CHAPTER II

LITERATURE REVIEW

2.1 The Nature of Test

In teaching and learning process, the teacher needs to carry out the assessment to evaluate students' learning. Linn and Miller (2005:26) explain that assessment is a general term that includes the full range of procedures used to gain information about student learning (observations, ratings of performances or projects, paper-and-pencil tests) and the formation of value judgments concerning learning progress.

Assessment includes testing as the example, as Hughes (2003: 5) explains that testing is not, of course, the only way in which information about people's language ability can be gathered. It is just one form of assessment, and other methods will often be more appropriate. Moreover, Linn and Miller (2005: 26) state that a test is a particular type of assessment that typically consists of a set of questions administered during a fixed period of time under reasonably comparable conditions for all students. Therefore, testing is the part of assessment. Further, Heaton (1975 : 11) explains that the term *test* refers to a set of items. The test includes the test item in form of the question. In teaching and learning process, tests are usually made to know students' ability in mastering the materials given by the teachers. Genesee and Upshur (1996 : 4) also state that tests can be a great help in collecting information for second language evaluation. Moreover, the test can also be used as the reflective way to see how well the teaching and learning

process happens. It can also determine which part of materials that the students could not be able to master well. Therefore, the teacher can give emphasis on the teaching in the following semester.

The test items in the test need to reflect what they intent to test. For example, to test students' English writing, the teacher needs to ask students to write in English according to the certain criteria stipulated by the teacher, for example, topic, the range of time, and the length. Therefore, the test items in the test need to be related to the test's intended focus. There are also the principles of the test according to Shohamy (2001 : 26-27):

1. *Test would grant opportunities to all.* The introduction of tests would mean that every person, regardless of background, would have the opportunity and the right to be tested.

2. *Test would be objective.* The objectivity of tests would mean that all test takers would be treated equally with regard to name, background, gender, and other factors known to contribute to subjectivity and discrimination.

3. *Test would be scientific.* Test would be viewed as scientific as they would apply a variety of methods to ensure objectivity and fairness. Concepts such as item analyses, reliability and validity based on statistical methods would guarantee both the high quality of test and freedom from the natural biases of human beings.

4. *Tests would use objective item type.* In order to minimize the biases, tests would use objective type items. Such items would neutralize the

biases known to affect the judgment of testers and would reduce the subjectivity related with ratings and raters.

2.1.1 The Aspects in The Test

According to Genesee and Upshur (1996 : 142-146), there are three aspects of the test. They are test content, test method, and tests as measurement. Firstly, in test content, a test can be seen as the reflection of subject matter, knowledge, and skills given during the period of teaching and learning process of a subject. It is like a sample of subject matter given at the end of the period to know students' learning of that subject.

Secondly, test methods deal with the kinds of tasks that are used as the tests. It is the form of the test content, for example reading text completed by questions that need students' written answer or multiple-choice options that the students must choose.

The third is about the tests as measurement. In this aspect, the test can be described as the quality that is available in the things or individual that are usually represented by numbers or scores, as Linn and Miller (2005 : 26) explain that measurement is the assigning of numbers to the results of a test or other type of assessment according to specific rule (e.g., counting correct answers or awarding points for particular aspects of an essay).

In giving the test, the teacher should give clear directions in order to lead the students in answering the questions in the test. Dick, Carey, and

Carey (2005 : 156) state the information that are usually found in test directions:

1. The test title suggests the content to be covered, rather than simply saying pretest or "Test I."

2. A brief statement explains the objectives or performance to be demonstrated, and the amount of credit that will be given for a partially correct answer.

3. Learners are told whether they should guess if they are unsure of the answer.

4. Instructions specify whether words must be spelled correctly to receive full credit.

5. Learners are told whether they should use their names or simply identify themselves as members of a group.

6. Time limits, word limits, or space limits are spelled out. In addition, learners should be informed about whether they need anything special to respond to the test such as number 2 pencils, machine-scored answer sheets, a special text, or special equipment such as computers, calculators, or maps.

2.1.2 Kind of Tests

Different purposes of the test also make the differences in the kinds of test. These kinds of test will also provide different information for the teachers who hold the test.

According to Hughes (2003 : 11), there are four kinds of test:

1. Proficiency Tests

    In this kind of test, the students are asked to be able to master language in global competence, as Brown (2004 : 44) explains that a proficiency test is not limited to any one course, curriculum, or single skill in the language; rather, it tests overall ability. Moreover, Hughes (2003 : 11) also states that proficiency tests are designed to measure people's ability in a language, regardless of any training they may have had in that language. Therefore, in this proficiency test, the students are not asked to master the single skill but the skills that they will use to communicate in the target language.

