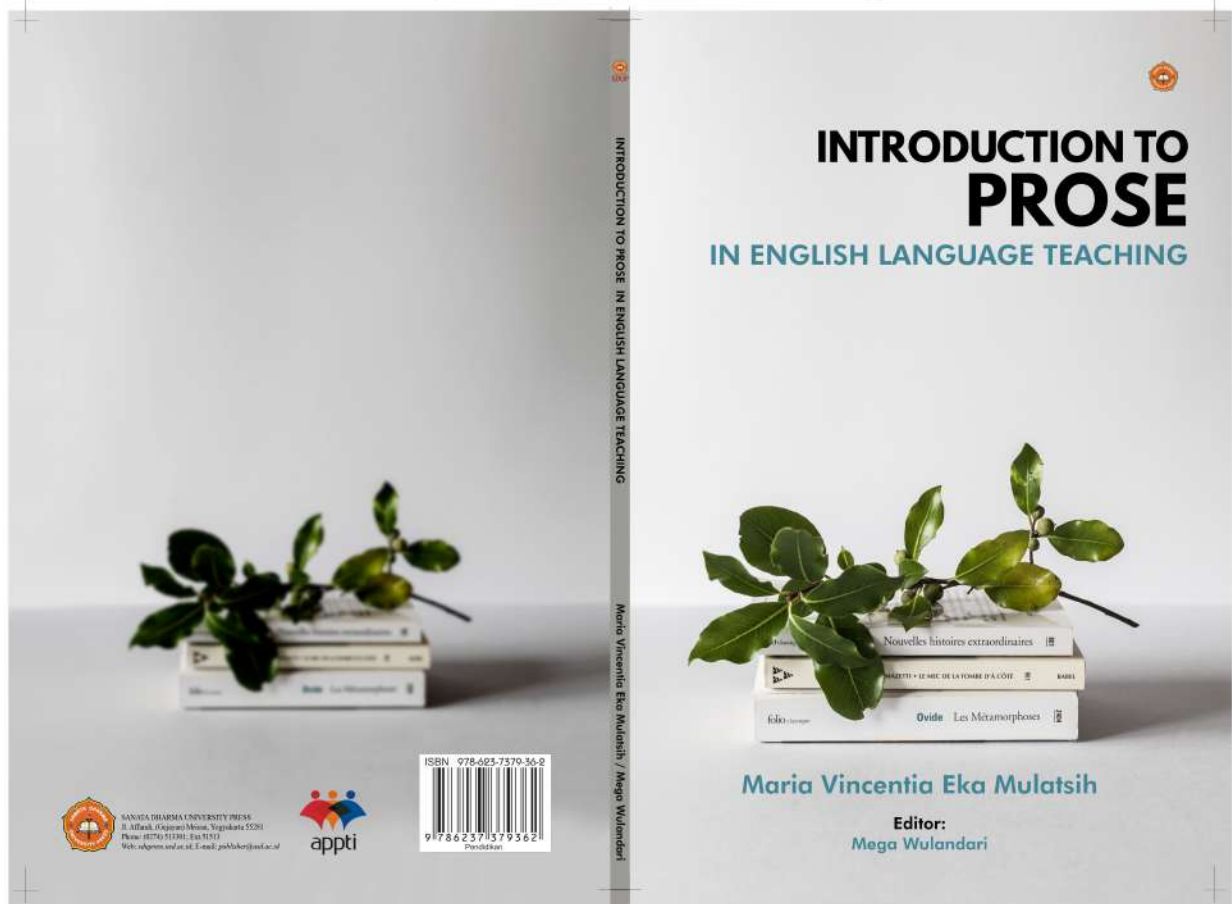


Sampul Luar Depan dan Belakang



Sampul belakang

Sampul depan

Introduction to Prose in English Language Teaching

Author

Maria Vincentia Eka Mulatsih

Editor

Mega Wulandari



Sanata Dharma University Press

Introduction to Prose in English Language Teaching

Copyright © 2020

English Education Program, Sanata Dharma University, Yogyakarta

Author

Maria Vincentia Eka Mulatsih

Editor

Mega Wulandari

Electronic Book:

ISBN 978-623-7379-37-9

EAN 9-786237-379379

First edition, January 2020

viii + 206 p.; 15,5 x 23 cm.

Layout designers

Hatha Widya Gunawan

PUBLISHED BY:



SANATA DHARMA UNIVERSITY PRESS
1st Floor, Library Building USD
Jl. Affandi (Gejayan) Mrican,
Yogyakarta 55281
Phone: (0274) 513301, 515253;
Ext.1527/1513; Fax (0274) 562383
Email: publisher@usd.ac.id

COLLABORATIONS WITH:



ENGLISH EDUCATION PROGRAM
SANATA DHARMA UNIVERSITY
Yogyakarta
Websitel: www.usd.ac.id/fakultas/pendidikan



Sanata Dharma University Press Member of APPTI
(Association of University Publishers in Indonesia)

All rights reserved.

No parts of this book may be reproduced, in any form or by any means
without permission in writing from the publisher.

The contents of the book entirely the responsibility of the author.

