TEACHING ENGLISH THROUGH LITERARY APPROACH (POETRY AND SHORT STORY) IN IMPROVING SPEAKING SKILL AMONG NON-ENGLISH DEPARTMENT STUDENTS OF ISI YOGYAKARTA

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Abstract
This research is aimed to describe the speaking ability among students of Fine Arts Department, FSR, ISI Yogyakarta, and define about the effect of applying the literary approach (Poetry and Short Story) to improve speaking ability among students of the Fine Arts Department, FSR, ISI Yogyakarta - 2019/2020.

There is one type of research reviews that will be applied in this paper, namely qualitative research objectives with data collection techniques such as literature review, observation, questionnaire, and interview. There are 63 (sixty three) students enrolled in the English Class of the Academic Year 2019/2020, but about 25 (twenty five) students will be taken as samples or research populations.

The research result of speaking ability among the students of Fine Arts Department in Academic Year 2019/2020 after applying literary approach shows that they improve much better than the previous semester as they enjoy learning English based on their emotional approach that is related to the arts topic.

Key Words: Improve, Speaking Ability, Literary Approach, Poetry, Short Story

1. INTRODUCTION
What would you do if you teach English, and only few students focus on your class? What do you think if you read a story or drama in front of your class, but no student understands who it is about, where it is happening, what its problem is, or how it ends? You would probably feel frustrated and try to think that you would give up on reading the story or drama with in a few pages.

This condition is very common happened in which the teacher almost give up to insert the literary values in their learning teaching activities. Lack of literary appreciation from the students’ side comes from some general factors. One of the factors why literary gets lack appreciation from the students' side is because it is not the priority thing in our curriculum. Nurgiyantoro (2017: 489) stated that Indonesian literary study is not offered at schools as a subject. It is just a part of Indonesian language subject. Even based on KTSP, from the name of the subject, it has changed already from Bahasa dan Sastra Indonesia now it is familiar with Bahasa Indonesia only.

The other factor is inserting of the literary values in the subject of Bahasa Indonesia becomes the teacher's responsibility. The problem is not all teachers can easily insert to apply the literary values in their learning teaching activities. Those who failed to accomplish the literary values in their teaching makes the students give lack appreciation. The effect is it
becomes a dilemma for almost all teachers to design what kinds of teaching and assessment can be applied to test the students' literary competence.

Based on the observation, students of Fine Arts Departments are not too interested in learning English. Most of them think that English is boring, and not important. The only most important one for them is their ability to create beautiful artworks and sell them to their collectors or clients. Moreover, as a General Subject, English is offered two until four credits with only fourteen until twenty eight meetings only during their study. This condition makes the lecturers find difficulty to have a good output, especially in improving English speaking skill among the students of Fine Arts Departments.

The reason for choosing this research is the low interest of students in learning English, especially their lack enthusiasm in improving their English speaking skills. This condition is interesting to do a certain approach in teaching and learning process as well as in assessing the students to improve their speaking skills.

Teaching and learning English is about teaching and learning the four language skills: listening, speaking, reading and writing. Regarding with their used in daily activities, speaking becomes the most important skill that must be mastered. Without mastering this skill, we will not be able to express our ideas even in a simple conversation (O'Malley & Pierce: 1996).

In this trade era, artists (especially those who graduate from Institut Seni Indonesia Yogyakarta) need to practice their speaking skill in some areas such as in selling their artworks, bargaining with their customers, handling International art exhibition, demonstrating about their artworks to their collectors or clients, and other applications. Chappelle (2006) stated that literary study is the consumption of a written work, a disciplined examination of it, through analysis, synthesis, evaluation, and interpretation. The discipline of literary study often resembles the process of cross-examining a subject in a trial, in that one's study is substantiated rigorously with support from credible sources. Literature is simply put a written material regard less of which form it later takes (i.e., a song, a play, a movie, etc.).

Kaizer Mikado (2017) defines literature as entails all written works of a language which can belong to a variety of genres such as poetry, drama, novels, short stories, etc. They are works of art that go beyond the ordinary language and conversations of people. To understand literature, an individual needs a bit more skill than mere literacy. Mainly literature is distinguished into two categories as prose and poetry. Dramas, novels and short stories are considered as prose whereas melodious and rhythm works of art are considered as poetry. If we look at the English literature, the accumulation of works is rather large. So for the purpose
of studying especially in distinguishing the special characteristics of works it has been divided into different periods as the Augustan period, Victorian period, the Romantic period, the medieval period, etc.