2. Achievement Tests

    The test that is directly related to the objectives of the language course is achievement test. It is designed to see how successful the students also the course in achieving the objectives. Brown (2004 : 47) explains that achievement tests are (or should be) limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in a question. There are two categories of achievement test: *final achievement tests* and *progress achievement tests*. Final achievement tests are given to students after they reach the end of the course, as Hughes (2003 : 13) states that final achievement tests are those administered at the end of a course of study. Therefore, in designing the achievement tests, the

teacher should be based on the syllabus or on the books or materials used during the course. Progress achievement tests are made to see the progress that the students make during following the course, as Hughes (2003 : 14) explains that progress achievement tests, as their name suggests, are intended to measure the progress that students are making. Since this test is also included in the achievement test which is related to the objective of the curriculum, therefore to develop this test, the teacher should make short-time-objective to define which progress that the students are expected in the range of time.

3. Diagnostic Tests

    The third kind of test is diagnostic test. This test is design to see where the learning still need to focus on, as Hughes (2003: 14) states that diagnostic tests are used to identify learner's strengths and weaknesses. They are intended primarily to ascertain what learning still needs to take place.

4. Placement Tests

    Placement test is designed to determine the level of students to be assigned in particular level of language program. Hughes (2003 : 16) states that placement tests, as their name suggests, are intended to provide information that will help to place students at the stage (or in the part) of the teaching programme most appropriate to their ability. The test usually contains the sample of materials given during the course. This test can indicate whether the students feel too easy, too

difficult, or appropriately challenging in the particular point from the test given.

The tests that are used in this study are the achievement tests because the tests given to the students relate to the course outlines of Literature courses. The tests are administerd to know how students' learning of these courses in achieving the course outlines. These tests are divided into two categories: the mid-term tests are the progress achievement tests which are given in the middle of semester and the final tests are the final achievement tests which are given at the end of the semester.

The tests are also divided into two types: *formative test* and *summative test*. Formative test takes place during the teaching and learning process. It is aimed to see the progress made by the students during the term and also to modify teaching and learning activities, as Genesee and Upshur (1996 : 153) stated that formative testing is ongoing and takes place throughout a course or program of instruction. The results of formative testing can be used to modify instruction while the course is in progress. On the other hand, summative test takes place at the end of the term to see the students' accomplishment of the materials given. This test usually provides grades for the students after their learning. Genesee and Upshur (1996 : 153) said that summative testing comes at the end of a course or program of instruction and helps teachers make decisions about passing, failing, or promotion or about the overall effectiveness of the program or course.

2.2 Revised Bloom's Taxonomy

The original Bloom's Taxonomy was found by Benjamin S Bloom in 1956. Bloom divided three domains in teaching and learning process. They are cognitive, affective, and psychomotor. The first domain is cognitive domain that deals with intellectual or thinking ability. The second domain is affective domain. According to Bloom, Krathwhol and Masia, as cited in Truschel (2008) affective domain deals with value. Lynch, Russell, Evans,and Sutterer (2009 : 52) also state that the affective domain is a necessary complement to the cognitive domain. The last domain is psychomotoric domain that deals with pshycomotoric behaviour. Lynch, Russell, Evans,and Sutterer (2009 : 48) explain on their study that the articulation of these domains is collectively referred to as "Bloom's taxonomy" although this label is often applied only to the cognitive domain as developed in the first report. This means that the term "Bloom's Taxonomy" is often referred to the cognitive domain because this is the domain that was developed firstly in Bloom's Taxonomy. Bloom's Taxonomy gives a way to order students' thinking skills from the most basic to the most complex, as Forehand (2005 : 2) also states the following:

> Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity. Throughout the years, the levels have often been depicted as a stairway, leading many teachers to encourage their students to "climb to a higher (level of) thought."

The cognitive domain which is in the original taxonomy is divided into six categories, as explained in McBeath (1992 : 166)

1. Knowledge   = memorize and recall information

2. Comprehension = interpret information in one's own words

3. Application = apply knowledge to new situations

4. Analysis = breakdown knowledge into parts and show relationship among parts

5. Synthesis = bring together parts of knowledge to form a whole; build relationships for new situations

6. Evaluation = make judgments on basis of criteria

In 1990's, Bloom's Taxonomy had been revised into two dimensions, *cognitive dimension* and *knowledge dimension*. Cognitive dimension includes *remembering, understanding, applying, analyzing, evaluating,* and *creating.* Knowledge dimension includes *factual knowledge, conceptual procedural, procedural knowledge,* and *metacognitve knowledge*.

