
SUITABILITY OF LITERATURE TEACHING IN CLASS X TEXTBOOKS 2013 CURRICULUM: PERSPECTIVE OF MOODY'S LITERATURE TEACHING

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Abstract

Literature teaching through the learning process in school has not received maximum results when viewed from the aspects of creativity and humanity, whereas the aspects needed in making literature are good creativity as a creator as well as appreciating literature as a connoisseur of literature. The role of teachers is needed in creating literary learning models. Therefore a teacher must know the nature of the literature and the nature of the teaching of literature. Based on the background above, the researchers made the focus of this research into several questions so that researchers can focus, as for the research focus as follows: 1. What is the concept of teaching literature in the Class X Curriculum 2013 Textbook? 2. How is the suitability of literary teaching in the Class X Textbook curriculum 2013 reviewed from the perspective of Moody's literary teaching? Literature Teaching in Class X Textbooks Curriculum 2013: Perspective Moody's Literature Teaching is not yet in line with the concept offered by Moody about the teaching model of literature, even though the concept used in literary teaching in the 2013 class X curriculum textbook is a literary teaching model developed by Moody, including: Preliminary Tracking, Determination of Practical Attitudes, Introductions, Presentations, Discussions, and Inauguration. Whereas what is used in the 2013 textbook class X curriculum is only three aspects that Moody has, including: Introduction, Presentation, and Discussion.

Keywords: *Literature Teaching, Class X Textbook, curriculum 2013, Moody's Literature Teaching*

Introduction

The essence of literature, literature is basically not a science, literature is a branch of art. Art is determined by human factors and interpretation, especially the problem of feeling, enthusiasm, and trust. Therefore literature has a broad scope depending on which side of the human being perceives it. In the world of literary education, it is able to provide substantial contribution in the pattern of culture, history, social and in literature itself, because Literature is able to answer what has ever been on the face of the earth, because literature comes from observations of what happened around it as an opinion which must be expressed and the results of the results of inner experience. Literature is the result of human thought and intention so that literature contains a high aesthetic value.

Literature teaching through the learning process in school has not received maximum results when viewed from the aspects of creativity and humanity, whereas the aspects needed in making literature are good creativity as a creator as well as appreciating literature as a connoisseur of literature. The role of teachers is needed in creating literary learning models. Therefore a teacher must know the nature of the literature and the nature of the teaching of literature.

2013 curriculum is a renewal curriculum from the 2006 Education Unit Level Curriculum (KTSP), but in the process literary teaching is not given a positive response or more portion because in the 2013 curriculum the learning is text based and it cannot be denied that literary teaching is creativity based teaching. So what is the concept of teaching or learning literature in the 2013 curriculum.

To achieve the goal of literary learning, literary material that will be used in literary learning is certainly the material chosen by the teacher and in accordance with the criteria that are appropriate for students. The criteria for literary works that are suitable for use by the teacher are selected works based on various considerations both in terms of language and psychology. In terms of language consideration based on the readability of teaching materials for students. Literary work that will be taught can be understood by students because the material has a level of legibility that is appropriate to their level of ability so that the work can be understood.

Literary learning material must be in accordance with the level of students' psychological development. Moddy (1974: 17) suggests the stage of child development in the literary work as follows. (a) The autistic stage

(b) The romantic stage (c) The realistic stage (d) Stage of generalization (the generalizing stage). Students who are in the stage of autistic and romantic age, they are still difficult to think realistically and have not been able to generalize the problems they face. They are still unable to think abstractly, and it is still difficult to determine the cause and effect of a symptom. Pedagogical aspects in the selection of literary material are needed. This aspect can be seen in terms of the moral discussed in literary work, attitudes, character, positive behavior, and leads to the formation of a positive student personality.

According to Moody (1971) literary works have the following double principles: first, literature as experience and second, literature as language. Literature as experience means something that must be experienced, enjoyed, felt and thought about. Thus, based on this principle, the literary work we present in the teaching of literary appreciation should provide a rich new experience for students. Therefore, the literature must have an influence on the lives of students. The main thing for literary teachers to do is to provide guidance so that students find the meaning of literature according to themselves. The most appropriate attitude that the literary teacher must show in this connection is 'passive-wise' attitude. That is, the teacher gives more freedom to students to give interpretations. He is only 'talking' at the time that is really needed. The next double principle is literature as language. As a communication that uses language, literary works use techniques of using language elements, such as statements, statements, comparisons, expressions, tones, and sentence pressures. Thus, literature must be learned through verbal analysis. Literature teachers should understand the subtleties of language used in literary works presented to students. After understanding the double principles contained in literary works, let us explore the procedures for presentation. According to Moody (1971) literary appreciation learning follows the following phases. (1) preliminary tracking; (2) determination of practical attitude; (3) introduction; (4) presentation; (5) discussion; and (6) Inauguration.