For those who love literature

&

For those who love education

About Prose in English Language Teaching Course

Prose in ELT (ELIT 102) is a two-credit subject taught in the fourth semester after completing Introduction to Literature course. This course is aimed at developing students' ability in appreciating prose fiction by reading and analyzing world short stories. In this course, students will read at least seven (7) short stories and one (1) compilation of letters as intermediary between the short story and the novel. It is expected that students will be able to write a critical analysis on the literary works by using literary theories in relation with education or English Language Teaching.

Learning Outcomes:

1. Having completed the course, students are able to develop their **competence** in:

- a) identifying the elements of prose
- b) demonstrating the ability to read prose in relation to English language teaching
- c) analyzing and presenting plausible interpretations of some short stories
- d) writing or appreciating short stories

2. Having completed the course, students are able to develop their **conscience** in:

- a) fostering autonomy and responsibility in working on every task
- b) cultivating personal reflection and societal sensitivity
- c) developing honesty in writing a literary analysis

3. Having completed the course, students are able to develop their **compassion** in:

showing empathic understanding to others and respecting human dignity by learning some short stories that are in different aspects of human condition, at different times, at different places.

PREFACE

Integrating literature in educational field is needed so that learners will not only gain the competence or the knowledge of a certain subject, they can also learn to be a better person in the future. Knowing the benefit of this integration, English Language Education Study Program of Sanata Dharma continuously and consistently maintains it by having several courses on literature. There are *Introduction to Literature, Prose, Poetry, Drama, and Play Performance*. Those courses are real implementation of the study program's effort to sustain the integration. For this new curriculum, the name of Prose course is revised into Prose in English Language Teaching. It has the aim that this course will emphasize more on the reading materials that have a close connection with the world of education. Due to that reason, designing the materials especially in form of a book for students is needed.

The differences between *Prose* and *Prose in ELT* will not only deal with the materials. The writer also combines Ignatian Pedagogy as the spirit of Sanata Dharma University, the use of technology including “*Belajar*” as the learning platform, and recent news related to the topics in this book. The implementation of Ignatian Pedagogy can be divided into four sections in each chapter of this book namely, My Experience, My Reflection, My Competence and My Action. The writer hopes that readers can explore and understand their own self in order to be able to act in the future after finishing those sections. The use of technology is applied by completing the exercises that can improve their language skills and publishing the result to “*Belajar*” so that they can learn from each other.

Each chapter of this book also contains a special section that connects the theme with recent news, for example unit I that discusses a short story entitled “Miss Awful” as a teacher is

connected with the news about students' misbehavior towards the teacher that happened in Indonesia. By having this section, the writer expects that each topic will be relevant to current issue. Moreover, by learning literary works that were created in the past and are related in the future, readers will not get left behind. Considering the fact that many students of ELESP are interested in analyzing literary works for their thesis, this book also proposes many theories including some approaches that are usually used in writing the draft. Readers may proceed to chapter IV.

In accordance with the materials, this book does not only provide some short stories and novels in relation with education from outside our beloved country such as *Miss Awful*, *the Scholarship Jacket*, *Tobermory*, *Everything Changed*, *Two Friends*, *the Happy Prince* and *Totto Chan*. It also provides some exercises and discussion about *Letters of a Javanese Princess* which is the compilation letters of Raden Ajeng Kartini to her Dutch friends in English version. This is done as an effort to know the history of education in Indonesia together with the good implementation that can be gained and applied in the world of education nowadays. Readers will not only learn education in different countries but also reflect the education in Indonesia. In a nutshell, the materials and the exercises in each unit enable readers to learn literature and find their own ways to explore the world of education.

Maria Vincentia Eka Mulatsih

TABLE OF CONTENTS

TITLE PAGE	i
DEDICATION PAGE	iii
ABOUT <i>PROSE IN ELT</i>	iv
PREFACE	v
TABLE OF CONTENTS.....	vii
 UNIT I: DEFINITION & TYPES OF PROSE	 1
A. Definition of Prose	6
B. Types of Prose	9
 UNIT II: ELEMENTS OF PROSE	 37
A. Characters	53
B. Setting	56
C. Plot	59
D. Point of view	61
E. Theme	63
F. Conflict	65
 UNIT III: THEORIES IN ANALYZING PROSE.....	 78
A. Characters & Characterization	80
B. Stream of Consciousness	82
C. Symbolism	83
D. Expressionism	83
 UNIT IV: APPROACHES IN ANALYZING PROSE...	 105
A. Formalism	105
B. Biographical	106
C. Sociological	106
D. Psychological	107
E. Feminism.....	108
F. Marxism	108
G. Post Colonialism	109
H. Post Structuralism	110
I. Post Modernism	110
J. Ecocriticism	111
K. Post Humanism	112

UNIT V: CONNECTION BETWEEN LITERATURE & EDUCATION	141
A. Literature as medium for improving language skill	146
B. Educational content in literature	148
C. Moral value for students & teachers	167
EXTRA EXERCISE	190
ANSWER KEY	194
REFERENCES	202
INDEX	204
ABOUT THE AUTHOR.....	206