The terminology used in the cognitive dimension of Revised Bloom's Taxonomy had been changed into verb from noun. The use of verb in the terminology seems more suitable because it shows the thinking process which is the active process rather than the use of noun. The term *"knowledge"* had been revised into *"remember"* because the term *"knowledge"* shows the product of thinking rather than the thinking process. The use of terminology *"synthesis"* and *"evaluation"* had also been changed into *"evaluate"* and *"create"*. These changes are also more appropriate because they reflect better sequence of thinking classification. The structure of cognitive dimension of Revised Bloom's Taxonomy are stated in the Anderson and Krathwohl (2001):

Categories & Cognitive Processes	Alternative Names	Definition
Level 1 – C1		
Remember		**Retrieve knowledge from long-term memory**
Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material
Recalling	Retrieving	Retrieving relevant knowledge from long-term memory
Level 2 – C2		
Understand		**Construct meaning from instructional messages, including oral, written, and graphic communication**
Interpreting	Clarifying Paraphrasing Representing Translating	Changing from one form of representation to another
Exemplifying	Illustrating Instantiating	Finding a specific example or illustration of a concept or principle
Classifying	Categorizing Subsuming	Determining that something belongs to a category
Summarizing	Abstracting Generalizing	Abstracting a general theme or major point(s)
Inferring	Concluding Extrapolating Interpolating Predicting	Drawing a logical conclusion from presented information
Comparing	Contrasting Mapping Matching	Detecting correspondences between two ideas, objects, and the like
Explaining	Constructing models	Constructing a cause and effect model of a system
Level 3 – C3		
Apply		**Applying a procedure to a**

		familiar task
Executing	Carrying out	Applying a procedure to a familiar task
Implementing	Using	Applying a procedure to an unfamiliar task
Level 4 – C4		
Analyze		**Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose**
Differentiating	Discriminating Distinguishing Focusing Selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material
Organizing	Finding coherence Integrating Outlining Parsing Structuring	Determining how elements fit or function within a structure
Attributing	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material
Level 5 – C5		
Evaluate		**Make judgments based on criteria and standards**
Checking	Coordinating Detecting Monitoring Testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented
Critiquing	Judging	Detecting inconsistencies between a product and external criteria; determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem

Level 6 – C6		
Create		**Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure**
Generating	Hypothesizing	Coming up with alternative hypotheses based on criteria
Planning	Designing	Devising a procedure for accomplishing some task
Producing	Constructing	Inventing a product

The structures of knowledge dimension of Revised Bloom's Taxonomy are stated

in Anderson and Krathwohl (2001 : 29):

Knowledge Dimension	**Definition**
A. Factual Knowledge Aa. Knowledge of terminology Ab. Knowledge of specific details and elements	**The basic elements that students must know to be acquainted with a discipline or solve problems in it**
B. Conceptual Knowledge Bb. Knowledge of classifications and categories Bb. Knowledge of principles and generalizations Bc. Knowledge of theories, models, and structures	**The interrelationships among the basic elements within a larger structure that enable them to function together.**
C. Procedural Knowledge Ca. Knowledge of subject-specific skills and algorithms Cb. Knowledge of subject-specific techniques and methods Cc. Knowledge of criteria for determining when to use appropriate procedures	**How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.**
D. Metacognitive Knowledge	**Knowledge of cognition in general**

	as well as awareness and knowledge of one's own cognition.
Da. Strategic knowledge Db. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge Dc. Self-knowledge	

2.2.1 Low Order Thinking and High Order Thinking In Revised Bloom's Taxonomy

As explained above, that cognitive dimension of Revised Bloom's Taxonomy has six cognitive levels, *Remembering, Understanding, Applying, Analyzing, Evaluating,* and *Creating*. Because cognitive levels of Revised Bloom's Taxonomy deal with students' thinking, these cognitive levels include low order thinking and high order thinking. The highest three levels are included in high-order-thinking, as Limbach and Waugh (2010 : 3-4) state that the progressive levels of Bloom's Revised Taxonomy include *Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating*. Students who interact in the upper three levels are practicing higher level thinking. Ramirez and Ganaden (2008 : 24) also explain that the top three of cognitive processes in Revised Bloom's Taxonomy are considered as higher order thinking skills. This also means that the low order thinking occupies the three lowest levels of Revised Bloom's Taxonomy (*Remembering, Understanding,* and *Applying*).

From the explanation about the highest three levels in cognitive dimension of Revised Bloom's Taxonomy above, it can be seen that those highest three levels promote the students to improve their high order

thinking. Stowell (2010) explains that Bloom's taxonomy has become a valuable tool for teachers to understand how their practices influence their students' cognitive development, and help to judge which activities are ultimately more challenging and valuable to promote high-level thinking. High level thinking or high order thinking is useful for the students to develop because this thinking skill can help them to think more deeply from what they get, not only absorbing information, as Limbach and Waugh (2010 : 5) state that for students to participate in higher level thinking, they must pose arguments, state opinions, look for evidence, critique the evidence, and think with fair-mindedness. In this thinking, the students are also promoted into level where they can sharpen their thinking critically, as Truschel (2008) states that the use of Bloom's Taxonomy can be a very powerful tool in assisting a student to learn at a higher and more critical level.