Therefore, there needs to be a review of literary teaching in the 2013 curriculum textbook so that there is a correlation between language teaching and literary teaching, especially the teaching of literature used in the 2013 curriculum textbook must be in accordance with the concept of literary teaching in essence. The researcher used Moody's concept to study the 2013 curriculum textbook. The Moody model is a literary learning model proposed by H. L. B. Moody. Based on the background above, the researchers made the focus of this research into several questions so that researchers can focus, as for the research focus as follows: 1. What is the concept of teaching literature in the Class X Curriculum 2013 Textbook? 2. How is the teaching of literature in the Class X Textbook 2013 curriculum reviewed from the perspective of Moody's literary teaching? 3. How is the suitability of literary teaching in the Class X Textbook 2013 curriculum reviewed from the perspective of Moody's literary teaching?

Research Methods

The approach used in this research is descriptive approach. Descriptive research is research that is intended to investigate the circumstances, conditions, or other things that have been mentioned that the results are presented in the form of research reports (Arikunto, 2010: 3). This approach is used in accordance with the purpose, namely to report the state of the object under study in accordance with what it is, which is to describe or describe the Suitability of Literary Teaching Material in the Class X Textbook of 2013 Curriculum: Perspective of Moody's Literature Teaching.

The source of the data in this study is an Indonesian language textbook for SMA Class X Curriculum 2013 published by Erlangga. The identity of the book used as a research source is as follows. Book Title: Indonesian Language Self Expression and Academic Class X Text Contribution: Maryanto, Nur Hayati, Elvi Suzanti and Anik Muslikah. Book Publishers: Center for Curriculum and Books. Balitbang Kemdikbud Publication Year: 2013 Book Size: xiv, 242 p. : ilus. ; 25 cm. Publication Place: Jakarta.

Research Results and Discussion

1. Concept of teaching literature in Class X Textbook 2013 Curriculum

The concept offered for the teaching of literature in the textbook of class X 2013 curriculum is Introduction, Presentation and Discussion. In these three aspects the researcher assumes that these three aspects are considered by the textbook authors to represent all aspects needed by students. However, whether it is true in all three aspects has represented all components. Therefore the researcher will discuss one by one;

a. Introduction

At this stage the teacher gives, initial information in the form of a brief description of the work presented, including information about the author and the work of other authors. Please do not forget the situation and conditions when a literary work was created. For example, when we will present the short story "Robohnya Surau Kami" by A.A. Navis, we talk about the Minangkabau people in a nutshell, as well as the A.A. Navis and his other works. Well, for the introduction concept in the 2013 curriculum textbook for class X in the following quote:

Task 5 Understanding the Procedure for Reading Poetry The task that you face here is somewhat different from the previous tasks even though it is still related to the procedure. You will be invited to apply expressive

reading principles when reading poetry. For that, follow the instructions given to each number!

Tahukah kalian cara membaca puisi? Puisi dapat dibaca dalam hati atau dengan suara keras. Berikut ini, kalian akan diajak untuk membaca puisi dengan suara keras dan dengan menerapkan teknik yang baik. Puisi yang telah dipilih untuk kalian berjudul "Aku", karya Chairil Anwar. Ia adalah sastrawan angkatan 1945, yang lahir di Medan pada tahun 1922. Untuk itu, bacalah puisi tersebut dengan saksama sebelum kalian diajak mempelajari teknik yang benar itu(.....). **(Buku Teks K 13, 2013: 64)**

Based on the quoted data above, we can see that this stage is the opening stage of the lesson that must be done by the teacher. At this stage the teacher must be able to bring students to be able to enjoy and understand the literary work they will face. At this stage the teacher gives a brief introduction regarding the material that will be accepted by students.

b. Presentation

Presentation stage, at this stage we as teachers must first believe the nature of literature which is oral, especially poetry. At this stage, especially poetry is better read aloud first. Readers of poetry must not always be teachers, but they can be students themselves. In the 2013 curriculum text book there are presentation aspects, while the presentation aspects in the 2013 curriculum textbook are as follows:

Setelah kalian memahami teknik membaca puisi di atas, praktikkanlah teknik itu untuk membaca puisi yang berjudul "Aku" tersebut di depan kelas. Anggaplah bahwa posisi depan kelas itu sebagai pentas. Kalian dapat membaca dengan teknik tersebut secara bergantian satu demi satu dan teman-teman kalian yang lain dapat memberikan komentar atau penilaian (.....). **(Buku Teks K 13, 2013: 68)**

Based on the quoted data, it can be explained that after students are given introduction or introduction, students are given the task of presenting the material that has been explained by the teacher. In this case the presentation of poetry is expected in the material.

