

Developing Syllabus of *Introduction to Literature* for Students of English Department in Untirta

Article history

Accepted
2 February 2017

Eri Rahmawati*, Ika Handayani^a, Siti Aisyah^a, Delsa Miranty^a, Sri Widiastuti^a, Nugraha Seah Lai Heng^a, Nesty Julianingsih^a, Fisy Azizah^a, Siti Anisa Aprianingsih^a

Published online
16 March 2017

*Corresponding author
Eriahmawati78@gmail.com

^aFaculty of Teacher Training and Education, University of Sultan Ageng Tirtayasa

Abstract

This research was conducted to seek the compatibility between the syllabus of *Introduction to Literature* Subject in English Department of UNTIRTA with the need of English Department students of UNTIRTA. The aims of this research are: 1) To find out what kind of English literature materials that English Department students need nowadays; 2) To find out the materials of English literature in the syllabus of *Introduction to Literature*; 3) To find out the kind of English literature syllabus needed by students of English Department in UNTIRTA. The objects of the research are limited to the syllabus of *Introduction to Literature* in English Department and the students of English Department in UNTIRTA. The theories used here are the theories of literature, curriculum implementation through syllabus and need analysis. This study is a qualitative research, a design and development program on English literature syllabus. This study is carried out in the undergraduate English Department of the Faculty of Teacher Training and Education in UNTIRTA. To ensure the validity and reliability of the results, the data were collected through the documentation of *Introduction to Literature* syllabus, the syllabus design and development, and the expert's evaluation. The data from *Introduction to Literature* syllabus was analyzed to compare and relate it to the results of the needs analysis. Eventually, the evaluated syllabus was improved and reconstructed.

Keywords: introduction to literature, syllabus design, need analysis

INTRODUCTION

The purposes of learning English as a language of the world are multifarious. However, the primary purpose of learning a second language or a foreign language is associated, mostly, with the successes in the businesses outside. Generally, the material of English literature study in Indonesian college is considered as insufficient to give students a required knowledge about literature.

There are some benefits of studying literature / inserting literature in the syllabus, such as: 1) Literature provides pleasure to listeners and readers. 2) Literature builds experience. 3) Literature provides a language model for those who hear and read it. 4) Literature develops thinking skills. 5) Literature supports all areas of the language arts curriculum. 6) Literature helps children deal with their problems. 7) Picture books develop visual literacy. 8)

Multicultural literature helps readers value people from different races, ethnic groups, and cultures. 9) Literature helps establish career concepts. 10) Literature integrates the curriculum. 11) Literature improves reading ability and attitudes. (Roe & Ross, 2006: 33-34).

Meanwhile, the teaching of literature in English Department of Teacher's Training and Education Faculty have long been aimed to prepare the students to be appropriately well prepared when they once graduated and become English teachers. Due to the fact, it is considered necessary to conduct a research to seek for the compatibility between the syllabus of Introduction to Literature subject in English Department of UNTIRTA with the needs of English Department students. Hopefully, by designing match and link syllabus of *Introduction to literature* as the first subject of English Literature courses will prepare the students of English Department to be effective teachers in fostering their future students to be interested more in studying English literature.

Therefore, this research was considered necessary to be conducted. It sought the answers to the following problems: 1) What kind of English literature materials that English Department students need nowadays? 2) What are the materials of English literature in the syllabus of *Introduction to Literature*? 3) What kind of *Introduction to Literature* syllabus needed by students of English Department of Teacher's Training and Education Faculty in Untirta?

Consequently, the objects of this research were to answer the problems above. They were: 1) To find out what kind of English literature materials English Department students need nowadays. 2) To find out the materials of English literature in the syllabus of *Introduction to Literature*. 3) To find out the kind of *Introduction to Literature* syllabus needed by students of English Department of Teacher's Training and Education Faculty in Untirta.

The objects of the research were limited to the syllabus of *Introduction to Literature* subject and English Department students of Teacher's Training and Education Faculty of UNTIRTA. Meanwhile, the research is expected to be beneficial for English literature subjects' lecturers, the students of English department, and for the future researchers who are going to conduct researches dealing with the developing of English literature syllabus.

The research is considered as urgent to be conducted since there

should be a link and match between the materials given in the university with the needs of appropriate knowledge and skills which will be applied by students as future teachers in the teaching field. While the innovation of this research is in the sense that it will offer a new approach in preparing the syllabus, lesson plan and hence the materials that will be given to students of English department of UNTIRTA by adjusting them to the needs of high school teachers in the field. Furthermore, the results of the research were implemented in the subject of *Introduction to Literature*, in English department of UNTIRTA. Moreover, to make it publicly acknowledged the results of the research will be published in journal, either national or international.