2.3   Critical Thinking

In higher education, students are expected to develop their critical thinking as the high order thinking. Bassham, Irwin, Nardone, & Wallace (2002 : 9) also explain that in college, as we have seen, the focus is on higher-order-thinking: the active, intelligent evaluation of ideas and information. Then, critical thinking is categorized as high-order-of thinking, as Onosko and Newmann, as cited in Tedjaatmadja (2010) categorize critical thinking as a higher order skill, since human has to expand his or her mind to meet new challenges.

Halpern, as cited in Limbach and Waugh (2010 : 2) states that one of the most common goals of teaching is to develop critical thinking skills in students. Students need to be actively involved in the teaching and learning process in order to develop their higher thinking, as Limbach and Waugh (2010 : 2) explain that active learning can make a course more enjoyable for both teachers and students, and most importantly, can cause students to think at a higher level. They are not only asked to absorb the information, but they also need to give their judgment, evaluate, and also explore the new ideas based on the information they get. Cottrel (2005 : 1) states that critical thinking is a cognitive activity, associated with using the mind.

Burden and Byrd, as cited in Rudd and Moore (2003 : 129) categorize critical thinking as a higher-order thinking activity that requires a set of cognitive skills. This means that in critical thinking the students need to apply the more thinking levels in cognitive level, as Duron, Limbach, and Waugh (2006 : 160) state that the lower levels require less thinking skills while the higher levels require more. Therefore, critical thinking as the high order thinking plays a vital role in higher education.

Cottrel (2005 : 4) states the numerous benefits of critical thinking skills, as stated in the following:

1. improved attention and observation

2. more focused reading

3. improved ability to identify the key points in a text or other message rather than becoming distracted by less important material

4.   improved ability to respond to the appropriate points in a message

5.   knowledge of how to get your own point more easily

6.   skills of analysis that you can choose to apply in a variety of situations

Developing the critical thinking can be useful for the students to develop their quality of thinking in order to monitor the progress they made in achieving their goal, as Halpern (1999 : 73) explains that while engaging in critical thinking, students need to monitor their thinking process, checking that progress is being made toward an appropriate goal, ensuring accuracy, and making decisions about the use of time and mental effort. Paul and Elder, as cited in Wang (2009 : 52) state that critical thinking is a mode of thinking about any subject, content, or problem. It is an ability with which students can improve their thinking quality by skillfully managing their thinking structures and intellectual criteria around them. Moreover, Falcone, as cited in Wang (2009 : 52) states that critical thinking is a cognitive process of developing reasonable, logical, and reflective judgment about what to believe or what to do. The one can be said as critical thinker if he or she can analyze, evaluate the information they get, not only accept the information, as Duron, Limbach, and Waugh (2006 : 160) explain that critical thinking is, very simply stated, the ability to analyze and evaluate information. Critical thinkers raise vital questions and problems, formulate them clearly, gather and assess relevant information, use abstract ideas, think open-mindedly, and communicate effectively with others.

To know the level of thinking in teaching and learning process led by the teacher, the test can be used as the indicator to see the implementation of the level

of thinking. It is also because the test itself involves the questions as the test items that are important during students' learning, including in stimulating students' critical thinking, as Duron, Limbach, and Waugh (2006 : 162) state the following:

> Questioning is a vital part of the teaching and learning process. It allows the teacher to establish what is already known and then to extend beyond that to develop new ideas and understandings. Questions can be used to stimulate interaction between teacher and learner and to challenge the learner to defend his or her position, (i.e., to think critically).

Seeing the importance of developing critical thinking, the teacher need to implement it during the teaching and learning process. The teacher plays an important role of it, as Zonar, Anat, Dori, and Yehudit J, as cited in Koczij and Williams (2005 : 14) state that a teacher's role in the process of developing higher order thinking skills in the students is undeniable. The teacher can provide or develop the test to sharpen students' critical thinking.

Mabrouk (2001) developed steps to foster critical thinking in classroom in accordance with Bloom's Taxonomy:

1. the evaluation of critical thinking skills covered on tests given in previous semesters

2. the administration of a pre-test to assess critical thinking skills

3. the instruction and use of critical thinking skills in class

4. the development of tests to promote critical thinking

5. the assessment of student performance with regard to the six levels of critical thinking on tests and

6. the administration of a post-test to assess critical thinking skills.