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Story is one of literature works. A story is also one of the primary ways for humans to organize understanding into a world view, for better and for worse. The notion of story is important in business, design, therapy and other areas. Studying literature develops this basic human capacity to use and recognize story. Michael Cenkner (2018) designs some importance of teaching literature among High Schools, they are:

• Literature is a crucial storehouse of cultural teaching and knowledge. It is “the mirror and the lamp” for society.
• Literature is an art form in its own right, actually many art forms. It is enjoyable and useful as the arts are in their own right.
• Studying literature can develop many kinds of thinking skills, so called ”higher-level thinking” such as analysis, synthesis, and empathy.
• Literature is a primary resource for understanding other cultures and philosophies.

Margaret (2016) stated in her paper also about the importance of literature study in High School. She said that the value of composition and the allied forms of expression through language is endorsed in the study of literature. It gives the student a means of self-expression and stimulates his very life. All literature is either the representation of life or the expression of conclusions about life. The formation of one's own philosophy of life is a significant task which can be developed through the use of quickened senses, sincere feelings, tolerant sympathies and the power of thought. The main purpose of literature is to nurture the spiritual life of the student. From that impotence of teaching literature among the students, teachers are hoped to design the class of Bahasa Indonesia to insert the literature values as well as design the model of its assessment.
As one of General Subject in universities, English should be prepared well in order to get excellent graduates who are ready to work in the real work place, art schools and others. This is also related much on the need analysis of students, teaching process, and current curriculum applied. The curriculum should accommodate the industry demands such as the mastery of technology and information, leadership, and communication skill.

Regarding the communication skill, the art institutions accommodate it by presenting English in a course lecture. The English lecturers also apply general English material to teach the students. The students were taught more deeply in social, technology, and culture than in art settings. As a consequence, the materials did not give adequate understanding to the students because the materials were not directly related to their major. Moreover, the skills emphasized in the learning and teaching activities were more focused on grammatical structure, than speaking. It made the students gets bored of the materials, and do not have sufficient time to improve their speaking skills. It also happened in Fine Art Department of ISI Yogyakarta.

Based on the data, the final scores of English class especially in speaking competence are not satisfactory. This situation made me interest in knowing more about the related case, and tried to formulate some approach design in teaching English especially to improve the speaking competence.

Here are some formulation of the problems that will be discussed in this paper: 1).How is the speaking ability among students of Fine Arts Department, FSR, ISI Yogyakarta in academic year 2019 /2020? 2).How is the literary approach application in teaching learning process among the students of Fine Arts Department, FSR, ISI Yogyakarta in academic year 2019/2020?, and 3).How effective is the literary approach application in improving speaking ability among students of the Fine Arts Department, FSR, ISI Yogyakarta in academic year 2019/2020?

The three formulations of the problem will be presented in the three goals of the research, they are : 1).to describe about the speaking ability among students of Fine Arts Department, FSR, ISI Yogyakarta in academic year 2019/2020, 2).to explain about the literary approach application in teaching learning process among the students of Fine Arts Department, FSR, ISI Yogyakarta, and 3).to define how effective the literary approach is in improving speaking ability among students of the Fine Arts Department, FSR, ISI Yogyakarta in academic year 2019/2020. Those three goals of the research will be presented in qualitative point of views.

Here are some significances of this paper:
For Institutions (Institut Seni Indonesia Yogyakarta):
a). Institution can understand the English speaking ability among students of the Fine Arts Departments, FSR, ISI Yogyakarta in academic year 2019/2020.
b). Institution can find out how ready their students or alumni will be in facing the era of free trade, especially in their capacity as the artists.
c). Institution can do a certain policy in order to increase the English speaking abilities among their students.

For English Lecturers:
a). Lecturers can understand the difficulties faced, especially in English speaking ability among students of Fine Arts Departments, FSR, ISI Yogyakarta in Academic Year 2019/2020.
b). Lecturers can take certain steps in overcoming the difficulty of speaking in English.
c). The lecturer can make certain anticipations, for example by applying the variant of the teaching method for the sake of improving the English speaking abilities of the students.

For Students:
a). Students can prepare themselves from the beginning so they do not get difficulties in learning International language especially by participating in improving themselves in terms of English speaking abilities.
b). Students can realize earlier about the importance of English speaking ability to face the era of globalization in the future, so that since becoming students they can try more to prepare themselves.

For other Researchers:
a). Other researchers can make this paper as the basic reference for similar research in the future.
b). Other researchers can write more complete about this related topic in the future in accordance with their times and situations when researching.

