

AN INVESTIGATION OF TEACHERS APPROACHES EMPLOYED IN TEACHING THE ENGLISH LITERATURE: OBSERVATION OF EFL CLASSROOM AT SMK PURNAMA WONOSOBO

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Abstract

This article presents an investigation into the approaches employed by teachers when teaching English literature in EFL (English as a Foreign Language) classrooms. The study aims to explore the instructional strategies utilized by teachers and their potential impact on student engagement and comprehension. Through systematic observations conducted within authentic classroom settings, this research provides valuable insights into effective pedagogical practices for teaching English literature in an EFL context. However, there is limited research specifically focusing on teacher approaches within EFL classrooms when it comes to teaching English literature. To address this gap, qualitative methods were employed with naturalistic observations carried out in multiple EFL classrooms. The expected findings shed light on various instructional techniques employed by teachers while teaching English literature topics in EFL contexts. These may include close reading exercises, group discussions, and integration of multimedia resources to facilitate interactive learning experiences related to English literature. By investigating these approaches through observation-based research methods, this study contributes to the existing body of knowledge regarding effective pedagogy for teaching English literature in an EFL setting. Overall, this investigation emphasizes the importance of understanding teacher approaches when delivering instruction on English Literature for learners studying it as a foreign language. It serves as a resourceful guide for educators aiming to optimize student engagement and comprehension levels while fostering appreciation for literary works across cultures within an EFL classroom.

Keywords: Investigation, teaching approach, teaching English literature.

Introduction

One of the most crucial components of education for the development of human resources is English. Even if English is widely used today and will likely be in the future in all industries, it is believed that it will be able to inform people of this. The "global village" is like a new, broader world that may be accessed by learning English (Dwihartanti & Faizah, 2018).

Teaching English literature in secondary schools is challenging and requires various approaches to engage students. Teachers guide students through exploration, foster critical thinking, and develop a love for literature. Textual analysis is crucial, examining themes, characters, plot structures, symbolism, and other literary devices.

The researcher found that there are some problems when investigating teacher approaches teaching English literature in SMK Purnama Wonosobo. The problems are types of teacher approach that can be employed in teaching English literature, teacher challenges in teaching English literature. It is crucial to emphasize that the primary problem in this research is related to the subject of EFL teachers' methods for teaching literature in English language lessons.

Based on the observation in the classroom of SMK Purnama Wonosobo, the researcher found that the teacher tend employed moral philosophical approach and language based approach. The difficulties in teaching English literature are unsuitable literary texts is because the text are written in a different culture, it is difficult for teachers to choose literary works that are appropriate for the students. As a result, the students could find it difficult to connect with literary works that are culturally alien to them. Another one the students lack of interest or passion. It can be difficult for teacher to engage students when they lack interest in or enthusiasm for studying English literature. Therefore the teacher should choose an appropriate approach in teaching English literature to make students interested when they learn and finally they will easily master in English literature. for teacher also should be able to create the interesting ambience by making learning situation becomes comfortable and fun by using approaches according to students' needs. And the subject that suits students' abilities.

Literary Review

Definition of Teaching

Teaching as an interactive process that primarily involves classroom conversation between teacher and student that happens while the student is learning. It is a process of communication that includes the subject matter, the classroom setting, and the social milieu in addition to the instructor and the student (Rajagopalan, 2019). Thus it can be concluded that giving others knowledge, skills, or information in a structured and methodical way is called teaching. Effective teaching involves disseminating ideas, concepts, and principles to help learners gain knowledge, strengthen critical thinking, and become proficient across various disciplines. It involves appropriate instructional methods, strategies, and resources.

One of the most important components of every school are the teachers, and excellent instruction is one of the main drivers of school improvement (James et al.,2013). In addition, they recommend that good teachers:

1. Are explicit about their instructional goals.
2. understanding of the subject matter covered in the curriculum and the methods used to teach.
3. Explain to their students what is required of them and why.
4. Make skilled use of the current teaching resources to free up additional time for activities that enlarge and explain the subject matter.
5. Provide students with opportunities to learn metacognitive techniques.

Investigation of teaching approach

Investigation refers to the process of methodically gathering facts, information, and evidence in order to find the truth, solve a problem, or ascertain the reason behind a specific incident or circumstance (Siti salina et al.,2011). Investigation of teaching approach involves examining and exploring the methods and techniques used by teachers to teach a particular subject.