In her study, she related the Bloom's Taxonomy to the critical thinking that her students comprised. As explained before, Bloom's Taxonomy promotes the students to develop their critical thinking, as Duron, Limbach, and Waugh (2006 : 161) state that to provide the greatest benefit to students, teachers should provide many opportunities for students to engage in the upper levels of Bloom's taxonomy where critical thinking takes place. To make students more engaged with critical thinking, the teacher can design the tests that need the application of the students' critical thinking to answer. The principles about critical testing are found in Shohamy (2001 : 131):

1. Encourage test takers to develop a critical view of tests as well as to act on it by questioning tests and critiquing the value which is inherent in them.

2. Critical testing challenges the uses of the test as the only instrument to asses knowledge and consider multiple procedures, the sum of which can provide a more valid picture for interpreting the knowledge of individuals.

2.4 The Nature of Literature

People may find literature in society. It can be the poem, short story, novel, or others. Through literature, people can share and get new ideas, as Fowler (1965 : 217) explains that literature is the record of the attempt of writers to express and communicate their ideas about man's hopes, dreams, ideals, feelings, thoughts, and experience, and his relationship to society. Literature gives people with

important views that can be used as the medium to see and understand about themselves and society. Fowler (1965 : 219-222) also states the nature of literature as the reasons why people need to study literature:

1. Literature as individual insight

   From the literature created by someone, people can see what is in his or her heart and mind. His or her works in creating the literature can reflect him or herself. People can feel the loneliness, the beauty, the courage, and the pain of the artist through the literary works, for examples: fiction, poetry, and the drama. Maley, as cited in Abraham (2010 : 80) also states that the themes that literature deals with are common to all cultures in spite of the different approaches of the writers – death, love, human relationship, belief, nature etc and they are relevant to all human beings at all times.

2. Literature as social insight

   Through literature, people can also see someone's life in society, when he or she is in social issues and problems, for example: when someone gets rejection because of the differences of their colour, religion, or nationality. He or she can write what he or she feels when being rejected. Thus, he or she shares the experience through his or her work to the readers. Literature can also share the view of someone's reactions of war, peace, and also economic situation.

3.   Literature and international understanding

The need of teacher when teaching literature is also introducing the literature of foreign people and their cultures. The students can get new view about them through literary works. However, the direction of the teacher is still needed to make the students understand the common matters when dealing with literary works, as Fowler (1965 : 220) states that "without guidance of a teacher who can help them to see the common human problems beneath cultural differences, many students may read such books without understanding them."

4.   Literature as esthetic experience

When dealing with literary works, the students can find the writer's insight and idea. This can be the experience for students that can lead them into pleasure. Then, the students can also feel the beauty of the ideas expressed by the writer. They also enjoy the characterization, the plot, and also the setting in the literary work they deal with.

5.   Literature and values

Someone can get the values when dealing with literature, for example if someone read a literature that contains of men and women' moral and ethical choices and the consequences, he can evaluate these to be encountered into his or her life, relating to his or her real choice and consequences.

2.4.1 Teaching and Learning English Literature

In teaching and learning literature, the teacher introduces the students to the English cultures. Since the literary works given to the students are the authentic material, students can be actively involved to the native cultures and language through literary works. Literature also serves the people with moral values. It can inspire people to how to live based on the values provided. The benefits of learning literature through literary text are also explained in Abraham (2010 : 79):

> Beyond the sentence are both a challenge and an opportunity. Surely, literary texts give us much aesthetic, intellectual and emotional pleasure in that the writer often seeks to express his/her vision of human experience through a creative, emotive use of language and this in turn provides much impetus and motivation for the students to learn the language.

Learning English literary works also develop the students to improve four English skills: listening, speaking, reading and writing. Through watching a film that deals with literary work in English, the students can develop their listening and speaking of English from the use of language used by the actors and actresses. They hear and know how to pronounce English words from the native speaker. Through written English literary works, they develop their reading and writing skills of English. They are practiced to deal with text in English, including new vocabulary in English and to find the meaning inside the works, then, when they elaborate their understanding about those works in written form, they actually practice their English written skills. Literature courses may intent students to get the affective aspect from the literary texts given. To find the affective aspect, the students still need to use their cognitive process (thinking process) to

recognize the availability of that aspect, as Krathwohl, Bloom, and Masia (1974 : 62) state that each domain is somestimes used as a means to the other, through more common route is from the cognitive to the affective. They explain that:

> In some instances teachers use cognitive behavior not just as a means to affective behavior but as a kind of prerequisite. Thus appreciation objectives are often approached cognitively by having the student analyze a work of art so that he will come to understand the way in which certain effects are produced – the nuances of shading to produce depth, color to produce emotional tone, etc.

