

## ABSTRACT

### *Approaches in Teaching Canonical Drama and Strategies in Mediating Students' Understanding of Canon Literary Texts Using Contemporary Texts*

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The research focuses on investigating the approach that the teacher used in teaching canonical drama, mainly in university level. The research also investigates the students' understanding of canon texts mediated using contemporary texts and employs a descriptive-qualitative case study research design. The data were obtained through classroom observation, teacher's interview, and document analysis, which contains the subject syllabus and the students' commentary writing. The research takes place in an undergraduate classroom that consist of 46 English education major students at an Indonesian university. The obtained data are analyzed through triangulation based on the approaches in literature teaching theories proposed by Lazar (1993), Baba (2008), and Carter and Long (1991); and mediation theory proposed by Vygotsky (1978) and Seng, Pou, and Tan (2003). The results revealed that the teacher mixed the three approaches that were switched simultaneously based on the materials and the lesson objectives. Moreover, based on the students' commentary writing assignments, contemporary texts were able to trigger the students' intertextual ability which mediated them to make sense of canonical texts that have distant and difficult context. In conclusion, the use of contemporary texts is beneficial to scaffold the students' understanding of canon literary texts, as long as the teacher performs the mediation transactions in the teaching process.

**Keywords:** *Approaches, Canonical Drama, Canon Literary Texts, Contemporary texts, Mediation theory*

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Riset ini berfokus pada pendekatan yang guru pakai dalam mengajar drama kanon, terutama di level universitas. Riset ini juga meneliti pemahaman siswa terhadap teks kanon yang dimediasi dengan menggunakan teks kontemporer dan juga menggunakan sebuah studi kasus deskriptif-kualitatif. Pengumpulan data menggunakan observasi kelas, wawancara dengan guru, dan analisis dokumen, termasuk silabus dan komentar analisis siswa. Riset ini mengambil sebuah kelas sarjana yang berisi 46 mahasiswa pendidikan Bahasa Inggris di sebuah universitas Indonesia. Data yang terkumpul dianalisis secara triangulasi berdasarkan teori pendekatan dalam pengajaran sastra yang dikemukakan oleh Lazar (1993), Baba (2008), dan Carter dan Long (1991); dan teori mediasi yang dikemukakan oleh Vygotsky (1978) dan Seng, Pou, dan Tan (2003). Hasil penelitian menemukan bahwa guru menggabungkan ketiga pendekatan yang dipakai bergantian berdasarkan pada materi dan tujuan pelajaran. Berdasarkan tugas komentar analisis siswa, teks kontemporer bisa dipakai untuk memicu kemampuan interteks siswa yang memediasi siswa untuk bisa mengerti teks kanon yang memiliki konsep yang rumit dan konteks yang sulit. Sebagai kesimpulan, penggunaan teks kontemporer itu bermanfaat untuk meningkatkan pemahaman siswa akan teks kanon, selama guru mempraktekkan proses/transaksi mediasi dalam proses pengajaran.

**Kata kunci:** *Pendekatan, Drama Kanon, Teks Sastra Kanon, Teks Kontemporer, Teori Mediasi*