Investigative learning is concerned with the method by which learning occurs (Peter 1991). Investigation teaching approach, also known as inquiry-based learning, emphasizes student-centered exploration, research, and inquiry to encourage critical thinking and active learning. Students actively participate in the learning process, formulating questions, creating investigations, acquiring evidence, and making conclusions, rather than passively receiving information from the teacher.

Approach Employed by Teachers

According to Carter, R. and Long (1991), there are three models for teaching literature (1) The Cultural Model, which views literature as a teacher-centered and source of facts where teacher delegates knowledge and information to students. (2) The Language Model, which allows teacher to employ strategies used in language teaching to deconstruct literary texts in order to serve specific linguistic goals. (3) The Personal Growth Model, where the emphasis is on a specific use of language in a text and in a specific cultural context. These models have been incorporated in various approaches in the teaching of literature. There are six approaches in the teaching of literature.

1. The language-based method, which is the fundamental step for language learners, emphasizes comprehension of the literary language (Sanju 2016). The language-based approach is approachable for language learners, enabling them to engage with literature through various activities like brainstorming, rewriting, vocabulary building, and jigsaw reading.
2. Paraphrastic Approach, The main goal of the paraphrastic technique is to simplify the content by rewording it or by translating it into another language. To make the original text understandable, teachers employ straightforward language or less complex sentence construction (Divsar 2014). Teachers use clear language to help students understand textual intrinsic features, improving writing abilities and introducing literature to less-able students with English language difficulties.
3. Information based approach, characterized literature study as an aesthetically patterned artifact endowed with the knowledge potentials of philosophy, culture, morality, and the humanities (Ganakumaran, 2007). This method seeks to provide pupils the linguistic expertise and comprehension they need to use English correctly in a variety of situations.
4. Personal Response Approach is a teaching method that helps students learn, practice, and solve their problems in literature (Ishak et al.,2020). This strategy aids students in developing critical thinking abilities, empathy, and a greater

awareness of themselves and the world around them by fostering personal reflection, interpretation, and discussion

5. Moral Philosophical Approach, Moral philosophical approach to teaching English literature examines literary texts, addressing ethical conundrums and philosophical issues. The objective of this strategy is to develop students' moral judgment, analytical skills, and ethical awareness. While reading a particular literary piece, students look for moral lessons in it. It aids pupils in recognizing moral and philosophical principles and locating them in their literature (Rashid et al., 2010).
6. The stylistic approach, This method encourages students to investigate the distinctive stylistic decisions that authors make, including the use of language, imagery, symbolism, narrative structure, and other literary features. It aids in the development of language awareness and knowledge, as well as meaningful text interpretation, in students (Thunnithet, 2011). Teaching English literature put a strong emphasis on appreciating and analyzing the literary devices and strategies used by authors.

Teachers Role In Teaching English Literature

Teacher's role in teaching English literature involves fostering critical thinking, reading passion, creating a dynamic learning environment, and promoting comprehension and critical analysis of literary works.

Teaching English in EFL Classroom

An EFL classroom is a non-English-speaking classroom where students learn English as a Foreign Language (EFL) through instruction, linguistic exercises, and a positive atmosphere. Teachers play a crucial role in facilitating learning and adapting teaching strategies and materials to meet the diverse skill levels of students.

Methods

This research utilized qualitative methodology. A descriptive research methodology was employed and it used a mode of classroom observation as the primary instrument, and semi-structured interview as secondary instruments. The researchers carried out this research to find out teacher approaches employed and the challenges teacher faced in teaching English literature. The subject of the research was the teacher English of SMK Purnama Wonosobo. Because in qualitative research does not require the number of subjects but by using observation, interview and documentation technique.

The page included observations on the methods and exercises the teacher used to teach the literature component. After that, the checklists were compared, summarized, and interpreted. The difficulties teachers encounter when instructing English literature in the classroom will be explored in a semi-structured interview. The interview questions were divided into a few constructs and categorized. They are: (1) the demographics of

teachers; (2) the strategies and activities teachers use; and (3) the obstacles teachers face when putting the program into practice. The interviews were audio recorded, written down, and translated. es and triangulation the data obtained is quite accurate.

The researcher uses semi-structured interviews in this step. As opposed to a defined list of questions, in a semi-structured interview the researcher does not rigidly adhere to it. Instead of using a standard question-and-answer structure, they will instead offer more open-ended questions that allow for dialogue with the interviewer. By using this strategy, the interview environment was made relaxed and adaptable.

