NARRATIVE TEXT AS THE MATERIAL TO INTEGRATE LITERATURE IN EFL CLASS

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Abstract:
Presently, teachers are required to be creative and innovative in teaching. Many techniques can be used to shape the class so that it is attractive to students. One way is to pay more attention to the material to be delivered. Literature is one of the approaches that will interest students in EFL class. Therefore, the authors want to examine the implementation of literature in secondary schools. Narrative text is one kind of literature that is frequently used as language material in secondary schools. So, this study intends to determine the practice of narrative texts in EFL class. The research in this article uses descriptive qualitative methods and uses library research. Furthermore, interviews also form the basis of analysis in this study. The speaker is a 9th grade English teacher at MTs Surya Buana Malang. The data was acquired using unstructured questions thru WhatsApp and met in individual. The researchers examined the data, using the information from the interviews. This study discovered several learning strategies applied by teachers in teaching narrative texts, the learner's challenges experienced in learning narrative text. In conclusion, the discussion shows that narrative text can develop students' English skills. Narrative text is an effective medium in teaching English and builds students enthusiasm during learning activities.

Keywords: *literature, narrative text, learning strategy*

INTRODUCTION

Teachers are currently expected to use creativity and innovation in their lessons. Teachers face challenges in selecting the best teaching strategy for students in EFL class (Widdowson, 1979). To form a class that is attractive to students is to pay more attention to the material to be delivered. One of the teaching approaches in EFL class that will interest students is to use literature as the material. Based on previous research, a lot of students prefer to read fiction book rather than educational book because it required less thought, was more fun, and encouraged creativity and imagination (Utami & Nur, 2021). As a result, the use literature in language teaching might be a valuable and interesting strategy to enhance students' language. In literature, the utilization of language is highly accurate and associated since it is tightly related to the writer's feelings, mind, and desire. It exposes students to the language and elevates their mood, enabling them to interact emotionally and cognitively with the material.

Literature is a reflection of life, and language is the best manner for doing it in words (Hossen & Al Musayeb, 2022). Language and literature is an entity that is not separated and has several advantages for language development. There are seven factors, including universality, non-triviality, personal relevance, variety, curiosity, economy and suggestive power, and ambiguity, that could make literature a useful language learning instrument. In general, literature illustrates real life situations (Maley, 1989). Through literature students will automatically learn communication skills, enabling them to be more creative, and have critical thinking. Additionally, literature can also be used as a tool to assist students hone their reading, listening, writing and speaking abilities as well as their vocabulary and grammar (Aghagolzadeh & Tajabadi, 2012).

Teaching literature in EFL class should observe the ability level of students. Not all literature materials will be effectively used in EFL class. In secondary schools, one of the materials that is suitable to integrate literature is narrative text. A narrative text is the most fascinating genre since it presents

an imaginative story. Also, incorporates fictive ideas and narratives in order to amuse the reader or listener (Permatasari, 2013). Narrative text contains stories of fiction, non-fiction, fairy tales, or folklore which have the aim of entertaining and attracting the attention of readers. In addition, it is also used to teach, provide information, and change the mind or behavior of the readers (Iwuk, 2007). Material learning in the form of interesting reading encouraged students' interest in learning foreign languages, especially in secondary schools.

Through an interview with the teacher in person, the researchers want to understand the teacher's implementation of narrative text as the material to integrate literature in EFL class. In this article, the researchers will answer some questions: 1) How is the implementation of narrative text in EFL class? 2) What are the learner's challenges in learning narrative text and how does the teacher overcome these problems? This study intends to provide information on how narrative text is used in the classroom and what English skills students can develop while utilizing narrative text as a material for English learning.

METHOD

This study employs a qualitative descriptive methodology to describe the implementation of narrative text in EFL class. The research also bases its analysis on information found in libraries. All of the data was gathered from articles that were searched for using the keywords "classroom," "literature," "narrative text," "video learning," "learning strategy," and "vocabulary" by the researchers. The speaker is a 9th grade English teacher at MTs Surya Buana Malang. The data was acquired using unstructured questions thru WhatsApp and met in individual. In order to learn more about the viewpoints, experiences, thoughts, and perception of the subject, an unstructured interview design was employed on this study. Unstructured interviews rely on social interaction among the researchers and the participant to advantage a complete knowledge of the phenomenon of interest from personal views

(Wildemuth, 2017). Last, using the information from the interviews, the researchers examined the data.

FINDINGS AND DISCUSSION

The Implementation

In the learning process, teachers are expected to use certain methods according to the student's circumstances and the extent of the material. The role of the teacher in the learning process is to develop effective teaching scenarios, master the principles of learning, select and use learning media, teaching methods, and strategies or approaches in effective learning. Teachers also should have the ability to assess student learning outcomes (Sagala, 2017). Learning strategies are not only limited to activity procedures, but also include material or textbooks (Dick & Carey, 1966).

Our findings indicate that the teacher taught the narrative text in ninth grade in the second semester based on the curriculum that has been implemented at school. The curriculum that will be studied by students is an experience gained from their participation in the learning process carried out by the teacher (Rusman, 2009). The strategy applied by the teacher at the beginning of learning narrative texts is to provide examples of narrative texts in the form of written texts and videos. Audio-visual forms such as videos encourage students interested in the material. Students are able to visualize and retain information when using visual materials, and they are better able to hear and understand messages when using audio materials (Busyaeri et al., 2016). Videos have regularly been used to enhance instruction and learning (Khairani et al., 2019). Videos for educational purposes have become a necessary part of higher education (Brame, 2016).