THEORETICAL FRAMEWORK

Rees made two kinds of definition about literature (Haryanti in Wijayanti & Rahmawati, 2016: 3), "Literature in the broad sense and in the narrow sense". In the broad sense means anything written. While literature in the narrow sense means anything that is written which expresses ideas, emotions, feelings, and attitudes toward life. The literature discussed in this research is literature in the narrow sense.

Jacobs and Roberts (in Wijayanti & Rahmawati, 2016: 5) state that there are many advantages when people are studying literature, such as: 1) literature helps people to grow both personally and intellectually; 2) It provides an objective base for people's knowledge and understanding; 3) It helps people to connect themselves to the cultural context of which they are a part; 4) It enables people to recognize human dreams and struggles in societies that people would never otherwise get to know; 5) It helps people to develop mature sensibility and compassion for the condition of all living things; 6) It gives people the knowledge and perception needed to appreciate the beauty of order and arrangement, just as well as –structured song; 7) It provides the comparative basis from which people can see worthiness in the aims of all people, and also helps people see beauty in the world around them; 8) It exercises people's emotions through the arousal of interest, concern, excitement, hope, fear, regret, laughter, and sympathy.

Hopefully, by understanding the advantages of studying literature, it will grow students' interest towards literature. At last, since perhaps, the next

five years most of students are going to be English teachers, literature can much help them in teaching English in smooth and enjoyable way.

Jacobs and Henry (in Wijayanti & Rahmawati, 2016: 6) classify literature into three genres: "prose fiction, poetry, and drama." Prose fiction includes novels, short story, myths, parables, romances and epic. They talk about characters that undergo some kind of change as they meet other characters or deal with problems in their lives. Poetry is much more economical than prose fiction and relying heavily on imagery, figurative, rhythm, and sound. Drama or plays are performed by the characters on the stage.

Meanwhile, the need to conduct syllabus analysis becomes evident when it is recognized the multiple uses of syllabi in higher education and the changing perception of the role of syllabi in educating students. To date, these functional multiplicities of syllabi have not been examined simultaneously in the literature. What little literature does exist views syllabi from singular perspective.

Bers, Davis, and Taylor (1996) suggest that the integrity of syllabi is important for administrative purposes because (1) syllabi are explicit public descriptions of courses, (2) they can and often are used as evidence in grievance and judicial hearings, and (3) they are used routinely to determine course equivalency in transfer situations. Thus, the administrative function of syllabi occurs not only within any one particular university but also across colleges and universities.

In designing the syllabi, some target tasks need to be determined. Once target tasks have been identified via the needs analysis, the next step is to classify and organize them. For example, in a course for trainee flight attendants, the serving of breakfast, lunch, dinner, and snacks and refreshments might be classified as serving food and beverages. Learning tasks which engage the students in various aspects of communication are then developed and sequenced to form the *task-based syllabus*.

RESEARCH METHODOLOGY

This study is a qualitative research. Specifically, this study is a design and development program on *Introduction to Literature* syllabus. Syllabus design can be defined as selection and organization of instructional content including

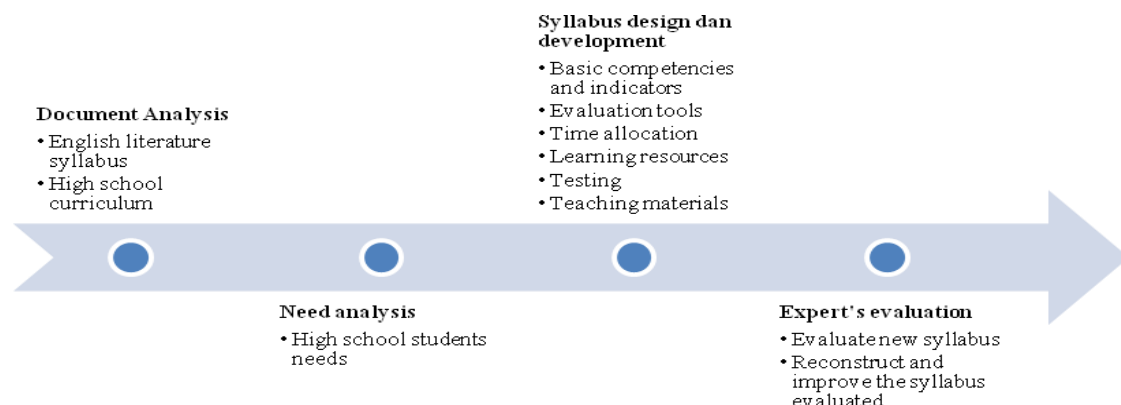
suggested strategy for presenting content and evaluation (Brown, 1996). The existing syllabus was developed to address the students' needs and actualize the institutional goals and objectives related to the needs of the students nowadays.

