

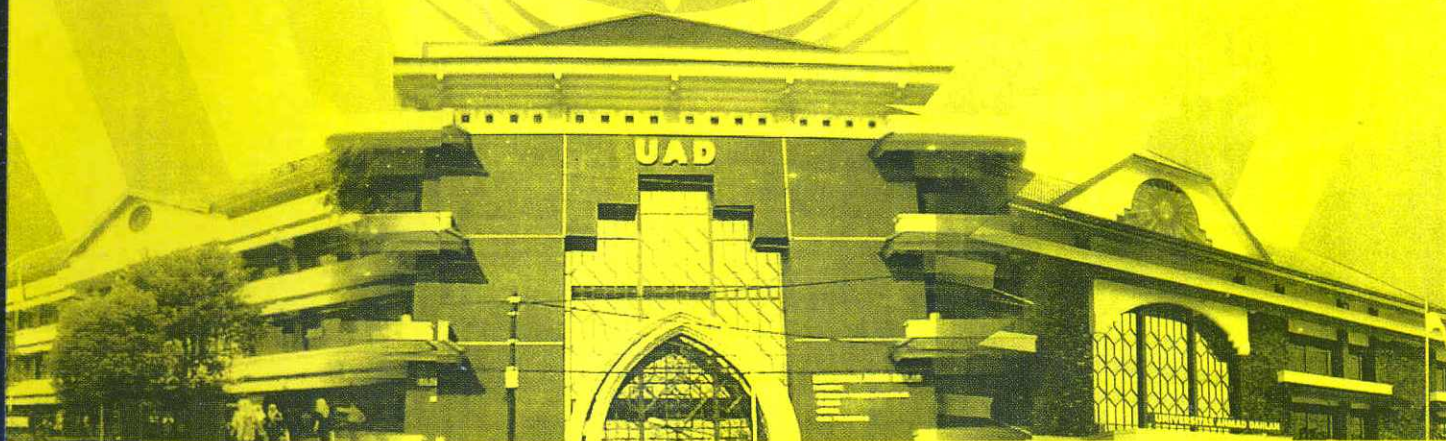
THE 53rd INTERNATIONAL TEFLIN CONFERENCE 2005



*"Multilingual Education in Indonesia :
Issues and Concerns"*

AT AHMAD DAHLAN UNIVERSITY
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CONTENTS

<i>Acknowledgement</i>	i
<i>Contents</i>	ii
<i>Address by the Organizing Committee Chairperson</i>	iii - 1v
<i>The Opening Speech of the Rector of Ahmad Dahlan University</i>	v
<i>Address by the TEFLIN National Board</i>	vi - vii
<i>Speech of Governor of Yogyakarta Special Region</i>	viii
<i>About TEFLIN in Brief</i>	ix
<i>TEFLIN Office Bearers</i>	x
<i>The Committee of the 53rd TEFLIN International Conference</i>	xi
<i>Reminders for the Participants</i>	xii
<i>Map of Sahid Garden Hotel</i>	xiii - xiv
<i>List of Presenters</i>	1 - 10
<i>Abstract of the Conference Papers</i>	11 - 53
<i>List of Participants</i>	54 - 56
<i>The Schedule of the Plenary Sessions, Parallel Sessions, and Posters Presentations</i>	57 - 60
<i>The Conference Timetable</i>	61



ENGLISH LITERATURE RESEARCH AND INSTRUCTION: RECENT PAST AND FUTURE

Yugianingrum

In this paper I discuss some changes necessary for the improvement of English literature teaching in Indonesia. The first part of the discussion contains some literary theories and instructional procedures which basically are taken from several sources. In the second part, basing on some observation of literature classroom practices at university level, I shall be describing how literature has been taught, learned, and assessed in the recent past. In fact there have been changes in the ways teachers and learners implement the literature studies during recent years; however, the changes have not resulted in any fundamental improvement of literary research and instruction. Many factors have been the reason for this almost static situation, one of them is the policy in determining the aims of literary studies in the educational institutions. The next session is about the problems that have occurred in such teaching learning situation. Referring to some theories of language and literature education, I shall be revealing the problems that consciously and unconsciously are faced by teachers and learners of literature classes. These problems need responsible kinds of solution offering choices of classroom practices that are more suitable to the current trends in literary studies. Finally, I shall be proposing a literature program which I expect is theoretically sound. This program is only an alternative and is open to modification and improvement depending on the aims of the teaching and learning of literature, especially in Indonesian contexts. The content of the program includes: (1) what literature is and what should be taught and learned in a good literature program; (2) what it means for learners to be good at literature; (3) what literature selections should be included and how selections should be determined; (4) what teachers and learners should do during literature sessions and outside the classroom; and (5) what constitutes learning in this literature class and how learning outcomes could be assessed and graded.

Key Words: English literature research, literary theories, classroom practices.