Lynch, Russell, Evans, and Sutterer (2009 : 48) state that the affective domain is a necessary complement to the cognitive domain. Therefore, by executing cognitive processes they can determine the existence of the affective aspect in the text given. Anderson and Krathwohl (2001 : 258) also state that nearly every cognitive objective has an affective component. For example, English teachers want a student not only to learn to critique good literature but also to value it, appreciate it, and seek opportunities to encounter it. This means that when the students are asked to critique good literature as the objective, they are also intended to value it, appreciate it, and seek opportunities to encounter it.

In English Department of Universitas Negeri Jakarta, there are ten courses which are included in Literature courses from 088 – 093 (2006/2007 - 2010/2011):

2006/2007

1.   Survey of English Literature (088)

2007/2008

2.   English Literature 1 (088)

3.   English Literature 2 (089)

4.   Survey of English Literature (090)

2008/2009

5.   History of English Literature (090)

6.   Literature 1 (091)

7.   Literature 2 (092)

2009/2010

8.   History of English Literature (092)

9.   Literature 1 (093)

2010/2011

10.   History of English Literature (093)

The description of those Literature courses are given below according to *SAP (Satuan Acara Perkuliahan)* or Course Outline of English Department in UNJ:

1.   English Literature 1 & Literature 1

Pengantar

Mata kuliah ini merupakan bagian dari kelompok mata kuliah English Literature yang diberikan dalam dua semester dan masing-masing berbobot 3 SKS. Mata kuliah ini bertujuan mengembangkan kemampuan mahasiswa dalam mengapresiasi karya sastra dengan cara mengidentifikasi elemen-elemen intrinsik dalam teks puisi dan cerita pendek dan menghasilkan review dan critical essay sederhana terhadap

teks tersebut guna menunjang pengembangan kemampuan dan keterampilan berkomunikasi lisan dan tulisan dalam bahasa Inggris secara benar dan baik.

Tujuan

1. *Mahasiswa memahami konsep-konsep kesusastraan dalam tataran intrinsik terhadap berbagai teks puisi dan cerita pendek.*

2. *Mahasiswa dapat mengidentifikasi konsep-konsep intrinsik teks puisi dan cerita pendek.*

3. *Mahasiswa menghasilkan apresiasi kritis dalam bentuk review dan critical essay terhadap elemen-elemen intrinsik yang terkandung dalam teks puisi dan cerita pendek.*

Standar Kompetensi

Mahasiswa mampu secara kritis mengapresiasi puisi dan cerita pendek dan menghasilkan review dan critical essay terhadap elemen-elemen intrinsik (sound devices, tema, plot, tokoh dan penokohan, setting, sudut pandang, tone, jenis-jenis puisi) yang disampaikan secara lisan dan tertulis, dalam wacana pengetahuan kesusastraan secara baik dan benar

Kompetensi Dasar

Mahasiswa mampu mendemonstrasikan pemahaman kritis terhadap teks puisi dan cerita pendek dengan cara:

a. *Mengidentifikasi sound devices yang terdapat dalam puisi dan cerita pendek.*

b.   *Menyebutkan beragam jenis puisi dan membahas perbedaannya.*

c.   *Menganalisis plot, tokoh dan penokohan, setting, sudut pandang, tone yang terdapat dalam cerita pendek.*

Introduction

This course is part of Literature courses that are given in two semesters and each course has 3 credits. This course aims to develop students' ability in appreciating literary works by identifying the intrinsic elements in the text of poems and short stories and to produce a simple review and critical essays on the text to support the development of oral and written communication skills in English language correctly.

Objectives

1. Students understand intrinsic literature concepts towards various poems and short stories

2. Students are able to identify intrinsic concepts in poem and short story

3. Students produce critical appreciation in form of review and critical essay towards intrinsic elements in poem and short story

Standar Competence

Students are able to critically appreciate the poetry and short story and produce review and critical essay on the intrinsic elements (sound devices,

theme, plot, characters and characterizations, setting, point of view, tone, the kinds of poetry) that are delivered orally and in writing , in the correct discourse of literary knowledge.

Basic Competencies

Students are able to demonstrate critical understanding of the text of poems and short stories by:

    a.   Identifying sound devices that are found in poetry and short stories.

    b.   Mentioning the various types of poetry and discussing the differences.

    c.   Analyzing plot, characters and characterizations,setting, point of view, tone that are available in short stories.