The researcher used the SMK Purnama Wonosobo teachers' interview. It was employed in order to understand how English teachers' methods were perceived. The researcher conducted interviews to learn more about the English teachers' methods for introducing English literature to their students at SMK Purnama Wonosobo. The author conducted one-on-one interviews with English teachers and created a list of questions for them.

After collecting the data, the researcher then grouped the data in the table according to their respective categories. after that, it was calculated using the calculation of percentages and sought the average then the researcher made a pie chart which then the data would be interpreted and explained in sentences.

Findings and Discussions

Findings

To learn more in-depth about the instructors' viewpoints, experiences, and methods, researchers looking into how teachers teach English literature conducted interviews with them. Researchers learn a great deal from interviews about teachers' approach choices, how they modify those techniques for various students and texts, and how they evaluate the learning outcomes of their students. Researchers found the difficulties teachers faced when attempting to teach English literature through interviews and potential remedies through these interviews. Overall, interviews helped to build a more nuanced and thorough understanding of the methods teachers use to teach English literature, which used to develop efficient teaching strategies and regulations.

According to the teachers' earlier remark, a strategy is a plan that will be put into action before learning. Making learning goals should be made easier for instructors as a result of the statement. Additionally, the lack of student desire and disinterest in learning are some of the challenges the teacher has when teaching English.

After conducting the research, data were obtained from classroom observations with the English teacher. Data were also obtained from previously prepared instruments. The instrument used was a percentage equipped with examples of types teachers' approach. These instruments help researcher get data for research.

There are some approach which are used by English teachers in teaching English at SMK Purnama Wonosobo. The analyzed the data based on Charter and Long there are: a) Language-based approach, b) Paraphrastic approach, c) Information-based approach, d) Personal-response approach, e) Moral-philosophical approach, f) Stylistic approach.

From the observation, the teacher approaches in teaching English were tabulated separately below:

No	Item of Approach	Meeting					Explanation
		1	2	3	4	5	
1.	Information Based Approach	84%	80%	64%	64%	48%	Teacher guided students to identify and read informative extracts in the story, teacher provided specific details on the literary elements found in the text, information of the text
2.	Paraphrastic Approach	68%	72%	80%	68%	40%	Teacher provided a written paraphrased version of a complementary reading text, Teacher solely used a paraphrased version of the text.
3.	Stylistic Approach	52%	48%	60%	76%	76%	Teacher defined the correlation between language and content of information,
4.	Language Based Approach	76%	80%	64%	76%	76%	Teacher infered meaning from clues in the text, Teacher guided students to read between the lines.
5.	Personal Response Approach	68%	60%	68%	56%	64%	Teacher guided students to relate the themes to personal

							experiences. Teacher encouraged students to express feelings towards the issues raised in the text.
6.	Moral Philosophical Approach	96%	88%	88%	80%	72%	Teacher incorporated moral values in the lessons, Teacher tells students directly the moral values found in the text, Teacher guided students to search for moral values from a text Teacher raised students' awareness of values derived from the text.

Description:

81%-100% = Very good

61%-80% = Good

41%-60% = Fairly good

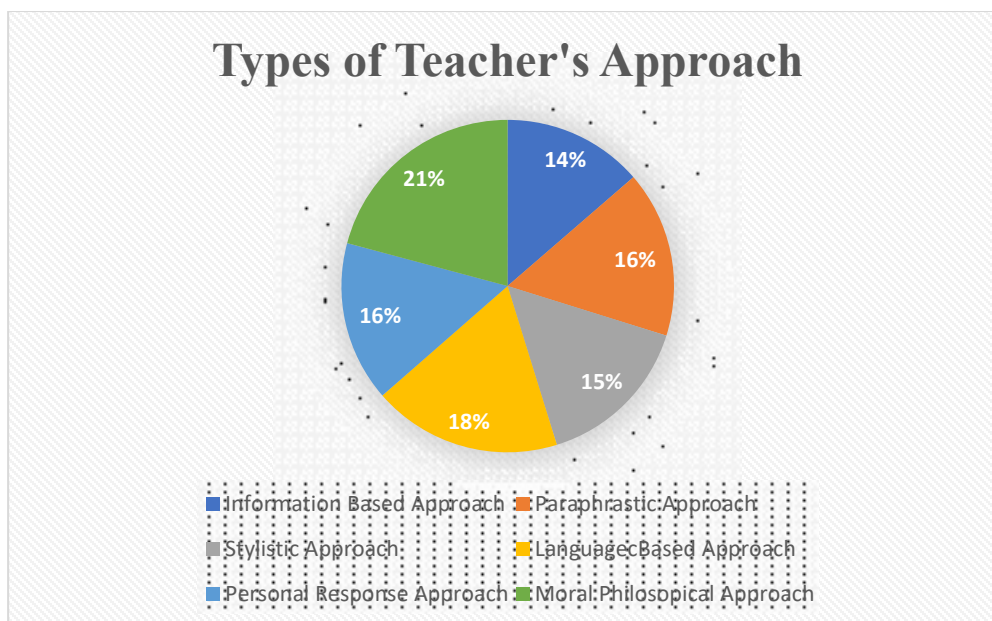
21%-40% = Not good

0%-20% = Very bad

The researcher used percentage statistics to analyze data on teachers' usage of strategies in teaching English literature. Descriptive statistics, including percentage, were used to determine the percentage of teachers using a given strategy. Tables and diagrams were used to explain findings.

Percentage formula: $P = F/N \times 100\%$

Chart Frequency of Each Type of Teachers' Approach



Based on the chart above, that the teacher more often uses moral philosophical approach, namely 21%, and the second most frequent was Language based approach which are 18%, followed by Stylistic Approach 15%, Paraphrastic approach and Personal Response Approach has the same percentage namely 16%. Lastly, a strategy that is rarely used is Information based approach Approach, namely 14%.

The data shows that the moral philosophy approach and language-based approach are the most effective tactics for student engagement in literature lessons. Teachers enthusiastically support student participation, while information-based strategies are least preferred. Students actively participate in the learning process, fostering moral principles in their minds.

This research highlights the challenges faced by EFL teachers in teaching literature, particularly in the context of students learning literature for passing English language tests. The examination-oriented system restricts learners' ability to apply higher order thinking skills, anxiety, and psychological burden, which can hinder their creativity and language development. Time constraints also hinder the implementation of multiple literature teaching approaches, making it difficult for teachers to adapt to different learning contexts.

The selection of texts for reading materials can also be a challenge, as linguistic complexity and unfamiliar context can lead to unsuccessful reading comprehension. Unsuitable prescriptions and unfamiliar cultural conventions can create language barriers and misunderstandings among learners. Teachers must adapt their teaching methods to accommodate learners' needs and enhance positive reading behavior.

In conclusion, the selection of texts in the EFL classroom shapes learners' attitudes and approaches, and teachers must adapt their teaching methods to accommodate students' intellectual, cultural, and emotional assumptions. By

contextualizing texts and addressing these challenges, teachers can effectively incorporate suitable techniques in the classroom.

Discussion

The success of learning English is influenced by the approach used by English teachers at SMK Purnama Wonosobo. There are six approaches used by teachers: Information-based, Paraphrastic, Stylistic, Language-based, Personal Response, and Paraphrastic approaches. Teachers often incorporate moral values into their lessons, raising students' awareness and promoting responsibility and ethical behavior.

Incorporating moral values into literature lessons involves analyzing characters' actions, motivations, and ethical concepts. Teachers encourage students to write about moral issues and express their opinions, which is sufficient to encourage student participation. Language-based approaches, such as poetry analysis, help students develop language skills and critical thinking skills. Peer tutoring can also be used to help students improve their English language skills.

Limited learning hours and lack of motivation are common issues in learning English. Teachers can use English literature approaches in direct practice and media to make learning easier. This approach encourages student participation and understanding, making learning English enjoyable.

This study differs from previous research, as it focuses on English teacher approach for learners and uses Carter and Long's theory. The methodology used in this study is descriptive-qualitative, allowing for a more comprehensive understanding of the English language learning process.

Conclusion

The study of teacher approaches in teaching literature reveals that approaches are used to achieve goals, while techniques are ways to carry out them. Teachers use various approaches, including moral philosophical and language-based approaches. Moral philosophical approaches foster honesty, ethical behavior, and moral character, while language-based approaches focus on technical language skills. The most effective approach depends on the students' needs and teacher goals. Combining both approaches may be the most effective way to teach literature, as it helps students develop both language skills and moral reasoning abilities.

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