Dengan keterangan itu, kalian dapat menggarisbawahi bahwa membaca ekspresif sangat cocok diterapkan dalam membaca puisi. Oleh karena itu, sekarang bacalah puisi yang berjudul "Aku" tersebut secara ekspresif dan dengan penghayatan yang sedalam-dalamnya. (.....). **(Buku Teks K 13, 2013: 68)**

Similar to the previous data citation, the data citation above describes the aspects of the presentation activities carried out by students. Students are directed to apply poetry reading in the ways described previously. The researcher assumed that the purpose in this presentation was to determine the ability of each student to apply the material. Likewise with the quoted data below, students are invited to make work from the material described earlier.

c. Discussion

The discussion stage, at this stage provides the widest opportunity for them to provide interpretations, although in certain parts of the teacher gradually provide conditions so that they are able to capture the meaning of the literary work being studied. In this section give them the opportunity to respond without teacher intervention. The teacher is still expected to have a "passive-wise" attitude. That is, if it does not need to be true, the teacher must be able to refrain from 'talking'. Encourage them to draw general impressions, special impressions, and general impressions again to draw conclusions. Also encourage them to capture global ideas.

Diskusikanlah prinsip-prinsip tersebut dengan teman-teman kalian. Setelah itu, praktikkanlah untuk membaca puisi yang berjudul "Aku". **(Buku Teks K 13, 2013: 67)**

Based on the quoted data above, in the 2013 X class curriculum text book, students are invited to discuss when they have completed the introduction and presentation stages. The last stage aims to evaluate students' understanding and measure the activeness of questioning and communicating skills. In this discussion stage, when students have been invited to discuss and get a solution of what they are facing, then students are told to practice what has been discussed in the discussion and in accordance with the material being taught. There are several data quotes that show the discussion stage in the 2013 curriculum Xtextbook.

We can conclude from these three aspects, including Introduction, Presentation, and Discussion. These aspects are contained in the 2013 X class curriculum textbook. Researchers assume that the concept used by the author of the book is as follows.

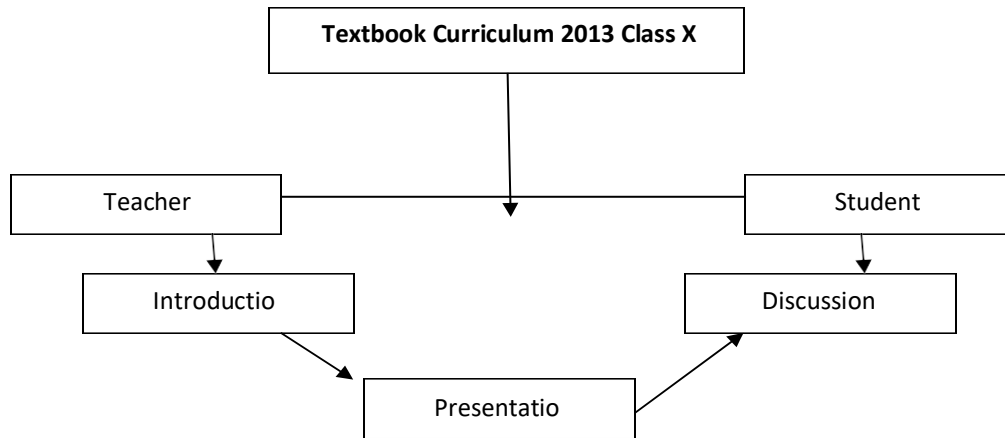


Figure 1. Literary Learning Concept Flow

Based on the schema of the literary learning concept in the 2013 X class curriculum textbook, firstly in the 2013 X class curriculum textbook there are two objects, namely teachers and students. The teacher has the role of transferring knowledge to students while students as objects to receive knowledge given by a teacher. At the beginning of learning literature, a teacher introduces material so that students can understand the material more easily. After the teacher introduces the material, then the teacher presents the material to students. When students are receiving material from a teacher, there must be questions that are still in their minds. From these questions, then students discuss the material along with questions to their colleagues. From the results of the discussion students can capture the main ideas of the material being taught.

