

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

The data collected from the both direct observation and interview indicate that the English literature teaching at the research site is partly relevant with the the literature teaching theory proposed by Moody (1971), Taba (2005), Beach and Marshall (1991), Leslie Stratta (in Endaswara, 2005), and Badazewski (2002). Nevertheless, the practice of literature teaching conducted by the lecturers has not been able to accomodate the existing theory around the literature teaching. It means that the lecturers only implement conventional ways of teaching procedure, not overall the phases they conducted. Concerning the materials given to the students, the lecturers still refer to teaching orientation than learning one. In the other words, the literature teaching approach, model, methods are still expocitory or information model, not touching the students-centered learning. In this case, the lecturer still applied the limited and ineffecient techniques—the method is still restricted to the lecturing, not empowering the students' capability.

In terms of the problems in the literature teaching, the six problems of the literature teaching proposed by Thomas and Parkinson (2005) are proven—those problems are found in the observation and interview data. They are odd and difficult language, imbalance between four integrated skills, imbalance between the lecturers' knowledge and the students' one, lack of the functional authenticity, and no sequencing and no staging posts. The other problems are limited resources for the students and the institution.

The solutions to the problems are also found in the observation and interview data. There are thirteen solutions or ways to overcome the difficulty in the literature teaching. Finally, regarding to the solutions, some activities to solve the problems are conducted by the lecturer below:

- a. Inviting the students to read the literary works that are easily understood;
- b. Continuously motivating the students to study hard;
- c. The students are given many assignments in order to learn at home;
- d. Making the students aware that the learning is crucial;
- e. Providing the learning facilities for them;
- f. Assigning them take-home assignment;
- g. Directing the students to think critically and logically;
- h. Attempting to discuss the students' problem with the lecturers;
- i. Inviting the students to discuss the learning materials at outdoor or outbound place;
- j. Conducting conference with the students; discussing with our colleagues to share experience;
- k. Conducting discussion with the colleagues to share experience of the literature teaching;
- l. Asking the students to discuss, exchange the book, novel, poems, or plays;
and
- m. Discussing with the colleagues about how to improve the literature teaching.

5.2 Suggestion and Implication

First of all, it is stated that the aims of literature teaching is just to transfer knowledge and comprehension about English literary works to the students. Actually this is inconsistent with the theory of the literature teaching proposed by Moody, Taba, Beach and Marshall, Leslie Stratta, and Badazweski (2002). The literature teaching should promote individuality, understanding, the cultural values. Therefore, the policy maker of the institution should construct an appropriate literature curriculum in order to expand both the lecturers and the students' knowledge and experience.

Secondly, concerning the problems of literature teaching in its application and implementation, the institution is greatly expected to provide satisfying and comfortable facilities, including sufficient classrooms, teaching-learning media, books, the other sources, so that the both lecturers and the students are easier to access any informations, especially about academic informations. Next, obligation to read the literary works should be pressed on either the lecturers or the students. This obligation should be obeyed by the students in order that they can love the literature. The reading activity should be begun from simple literary works to the complex ones.

Further research should eventually be conducted in the other context and levels of education by purpose to appreciate the literary works, so that the students would have good communication in English, either spoken or written form. Likewise, the teaching of English in the research site should focus more on the development and the improvement of the students' skills of English. It is also

suggested that the principles of literature teaching strategies should be applied more comprehensively to enable the students to develop their imaginative capacity. Hence, the literary appreciation at any educational institution will be able to get its outcomes, especially for the students themselves.