2.   English Literature 2 & Literature 2

Pengantar

Mata kuliah ini merupakan bagian dari kelompok mata kuliah English Literature yang diberikan dalam dua semester dan masing-masing berbobot 3 SKS. Mata kuliah ini bertujuan mengembangkan kemampuan mahasiswa dalam mengapresiasi karya sastra dengan cara mengidentifikasi elemen-elemen intrinsik dalam teks Drama dan Novel dan menghasilkan review dan critical essay sederhana terhadap teks tersebut guna menunjang pengembangan kemampuan dan keterampilan

berkomunikasi lisan dan tulisan dalam bahasa Inggris secara benar dan baik.

Tujuan

1. *Mahasiswa memahami konsep-konsep kesusastraan dalam tataran intrinsik terhadap berbagai teks Drama dan Novel.*

2. *Mahasiswa dapat mengidentifikasi konsep-konsep intrinsik teks Drama dan Novel*

3. *Mahasiswa menghasilkan apresiasi kritis dalam bentuk review dan critical essay terhadap elemen-elemen intrinsik yang terkandung dalam teks Drama dan Novel.*

Standar Kompetensi

Mahasiswa mampu secara kritis mengapresiasi Drama dan Novel dan menghasilkan review dan critical essay terhadap elemen-elemen intrinsik (tema, plot, tokoh dan penokohan, setting, sudut pandang, tone) yang disampaikan secara lisan dan tertulis, dalam wacana pengetahuan kesusastraan secara baik dan benar.

Kompetensi Dasar

Mahasiswa mampu mendemonstrasikan pemahaman kritis terhadap teks Drama dan Novel dengan cara:

a. *Mengidentifikasi tema, plot, tokoh dan penokohan, setting, sudut pandang, tone yang terdapat dalam Drama dan Novel.*

b. *Menganalisis plot, tokoh dan penokohan, setting, sudut pandang, tone yang terdapat dalam Drama dan Novel.*

c.   Mengapresiasi teks drama dan novel secara kritis dengan menggunakan bahasa Inggris yang baik dan berterima.

Introduction

This course is part of Literature courses that are given in two semesters and each has 3 credits. This course aims to develop students' ability in appreciating literary works by identifying the intrinsic elements in the text of Drama and the Novel and produce simple reviews and critical essays on the text to support the development of oral and written communication skills in English language correctly.

Objectives

1.   Students understand intrinsic literature concepts towards various dramas and novels

2.   Students are able to identify intrinsic concepts in drama and novel

3.   Students produce critical appreciation in form of review and critical essay towards intrinsic elements in drama and novel

Standar Competence

Students are able to critically appreciate the drama and novel and produce review and critical essay on the intrinsic elements (sound devices, theme, plot, characters and characterizations, setting, point of view, tone) that are delivered orally and in writing , in the correct discourse of literary knowledge.

Basic Competencies

Students are able to demonstrate critical understanding of the text of drama and novel by:

a.   Identifying theme, plot, characters and characterizations, setting, point of view, tone, that are available in Drama and Novel.

b.   Analyzing plot, characters and characterizations, setting, point of view, tone, that are available in Drama and Novel.

c.   Appreciating texts drama and novel critically by using good and acceptable English

3.   Survey of English Literature

Pengantar

Mata kuliah ini bertujuan agar mahasiswa memahami periodisasi kesusastraan Inggris dan memahami kaitan periodisasi ini terhadap perkembangan bahasa dan sastra Inggris. Pada akhir program diharapkan mahasiswa mampu memahami dan menyebutkan periodisasi tersebut dan mengidentifikasi pengaruhnya terhadap bahasa dan sastra Inggris.

Tujuan

1.   *Mahasiswa memahami periodisasi kesusastraan Inggris.*

2.   *Mahasiswa memahami kaitan periodisasi ini terhadap perkembangan bahasa dan sastra Inggris.*

3.	*Mahasiswa mampu mengidentifikasi pengaruh periodisasi tersebut terhadap bahasa dan sastra Inggris.*

Standar Kompetensi

Mahasiswa mampu menyebutkan periodisasi kesusastraan Inggris dan menjelaskan kaitan periodisasi ini terhadap perkembangan bahasa dan sastra Inggris. Mahasiswa mampu mengidentifikasi pengaruh periodisasi dalam kesusastraan Inggris terhadap bahasa dan sastra Inggris.Mahasiswa mampu secara kritis mengapresiasi karya sastra inggris, berdasarkan periodisasinya, yang disampaikan secara lisan dan tertulis, dalam wacana pengetahuan kesusastraan secara baik dan benar.

Kompetensi Dasar

Mahasiswa mampu mendemonstrasikan pemahaman kritis terhadap periodisasi kesusastraan Inggris dengan cara:

a.	*Menyebutkan periodisasi kesusastraan Inggris.*

b.	*Mengidentifikasi pengaruh periodisasi tersebut terhadap bahasa dan sastra Inggris.*

Introduction

This course aims to make students understand the periodization of English literature and its relation to the development of English language and literature. At the end of the program students are expected to be able

to understand and mention the periodization and identify its influence on English language and literature.