This study was carried out in the undergraduate English Department in University of Sultan Ageng Tirtayasa. This department is under the Faculty of Teacher Training and Education. The idea of choosing English Department of the University of Sultan Ageng Tirtayasa as the research site had been encouraged by the following two reasons. First, all the researchers are the lecturers in this department. This surely helps them to get easy access to the research site, and hence, increases the feasibility of the study to be conducted (Bogdan and Biklen, 1998). Second, the absence of the study on the kind of English literature syllabus needed by the students nowadays makes this research necessary to be conducted.

To ensure the validity and reliability of the results, the data were collected from multiple sources. For this study, the data were collected through the documentation of *Introduction to Literature* syllabus, the syllabus design and development, and the expert's evaluation.

The data from the documentation of *Introduction to Literature* syllabus existing in English department was analyzed to compare and relate it to the results of the needs analysis. The results were combined and used to design and develop new syllabus. The new syllabus was evaluated by expert to help the researchers to discover whether or not the new syllabus is effective. Eventually, the evaluated syllabus was improved and reconstructed.

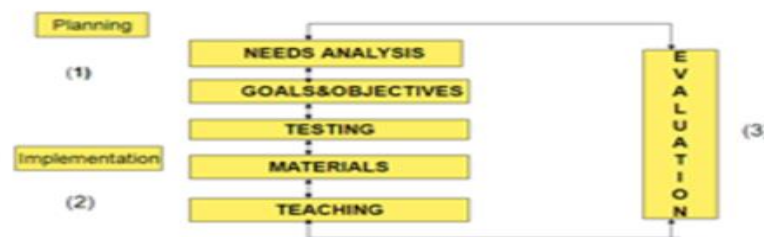
Figure 1: Syllabus Design and Development



Technically, the steps of syllabus design cover four steps, i.e. Planning,

Implementation, Evaluation, and Revision. The steps can be reflected in the Figure 3.1.

Figure 2: Systematic Model for Syllabus Design (adapted from Brown, 1996)



The stages in syllabus development in this study included Planning and Specification, Dissemination and Implementation, and Evaluation and Revision (Sundayana, 2006). Each was elaborated as follows.

A. Planning and Specification stage:

1. Identify the needs of high school students nowadays
2. Formulate English literature basic competencies and indicators for English department students

B. Dissemination and Implementation stage:

- A Develop testing (e.g. Pretest, Mid test, and Final test)
- B Develop teaching materials

C. Evaluation and Revision Stage Evaluation

Evaluation and revision is conducted by an expert in English Literature. The result of evaluation is used to improve and reconstruct the syllabus

FINDING AND DISCUSSION

Based on the analysis of students' questionnaires, the researchers found some results. They could be described as follow:

1. There were nine questioners which clearly distinguished the students' needs toward *Introduction to Literature*. Those nine questioners had been responded by more than 50% students who chose AGREE in the term of urgent materials of *Introduction to Literature* studied by the students of English Education Department, FKIP Untirta.
2. There was 70.69% students who said AGREE that *Introduction to Literature* is interesting subject. And from the interview result, they said it is interesting subject because the students could see about how to read

and make the poetry in the class room.

3. There was 77.41% students responded AGREE the module / handouts used by them in learning Prose (as one of Literature material) can be easily understood.
4. There was 51.61% students AGREE that the literature materials/lessons (poem, prose, drama) can be introduced through watching movie in the classroom
5. There was 74.19% students answered AGREE that Classic or old English novel teaches us the moral value of life.
6. There was 54.83% students responded AGREE in the term of types of the use of novel as reading texts.
7. There was 58.06% students who answered AGREE to one of the best techniques to understand English Literature is watching classic drama performance from youtube and video.
8. There was 70.96% students responded AGREE that Shakespeare's work should be introduced in literature class.
9. There was 61.29% students answered AGREE that designing a class project is necessary for students in understanding English works (Poem, Prose, Drama).

Besides gathering the data from the check lists questionnaire, the students also should answer 5 questions related to the subject of "Introduction to Literature". In answering the questions, the students were free to express their opinions regarding the projects to improve their understanding of "Introduction to Literature".