2. Conformity of literary teaching in Class X Textbooks The 2013 curriculum is reviewed from the perspective of teaching Moody's literature

Teaching literature in schools is very diverse, ranging from the introduction of literary history, theoretical pursuits about literary writing, and the teaching of appreciation of literature involving theoretical and emotional elements. This appreciation activity is very much needed in teaching literature. With this appreciation activity students are expected to better understand a literary work. Teaching literature in junior and senior high schools is not a cultural knowledge program. Indonesian Literature is merely a ride on Indonesian language teaching and is given only for 2-3 hours per week. Teaching literature here has more activities to study various languages, on the other side of the language. It can be seen that the weighting of the material load is only one sixth of all material in the field of study / Indonesian language subjects, with the name of the subject of Appreciation of Indonesian Language and Literature. By giving this name, there has been a narrowing of the literary position. The suitability of literary teaching in textbooks for class X 2013 curriculum reviewed in the perspective of teaching Moody's literature seems less comprehensive, even though what is used in literary teaching in class X textbooks in the 2013 curriculum is a model of teaching Moody's literature. Let us look at both the concepts of literary teaching from the perspective of Moody's model and those in the textbook.

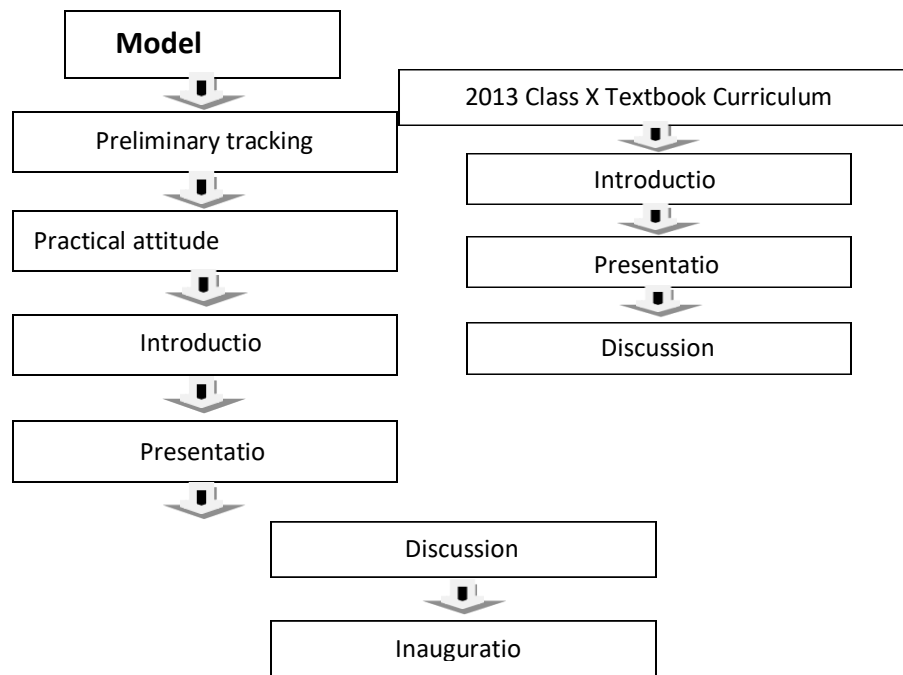


Figure 2. Comparison of Moody's Models and 2013 Curriculum X-Class Textbooks

Based on chart above, it can be concluded that the suitability of Literary Teaching in Class X Textbook 2013 Curriculum: Moody's Literature Teaching Perspective is not yet in accordance with the concept offered by Moody about the teaching model of literature, whereas the concepts used in teaching literature in curriculum X textbooks 2013 is a literary teaching model developed by Moody, including: Preliminary Tracking, Determination of Practical Attitudes, Introduction, Presentation, Discussion, and Inauguration. Whereas those used in the 2013 X class curriculum textbook are only three aspects that Moody has, including: Introduction, Presentation, and Discussion.

Conclusions and recommendations

Literature as experience means something that must be experienced, enjoyed, felt and thought about. Thus, based on this principle, the literary work we present in the teaching of literary appreciation should provide a rich new experience for students. Therefore, the literature must have an influence on the lives of students. The main thing for literary teachers to do is to provide guidance so that students find the meaning of literature according to themselves. The most appropriate attitude that the literary teacher must show in this connection is 'passive-wise' attitude. That is, the teacher gives more freedom to students to give interpretations. He is only 'talking' at the time that is really needed. Teaching Literature in Class X Textbook 2013 Curriculum: Moody's Literature Teaching Perspective is not yet in accordance with the concept offered by Moody about the model of literary teaching, whereas the concepts used in teaching literature in class X textbooks 2013 curriculum are models of literary teaching developed by Moody, including: Preliminary Tracking, Determination of Practical Attitudes, Introduction, Presentation, Discussion, and Inauguration. Whereas those used in the 2013 X class curriculum textbook are only three aspects that Moody has, including: Introduction, Presentation, and Discussion.

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