2. Research Methodology
Research means the effort to find, develop and test a scientific knowledge (Sutrisno Hadi: 1978). This is a qualitative research that describes speaking ability among students of the Fine Arts Department, FSR, ISI Yogyakarta in the academic year 2019/2020. In addition, this research is designed to know how the application as well as the influence of literary
approach applied in improving English speaking ability among students of Fine Arts Department, FSR, ISI Yogyakarta in the academic year 2019/2020.

Qualitative data analysis works a little differently from quantitative data, primarily because qualitative data is made up of words, observations, images, and even symbols. It is mostly used for exploratory research. While in quantitative research there is a clear distinction between the data preparation and data analysis stage, analysis for qualitative research often begins as soon as the data is available. Qualitative review is a type of research that produces findings that cannot be achieved/obtained using statistical procedures or other ways of quantification/measurement (Strauss and Corbin 1997: 11-13) by applying observation, questionnaire, and interview.

Observation is a technique of collecting data by conducting direct observations on research subjects in this case are students majoring in Fine Arts, FSR, ISI Yogyakarta in academic year 2019/2020. In this observation, I conducted a placement test randomly in the field. This is done verbally and randomly only to find out the average of English Speaking Ability of the students of Fine Arts Department in academic year 2019/2020.

Questionnaire technique is applied to find out the learning outcomes of English speaking abilities with Material Approach Strategy application in the teaching learning process. Interview is a technique of collecting data by conducting dialogue directly with data sources, and is carried out in a structured manner, in which respondents get the freedom and opportunity to naturally release thoughts, views, and feelings. In the interview process it is documented in the form of written and video records to support the assessment of the data obtained.

The populations in this study are students in the Department of Fine Arts, FSR, ISI Yogyakarta in academic year 2019/2020. There are 43 (forty-three) students enrolled in English Class in Academic Year 2019/2020, but around 30 (thirty) students were taken as samples or research populations.

The location of this research is conducted at the Fine Arts Department, Faculty of Fine Arts, ISI Yogyakarta. The choice of location is because the researcher teaches at the Institution; so it is easier to do this research. Another reason is that the results of this study will provide more information to the relevant institutions in the teaching learning process especially to find out how speaking ability is among students of the Fine Arts, FSR, ISI Yogyakarta in Academic Year 2019/2020, and to describe the application of literary approach strategy and how effective it is to improve the English speaking ability among students.
Qualitative Data Analysis applied Data Preparation and Basic Data Analysis, by doing some steps, they are: 1). Getting familiar with the data. Since most qualitative data is just words, the researcher should start by reading the data several times to get familiar with it and start looking for basic observations or patterns. This also includes transcribing the data. 2). Revisiting research objectives: here, the researcher revisits the research objective and identifies the questions that can be answered through the collected data. 3). Developing a framework: also known as coding or indexing, here the researcher identifies broad ideas, concepts, behaviors, or phrases and assigns codes to them, for example, coding age, gender, socio-economics status, and even concepts such as the positive or negative response to a question. Coding is helpful in structuring and labeling the data. 4). Identifying patterns and connections: Once the data is coded, the research can start identifying themselves, looking for the most common responses to questions, identifying data or patterns that can answer research questions, and finding areas that can be explored further.

3. Results and Discussion

This research is a qualitative research that applies a questionnaire, and interviews for the data collection. There were forty-three (43) students enrolled in Fine Art Department of ISI Yogyakarta, and I took thirty (30) students randomly as the research sampling. All data collected or generated will be delivered descriptively through this paper.

When teaching English based on the curriculum target and do not created a good technique with chosen material (a certain approach such as literary approach), students get bored easily with English class which effected with the quizzes, midterm, and final test results which are not satisfactory. That is why; literary approach was applied to support the interest of English learning among the students in improving the speaking skill ability among them. Why literary approach? Because they come from Art Departments, so they have interest learning about arts subject areas such as poetry, short story, drama, and so on.

Here are some English teaching applied through literary approach to improve English speaking skill among the students of Fine Art Department of ISI Yogyakarta:

Teaching by giving theories only is not effective to improve the English speaking competence among the students of Fine Art Department of ISI Yogyakarta. They are lazy for only listening to the lecturers, and get some practices or exercises. So then lecturers should be creative in creating teaching approach such as through literary approach to improve their
speaking competence. Here are some models of teaching English in improving speaking skill through literary approach (drama and poetry).

Farlex Dictionary (2020) defines poem as a verbal composition designed to convey experiences, ideas, or emotions in a vivid and imaginative way, characterized by the use of language chosen for its sound and suggestive power and by the use of literary techniques such as meter, metaphor, and rhyme. It also describes that poem is a composition written with intensity or beauty of language more characteristic of poetry than of prose.