Based on the question about what kind of project the students prefer to do, the **first question** given to students is about what kind of small project that they think more challenging to them. It can be seen that 16% of the respondents like writing a poem, 6% of the respondents thought that creating a song from a poem is a challenging activity in the classroom, 10% of the respondents like reading a poem, and 6% prefer doing any kind of literatures. 56% of the students like doing a drama project and 6% of the students prefer analyzing a story or novel. It was shown that most students or half of the respondents prefer doing a drama project rather than reading and writing a poem.

The **second question** is about choosing which activity that is more challenging in doing a drama project. It can be seen that 88% of the respondent expressed that they prefer doing drama performance while only 12% who likes writing a drama script.

The **third question** is about poem project. There are 45% of the respondents stated that they like writing a poem and 55% of the respondents prefer performing a poem or reading a poem in front of the class. It was shown that performing a poem or reading a poem in front of the class is more challenging to the students.

The **fourth question** is asking about a prose. It was shown that 60% of the respondents stated that analyzing a novel is more challenging and advantageous rather than analyzing a short story. Those who had chosen analyzing a short story are only 40% of the respondents. It means that the college students thought that analyzing a novel is more challenging than analyzing a short story. Because there are many aspects of the novel should be characterized and analyzed briefly so that the students can get a lesson learned from the novel they have read.

The **fifth question** given to the respondents is about popular and classical literature. 80% of the respondents stated that they prefer reading and analyzing some popular literatures while 20% of the respondents like analyzing some classics literary works. Based on the students' responses, they prefer reading and analyzing popular literature rather than classic literature works.

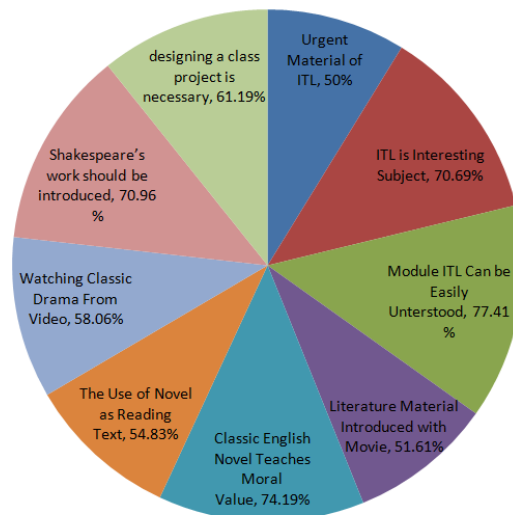
The **sixth question** is asking about the students' opinion on the module of *Introduction to Literature*. The data showed that 68% students said that the module could be understood easily, 21% made them know further about the lesson of Literature, and 11% students answered that they got inspiration to write poem, short story and even drama script.

The **seventh question** is question about the using of media: Youtube and video in teaching *Introduction To Literature*. There was 68% spoke that they like watching classic drama through youtube which is more joyful. While 42% students said that watching videos like nursery rhymes are more interesting learning activity than listening to one's story.

Based on those students' responses, it can be concluded that more than 50% of students prefer performing drama, performing or reading a poem,

analyzing a novel and choosing some popular literature works. They thought that popular literature work is easier to be comprehended when they are assigned to read the text. They also said that the module of *Introduction to Literature* could be easily understood. They found that watching YouTube or video helped them to understand classic drama performance rather than reading the drama script.

Figure 3: Students' Responses Based on the Interviews Questions



From the findings of the questionnaires and interview results, it can be seen that the materials for *Introduction to Literature* subject mostly has been suitable with the needs of English Department students. It is seen from the most recent syllabus used by the lecturer of *Introduction to Literature*. Most of the contents of the syllabus of *Introduction to Literature* are still feasible, only the percentage of popular literature used as the objects of analysis should be added. The form of tests could require the students to perform whether poem reading, mini drama or novel analysis also has been in line with the needs of the students. Here is the result of new syllabus intended:

- A. *Description* : This subject gives students an introduction on English literature and its development. It also provides students knowledge about how to appreciate literary work.
- B. *Standard Competence*: Students can have knowledge on English literature and its development so that they can appreciate literary work and create their own simple work.
- C. *Basic Competence* : 1) Reveal the definition of literature and urgency

