

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and suggestions. It discusses the conclusions that are drawn from the findings and discussions in the previous chapter and from the research questions in Chapter I. It also gives the recommendations for future research related to the teaching canonical literary texts, mainly in ESL/EFL classroom context.

#### 5.1 Conclusions

The research has observed the English literature teaching process in an institution of an undergraduate classroom in Indonesia in the subject namely Exploring Drama. The research has two objectives; first, it is aimed to find out the approaches used by the teacher in teaching process, starting from syllabus design, up to the teaching performances. Second, it is aimed to observe how the teacher uses contemporary texts as mediator to scaffold the students' understanding towards English canonical drama. The data collection from the research has drawn several conclusions related to the research questions proposed in the first chapter, which will be elaborated as follows.

First, the findings of the research revealed that the teacher adopted and used more than one approach, which is proposed by Lazar (1993), in one session. Moreover, literature as content approach was found as a foundation in the most sessions because, mainly, the teacher's purpose was to inform the students about canon drama, its elements, genres and not focusing on the linguistic features. However, the teacher found that canon literary texts are difficult to be understood by the students because of its diction and distant concept that made the students demotivated to learn. Thus, the teacher used contemporary texts (videos and movies) along with other activities (discussions and commentary writing) to scaffold the students understanding of canon literary texts. For instance, in session three where the teacher adopted literature as content approach and taught about

elements of drama, she used a movie titled *Phantom of the Opera* and several guiding questions afterwards to enhance the students' understanding and motivation towards difficult concepts of characters.

In these sessions, dramatic reading was a manifestation of language-based approach. Language-based approach is useful to improve the students' knowledge of other languages and its elements, especially uncommon linguistic terms. Moreover, the utilization of language-based approach in several sessions was represented as a complementary element for literature as content approach and to cover some drawbacks of using lecturing activity (from adopting literature as content approach). Furthermore, literature for personal enrichment approach is valuable to initiate the students' intertextual ability to create a relationship among the texts and the students' personal experience, which firstly triggered in session five (juxtaposing three version of *Macbeth*), session six (when they made personal quotes about tragicomedy) and both session 11 and 12 through commentary writing assignment. Furthermore, when the students are able to use the intertextual ability, they will acquire higher order cognitive thinking skill that will make them have a better understanding and able to correlate when reading several texts (probably in different form) that have similarities on its plot or characters, for instance.

Moreover, the teacher shifted and combined the approaches based on activities in each session in order to meet all the lesson objectives. The shifting process is useful because this class cannot adopt only one approach. Although the percentage of lecturing as an activity of literature as content approach was massive, the teacher already considered about its drawbacks, such as when the materials became difficult for the students to understand, she used Bahasa Indonesia (mother tongue) in the explanation. Moreover, the teacher added several discussion sessions in order to make the students more active in the classroom participation. The students were asked to perform dramatic reading in order to make the learning process more various and interesting, and enhancing their

linguistic ability at the same time. Therefore, the teacher also tried to connect difficult topic in canon with twenty centuries environments to make the students easily understand.

Second, the research found that the necessity of other sources to help students learn literature made teacher use contemporary texts in teaching canon literary texts. Here, contemporary texts served as a mediator to help the students make sense of canonical texts. Moreover, utilizing both canonical texts and contemporary texts will trigger the students' intertextual ability, which becomes an important matter in teaching literature, especially in making the students eager to read literary texts. Moreover, several mediation transactions (MLE) that occurred in the teaching process implied that the contemporary texts were serving as a mediator to help the students make sense of the canon literary texts.

Moreover, based on the twelve indicators of mediation (Feuerstein, 1980), the research found eight indicators were performed in the classroom. They are mediation of significance (when the teacher informed the current day's agenda), mediation of shared intention (when the teacher gave guiding question in second commentary writing assignment), mediation of competence (when the teacher asked the students to find the differences in three Macbeth movie versions), mediation of own behavior control (when the students performing commentary writing assignments), mediation of goal setting (when the teacher inform the student why they have to watch the three movie versions of Macbeth), mediation of challenge (when the teacher asked the students to identify several elements before the movie/video was played), mediation of sharing (when the discussion activities were performed), and mediation of individuality (when the students were doing commentary writing assignments by themselves).

Thus, contemporary texts can be functioned as a mediator, as well as a bridge for the students to learn and make sense of canon literary texts. However, it will be successful if the teacher performed mediation transactions (MLE) in the teaching process as a form of scaffolding. Without mediation transactions, the use

of contemporary literary texts would be confusing, and vice versa. Therefore, it is essential to be mentioned that there were two things to be considered by the teacher when mediating the students. First, teacher has to familiarize with the students' environments, and second, teacher has to make the students be able to make meaning by themselves (students-centered).

## **5.2 Recommendations**

There are several recommendations given for the future research or studies related to the topic:

1. For the present study, the use of contemporary texts in various media in teaching canon literary texts is considered as a necessity, especially for younger students or when the subject is difficult for common students.
2. The students' interest must be teacher's consideration when selecting an appropriate approach.
3. The teaching performances should not be rigid; thus it has to be fluent in the process. It does not have to use all canon texts when teaching literature, yet it suggested that the texts are combined with contemporary texts.
4. Looking at the potential benefits of using contemporary texts in classroom to familiarize literary texts to the students, it is recommended that the teaching process have to be tested on lower education level, such as high school.
5. In using contemporary texts, the teacher has to perform mediation interactions (MLE) in order to make the texts are able to be used as a helper to learn canon texts.

The conclusions and recommendations have been drawn and provided above. Hopefully, this study will give beneficial impacts both for the present researcher and future researchers interested in related topic. The writer also hopes that any further studies can be conducted to fill in the gaps occurring in this study.