3.1. Teaching through Poetry

As Nurgiyantoro (2018) states in his research is that there is a strong correlation between purposes, materials and the tools in the literature. Analyzing that statement, we can check first what purposes that we are going to achieve, which kinds of poems that connected with the purposes of assignment, then finally we can recognize which tools are suitable to make those three components keep related each other's. Here is the example of Poems Text Based Teaching:

This Morning Is Our History Test

This morning is our history test.
I've pinned my notes inside my vest.
Inside my coat I wrote my notes,
Including dates and famous quotes.
I've written more upon my hand
That only I can understand,
And in my socks and sleeves I stowed
My scribbled notes in secret code.

I've written down so many names
Of winners of Olympic Games,
Of buildings, people, places too,
From Tennessee to Timbuktu.
I even copied down a piece
On ancient Rome and ancient Greece,
Plus everything from Shakespeare's plays
To who invented mayonnaise?
I came to school so well prepared.
I wasn’t nervous, wasn’t scared.
But here it is the history test.
I look inside my coat and vest
To get the dates and famous quotes
And find I cannot read my notes.
So much for Shakespeare, Greece and Rome.
I left my glasses back at home.

-Kenn Nesbitt-

From the poem example, we can direct the students to convey their speaking skill by reading and asking the main content of the poems. Lecturer can make the class become interactive by asking I).the poem above tells about. Then lecturer can give the easier alternative by giving the multiple choice answers, such as: (a).the students who is very well-prepared in facing history examination. (b).the history examination scares him. (c).the writer plans to do cheating, and the last (d).the writer is very smart so all are in a good control.

By the same poem, we can also make interactive class by giving the students chance to talk about the content of the poem, such as: (1).what is the poem about? (2).who is the figure discussed in that poem? (3).where do you think the figure do that activities mentioned in the poem? (4).describe the characters of the figure! (5).what moral values can we learn from the poem? Etc.

This literary approach, realize or not can attract the students to explore their ability in improving their speaking skill because they like the topic already. It deepens the students' understanding about the poems and it also makes progress in the speaking competence of the students.

The other model is mostly about the material improvement. If lecturers apply poem at the same day, they can attract their students' speaking skill by asking and answering together the related topic (poem in Indonesia for example). This English teaching through literary approach can be started by sharing some questions to be discussed, such as: (I).what do you know about Khairil Anwar? (2).where was he born? (3).what is the title of his popular poem? Etc.

The other challenging model of English teaching in improving the speaking skill among the students is by explaining the students' understanding towards the literature values by retelling the poem context with their own language. This is commonly called appreciation.
of the literature works. This approach is also challenging for the lecturers as they have to focus on many aspects in seeing or analyzing the literature competency of students such as the students' accuracy in speaking, their authencity, logical argumentation, proper words and sentences applied, and telling style.

3.2. Teaching through Short Story

Troolin (2015) shares about his research result that a work of fiction is created in the imagination of its author. The author invents the story and makes up the characters, the plot or storyline, the dialogue and sometimes even the setting. A fictional work does not claim to tell a true story. Instead, it immerses us in experiences that we may never have in real life, introduces us to types of people we may never otherwise meet and takes us to places we may never visit in any other way. Fiction can inspire us, intrigue us, scare us and engage us in new ideas. It can help us see ourselves and our world in new and interesting ways.

Kurland (2005) divides the type of fiction, they are: the short story, drama, and the novel. First, we have the short story. According to the famous short story writer Edgar Allan Poe, a short story is a piece of fiction that can be read in one sitting of about a half hour to about two hours. Short stories contain between 1.000 and 20.000 words and typically run no more than 25 or 30 pages. Because of their limited length, short stories generally focus on one major plot or storyline and a few characters.

Before teaching, it is better for us to recognize the teaching goals of every meeting target, for example through the dimensions of speaking or other skills that students can explore their ability without feeling nervous or afraid of any errors. This is an example of learning purposes that become the basic of designing literary approach in teaching:

- To know the elements of short story: genre, plot, action, character, conflict, exposition, climax, resolution or others.
- To understand the characterization, plot, structure, themes and issues.
- To understand how the narrative structure of the story works to support its ideas.
- To explore how the physical setting and cultural context work in the story to develop its themes and ideas.
- To analyze how characters are constructed and defined.
- To understand how the meaning is constructed through narrative techniques, mood and atmosphere, voice, dialogue, action, and others.
- To know about the values put forward by the author.
- To explore how the reader is positioned by the story.
• To explore how the readers’ values interact with the story.
• To understanding the significance of planning, drafting, conferencing, editing and polishing one's own story.
• To understand short story writing as a craft.
• To understand and demonstrate the main elements of short story writing.

