rd International Students Conference UNG, 2016

➢ Committee of English Championship by Student Union of English
Department UNG, 2016

➢ Crew of Cross Cultural Understanding Concert class of 2014 UNG,
2016

➢ Crew of Cross Cultural Understanding Concert class of 2015 UNG,
2016

SEMINAR AND WORKSHOP

- Computer and Network Training by Pustikom UNG, 2013

- Anti-Plagiarism Seminar by Students Union of English Department UNG, 2014

- National Seminar on Teaching English by Postgraduate Program UNG, 2015

- Seminar Kewirausahaan by English Department UNG, 2015

- Workshop Festival Film Pendek, 2016

- The 2nd International Students Conference UNG, 2015

- MPR Goes to Campus UNG by MPR RI, 2014

- Wisata Intelektual by Senate of Letters and Culture Faculty UNG, 2015

- Dauroh Janaiz by LDF Al-Faruq UNG, 2016