- of learning literature; 2) Identify the development of English literature history; 3) Understand literary work around us; 4) Identify a good literary work; 5) Identify genres of literature; 6) Reveal the definition and elements of prose fiction; 7) Reveal the definition and elements of poetry; 8) Reveal the definition and elements of drama.
- D. *Learning Experience*: 1) Students can mention the definition of literature both in broad and narrow sense; 2) Students understand the urgency of learning literature; 3) Students can mention the development of English literature history; 4) Students can have knowledge on the characteristics of every period of English literature; 5) Students can reveal literary work around them; 6) Students can mention children's literature; 7) Students can understand criteria of a good literary work; 8) Students can identify a literary work based on the criteria of a good literary work; 9) Students can understand every kind of literature; 10) Students can mention definition of each kind of literature; 11) Students can understand the definitions of prose fiction; 12) Students can understand the kinds of prose fictions; 13) Students can understand the elements of prose fiction; 14) Students can appreciate prose fictions based on their elements; 15) Students can understand the definitions of poetry; 16) Students can understand the kinds of poetry; 17) Students can understand the elements of poetry; 18) Students can appreciate poetry based on their elements; 19) Students can make their own poetry; 20) Students can understand the definitions of drama; 21) Students can understand the elements of drama; 22) Students can appreciate drama based on their elements; and 23) Students can write mini drama script and perform it.
- E. *Materials* : 1) Definitions of Literature; 2) The Urgency of Studying Literature; 3) English History at a Glance; 4) Literature around Us; 5) Children's Literature; 6) Criteria of a Good Literature; 7) Genres of Literature; 8) Short story; 9) Novel; 10) Poetry; and 11) Drama
- F. *Method* : 1) Presentation; 2) Discussion; 3) Students presentation; 4) Watching short movie (bedtime stories); and 5) Students' performance
- G. *Media* : In focus, Laptop, module of *Introduction to Literature*, PowerPoint slides, books, CDs.

- H. *Time Allotment*: 28 x 50 minutes
- I. *References* : 1) Rees. 1973. *Literature*; 2) Hibbard, Addison, and William F. Thrall. 1960. *A Handbook to Literature*; 3) Thornley, G.C and Gwyneth Roberts. 1992. *An Outline of English Literature*; 4) Haryanti, R.P. 2004. *Introduction to Literary Studies*; 5) Robert and Jacob. *Fiction*; 6) Koesnosoebroto, S.B. 1988. *The Anatomy of Prose Fiction*; 7) Kristin Scott. 2004. *Elements of Plot*. <http://www.kristinScott.net/>; 8) Goodfellow and Kirkpatrick. 1968. *Poetry with Pleasure*; 9) Madhavi Ghare. *Elements of Poetry*. <http://www.buzzle.com/authors/>

CONCLUSION AND SUGGESTION

Based on the explanation above, there are several conclusions that can be taken. They are: **First**, English literature materials that students of English department of Untirta need nowadays is popular literature since they are more easily to be understood. **Second**, the form of English literature needed by students of English department of Untirta to be analyzed is popular novel. Since there are many elements of the novel should be analyzed briefly so that the students can get many lessons from the novel they read. **Third**, the syllabus of *Introduction to Literature* needed by students of English Department in Untirta is syllabus that is challenging and interesting, such as consists of small projects. Since the students found that small project is very challenging and they can perform it in front of the classroom, too.

There are several suggestions that can be given in this research. **For the lecturer**: The material and syllabus for the *Introduction to Literature* subject should insert the material about popular English literature, such as: poetry, prose, and drama. Since the students and the lecturer are able to discuss the value of them, and students have a chance to perform it in front of the classroom. **For the students**: The use of literature materials is able to enrich the students' point of view about moral value, vocabulary and self-confidence when they perform in front of the audiences. **For other researchers**: They can use the result of this research to make another research in other areas of English courses such as speaking, reading or listening by using literature materials.

REFERENCES

- Bers, Trudy; Davis, Diane; and Taylor, William. 1996. "Syllabus Analysis: What are We Teaching and Telling Our Students?" November 1996. *Assessment Update*, 8: 1–14. doi:10.1002/au.3650080602. onlinelibrary.wiley.com/doi/10.1002/au.3650080602/abstract.
- Bogdan, R.C., & Biklen, S.K. 1998. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- Brown, J. D. 1996. *The Elements of Language Curriculum; A Systematic Approach to Program Development*. Boston, Mass.: Heinle&Heinle Publishers
- Hall, Shane. 2010. "How to Use Likert Scale in Statistical Analysis." Online, downloaded on 31 October 2010.
- Haryanti, R.P. 2004. *Introduction to Literary Studies*.
- Roe, B.D. & E.P. Ross, 2006. "Benefits of Literature" in *Integrating Language Arts through Literature and Thematic Units*. 2006 edition (p. 33-34). Allyn & Bacon, an imprint of Pearson Education Inc.
- Sundayana, Wachyu. 2006. *Competence-Based English: Developing Competencies in English for SMP and MTS*. Bandung: Grafindo Media Pratama.
- Wijayanti, Ayu & Eri Rahmawati. 2016. *Introduction to Literature*. Serang: UNTIRTA Press.