Here is the example of teaching through Short Story approach:

**Short Story**

I said, "Who killed him? " and he said, "I don’t know who killed him but he's dead all right," and it was dark and there was water standing in the street and no lights and windows broke and boats all up in the town and trees blown down and everything all blown and I got a skiff and went out and found my boat where I had her inside Mango Bay and she was all right only she was full of water.

***Ernest Hemingway, After the Storm***

By giving around 20 minutes to the students to understand the short story about and usually the next activity is discussing about the context of the short story in general (sometimes lecturers repeat to read the short story text loudly). After all, the interactive class begins by questioning the basic question such as: what is the genre of the short story? Is it about romantic, satire, mystery, or action? By sharing that kind of question, everybody has his or her own opinion, then as a lecturer we can ask the reason why they think that short story is in that certain genre. Again interactive class happened naturally. There are three categories of teaching target; they are cognitive, affective, and psych-motoric.

• Cognitive: students will know some of the literary elements that can be found in a short story, drama or novel such as theme, point of view, characterization, and others.
• Affective: students will be able to feel confident in their abilities to analyze literature for literary elements.
• Psych-motoric: students will be able to identify different literary elements in a short story, drama, or novel and they will be able to use specific evidence from the text to support their finding of literary elements.

Here is the example of teaching approach through Short Story in longer form:

**The Donkey and the Horse**
Once, there lived a washer man named Bheema. He had a donkey and a horse. The donkey carried clothes to the pond and back to his house. The horse carried Bheema to the market and back, occasionally. The donkey worked much harder than the horse.

On a bright sunny day, Bheema was going to the pond with donkey. He took the horse along to give it a drink of water. The donkey was carrying a heavy load of clothes. The horse was carrying nothing. The load was unusually heavy and the donkey’s back was hurting.

When the pain became unbearable, the donkey said to the horse, "This load is too much for me, brother! Please take some of this load on your back. "The horse replied somewhat rudely, "Eh! Why should I? I am here only to carry our master to the market." The proud horse continued on his way. The day was getting hotter as the day went on ………………………
......................................................
................................................., etc.

After performing that short story, lecturers can create some interactive essay questions to attract the students' speaking skill, such as: 1). who is the figure discussed in that short story? 2). describe the characters of the figure! 3). what moral teaching can we learn from that short story, etc. Those kinds of questions automatically convey the students' idea to give their opinion in front of the class. We can point them one by one in random to express their ideas. We also can analyze the figure, theme, moral values, or other interesting subject related to the short story above together can be in group, in pairs, or individually. It also makes everyone in the class explore their English speaking competence that automatically becomes progress in speaking skill itself. Those learning models (teaching English through literary approach/ poetry and short story), for certainly have target of teaching learning activities in the class by assessing them at the end of the meeting that are mostly satisfactory result of English speaking skill.

4. Summary
Teaching English to students who are not from English Departments is not easier than teaching English for those who intentionally take English Department as their major. It does not need only proper media, class room support, but also special approach to give clear illustration about what to do better and design a certain approach in succeeded English teaching learning activities. This paper presents one of the learning approaches in teaching English for non-English department students, which is called literary approach.

Understanding about the different kinds of teaching methodology to get learning target will allow us to have a valuable addition to this important paper. Even though literatures approach, teaching is often associated with high-stakes standardized target. In fact
literature approach encompasses an array of procedures to help teachers make instructional decisions.

As literature approach is an important part of educational decision making, it is also important that lecturers who apply it understand associated benefits and difficulties of different procedures faced in learning teaching process. For this reason, lecturers who have background in teaching will be creative in developing the material and methodology through the literary approach, because realize it or not literary approach gets interest from students of Fine Art Department so they can explore their English speaking skill freely.

Especially those who are teaching in non-English Department like Institut Seni Indonesia Yogyakarta, it is important to find specific material and technic of teaching (teaching English through literary approach in this case poetry and short story) really explore the students' speaking skill. Interactive and discussion class become attractive. Everyone explore their English speaking competence. They love sharing their personal point of view in literary approach model, then finally will affect their final scores especially the increase of speaking competence score at the end of semester.

5. Suggestion

There are some suggestions applied in closing this paper, they are: 1). students need to realize earlier that English will support their careers as artists, so they have to be serious from the beginning. 2). students should have a good cooperation with lecturers to succeed the teaching learning activities. 3). lecturer should be creative for always practicing better methods to avoid boring condition of the class. 4). applying any topic that is related to art is important to attract the students' attention to improve their English speaking skill. 5). university should be aware to facilitate all teaching learning activities by preparing proper media, room, module, and other needed facilities.

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7. References