Objectives

1. Students understand the periodization of English literature

2. Students understand the relation of English literature periodization to the development of English language and literature

3. Students are able to identify the influence of that periodization to the English language and literature

Standar Competence

Students are able to mention the periodization of English literature and explain the relationship of this periodization to the development of language and English literature. Students are able to identify the influence of the periodization in the English literature to English language and literature.

Students are able to critically appreciate English literature work based on its periodization, that is delivered orally and in writing, in the correct discourse of literary knowledge.

Basic Competencies

Students are able to demonstrate critical understanding of the English literary periodization by:

a. Mentioning English literary periodization.

b. Identifying the influence of the periodization to the English language and literature.

4. History of English Literature

Tujuan

Setelah menyelesaikan History of English Literature, mahasiswa mempunyai pemahaman tentang kecenderungan budaya, idealisme dan pemikiran masyarakat Inggris yang tercermin melalui karya sastra para pengarangnya dalam kurun-kurun waktu tertentu, serta memahami kecenderungan perubahan kebahasaan dalam karya-karya tersebut seturut dengan perubahan-perubahan sejarah masyarakatnya.

Kompetensi standar

Mampu menjelaskan karakteristik unsur-unsur budaya, bahasa, idealisme dan pemikiran dalam setiap kurun masa yang berkembang di Inggris seperti terlihat dalam tulisan pengarang melalui karya-karya sastranya.

Indikator

Mahasiswa mampu memberikan paparan analitis tentang unsur-unsur budaya, bahasa, idealisme dan pemikiran-pemikiran yang mewarnai setiap kurun masa kesusasteraan di Inggris.

Objectives

After finishing History of English Literature, students have the understanding on cultural trend, idealism and thoughts of British society as reflected through the author's literary works within a certain period, and have the understanding on the change of language in such works in accordance to the changes of historical society.

Standar Competence

Able to explain the characteristics of the elements of culture, language, idealism and thought in every period during which developed in England as seen in the writings of authors through their literary works.

Indicator

Students are able to give an analytical explanation of the elements of culture, language, idealism and thoughts that characterize each period in English literature.

2.4.2 Tests in Literature Teaching

To get the information about the students' accomplishment of the materials given and the materials which the students find their strengths and weaknesses, the tests should be administered in a course. In Literature courses in English Department of UNJ, the tests are designed into multiple choice test and essay test that includes brief- and extended-essay. Those tests are included in teacher-made tests. Teacher-made tests mean the tests that are designed by the teachers, as Print (1993 : 203)

states that all forms of tests that have been devised by the teachers to assess student understanding of stated objectives are called teacher-made tests.

In multiple choice, the students need to choose one correct answer from the options given in each number. The problem is called *stem* or *lead* that serve as the question that need to be completed with a correct answer or response from the options given. Brown (2004 : 56) explains that one of those options, *the key*, is the correct response, while the others serve *distractors*. The test which is designed into multiple choice can find the information has the benefits, as stated in Moore (2005 : 199) a multiple-choice test enables a teacher to ask many questions and thus, cover many objectives on the same test.

In essay test, the students are asked the questions, then to answer those questions, they need to elaborate their ability in responding the questions on their own words. The effect of the essay test is found in Moore (2005 : 205) in effect, essay questions can successfully determine students' ability to analyze, synthesize, evaluate, and solve the problems. Essay test is divided into two forms, brief-essay test and extended-essay test. Moore (2005 : 197) explains that brief-essay items ask students to write a sentence or short paragraph, solve problem, or give a proof, whereas extended-essay items require that students write at length. Therefore, in brief-essay test, the questions asks the students to give their answer on their own words briefly. Then, in extended-essay test, the

students need to give their answer as their elaboration on their extended writing.

Literature tests can be implemented into two ways, classroom test and take-home-test. Classroom test means that the students answer the test in the classroom and occurs in a short-range of time. Moreover, McKay (2006 : 167) states that a classroom test refers to an individual task, or set of tasks, in which the conditions (e.g., support, interaction with others and time) are controlled. In take-home test, the students are asked to do test at their home. Cohen (1994 : 84) states the following

> a test may also be of a take-home variety, usually implying that it is "open book" – i.e., students may consult class notes, articles, books, or whatever in completing the test. On the plus side is the removal of time pressure, which can defeat the purpose of a classroom open-book test in that anyone consulting notes or textbook is losing valuable time in the process.

From the explanation, it can be seen that in doing take-home test, the students can find information to support their answer in the test. This kind of test usually requires the students to answer the questions extendedly which will not be covered if they answer them in classroom test.