Information about showing videos in class is obtained based on what the teacher said in the interview. The English teacher stated: "I will also show a video of narrative text such as a fable or folklore." By representing examples of narrative text at the beginning of learning, the teacher hopes to encourage students' ability to understand the definition of narrative text even

before the teacher explains. It also trained students' critical thinking skills. The growth of critical thinking skills is necessary because this ability is one of the qualities desired in the world of work (Mahmudi, 2010). The next step, the teacher instructed students to discuss with their peers. According to the teacher's statement that: "This stimulus is able to make students comprehend the definition and social function of narrative text by themselves. So, after that I just explained a little more about narrative text." The narrative text includes fiction, non-fiction, fairy tales, or folklore. The goal of narrative text is to amuse and draw the reader's interest. However, narrative text can also be used to instruct, inform, and influence the reader's thoughts or actions (Iwuk, 2007).

After students understood the definition and social function of narrative text, the teacher explained the structure of narrative text in short explanations. Then, the teacher gave students exercises about narrative text. Teacher tried to design a task that encouraged students to be active in learning through the application of discovery learning strategy. Discovery learning is a method for creating an active learning style through self-reflection and self-examination, ensuring that the learning outcomes are retained in memory. Students can learn to think critically and attempt to solve their own problems through discovery learning (Hosnan, 2014). To implement the teaching method, students were requested to arrange a narrative text that has been scrambled for each paragraph so that a coherent text is formed according to its structure. According to teacher information, the result indicated that a lot of students are able to compose narrative texts properly.

Teacher also explained the use of language features in narrative text. The language features of narrative text use sentence patterns in simple past tense, which usually begins with the adverb of time such as a long time ago, once upon a time, etc. To strengthen students' knowledge, the teacher provided an assignment in the form of text analysis. Students were given a narrative text and then asked to analyze the structure and language features of the text. An analysis was done by reading comprehension, looking for the

main idea, and concluding the contents of the story (Mislaini, 2015).

The teacher also applied cooperative learning strategies so that students could work together, discuss, and express opinions. Cooperative learning is a strategy by forming small teams and each team member is not only responsible for his own knowledge but also helps others learn as well to create an active learning condition and gain an optimal learning experience (Astuti, 2013). To apply the strategy, the teacher divided the students into several groups. The students were asked to look for examples of narrative text in video form. Later each group will present their video in front of the class and explain the storyline. Presentasion can improve students' speaking proficiency and develop their self-confidence. English Presentation is a high order of skills that are productive for the presenter and are receptive for the audience during the presentation (Tamrin et al., 2018).

The Challenges of Students

In delivering material in EFL class there will certainly occur a lot of obstacles. It is what the teacher said: "For constraints, some students have difficulties understanding the contents of the story due to limited vocabulary mastery. Meanwhile, students can grasp the materials and texts in case they have understanding about the meaning of words. Therefore, mastery of vocabulary is important." As one of the fundamental elements of language, gaining knowledge of vocabulary comprehension offers a lot of challenges (Zhi-liang, 2010). Based on the interview, the teacher provided a solution to overcome this problem by directing students to see the vocabulary from its context. So, the students do not have to understand the meaning of each vocabulary word in the text but can guess what the vocabulary means. One approach we might take into consideration is guessing meaning from context, in which students infer the meaning of a word from the "context" in which the word appears by finding keywords or hints that may imply its meaning (Kurniawan, 2019). By implementing this, the students are expected to be able to overcome the problem and can optimize the student's abilities so that they do not open the dictionary too much. However, students are also

expected to increase their mastery of vocabulary so that their English skills will be developed. Vocabulary proficiency is crucial for learners to succeed academically (Wessels, 2011). Learners will struggle to comprehend the text's substance if they do not comprehend the meaning of the terms in it. Learners will be able to successfully engage with lessons and tasks provided in the target language by mastering vocabulary (Ghazal, 2007). Although problems encountered, the learning method used by the teacher proved to increase the effectiveness of teaching narrative text. It is by what the teacher said: "At the end of the learning process, students can obtain great grades." In other words, the use of narrative text as learning materials in EFL class establishes students to increase their abilities in English.

CONCLUSION

The approach to establishing the class to be attractive for students is more regarding the material to be delivered. One of the materials that will interest students in EFL class is literature. In secondary schools, the teacher uses narrative text to integrate literature. The researcher found several learning strategies applied by teachers in teaching narrative texts, the learner's challenges experienced in learning narrative text, and the final result of students at the end of the learning process. The teacher's learning strategy encourages students to think critically and be actively involved in learning. During the learning process, some students experienced difficulties due to their lack of mastery of English vocabulary. The teacher tries to find a solution and finally, the problem can be solved. With attractive learning strategies and the proper media as applied by the teacher, students will be more motivated to learn. This method can also improve students' skills such as reading, speaking, and memorizing. Students engage an active role in learning, practice communication between friends, and dare to express an argument. So, it can be concluded that narrative text is an effective material for teaching language in EFL class and grants a positive impact on students.

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