INDONESIAN LOCAL LITERATURE FOR ENGLISH TEACHING

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Abstract

The potential of local literature as a source of language learning which is3 rich, vibrant, and more spontaneous to teach and as a medium to develop literacy as well as to instill local values is overlooked in teaching English in Indonesia including teaching English for young learners. This paper is based on an on-going study which aims to (1) find out TEFL students' familiarity with Indonesian local literature, (2) know TEFL students' perception on the local literature, (3) develop English language skill materials based on local literature, and (4) utilize visual aid to present the material. The respondents were 15 students of TEFL class prepared to be Primary School English tutors. Data for objectives (1) and (2) were collected via survey and discussed descriptively. Data for objectives (3) and (4) were a proposed prototype developed by teacher and students. Results show that 33.3% of the students know only one local story, 26.7% know three local stories, and the rest (40%) know between four to nine local stories. The stories chosen by the students as their favorite are stories containing moral values such as respect to parents, loyalty, and compassion. The story chosen to develop as learning material is *Malin Kundang*.

Key words: Indonesian local literature, English teaching, young leaners

INTRODUCTION

Research and books on the use of local literature as a material to teach English in Indonesia is hardly found. One of a rare study which addresses the potential of using local literature in English teaching in Indonesia is done by A. Chaedar Alwasilah (2006). Alwasilah's study focuses on collaborative writing in English classes using Sundanese literature which, as Alwasilah says, being overlooked as English teaching materials. The findings of Alwasilah's study show the development of students' writing skills and the development of the students' consciousness of the potential of Sundanese literature in current education system.

The result of Alwasilah's study can be a foundation to start developing English teaching materials using Indonesian local literature, however, as Alwasilah (2006) also mentions in his study, the use of local literature in teaching English in Indonesia will be challenged by three factors. The first factor is the current method of teaching English in Indonesia which emphasizes on grammar and vocabulary ((Alwasilah, 2006, p. 13). It is important to note that teacher's perception on teaching English should be well taken into account. Looking from different point of view, Murniati and Riyandari (2014) study pre-service teachers' perception on the importance of grammar in teaching English. The study reports that 80% of these will be teachers believe that grammar is essential in teaching English and 44.2% agree that grammar should be the focus of English lessons. Although the finding of the study serves its right to prove that grammar is considered important in teaching English, but the finding also proves Alwasilah's opinion that teaching English in Indonesia is grammar (and vocabulary) oriented.

The second factor is Indonesian students' alienation from literature. The focus on grammar and vocabulary will take further effect because this focus tends to isolate literature, both English literature and local literature from language teaching (Alwasilah, 2006, p. 12), as using literature to teach English may include the expectation of teaching values contained in the works of literature. An ideal that takes a considerable amount of teaching time which most of the time, cannot be accomodated by teachers. (English) literature, stated Alwasilah (2006), is considered "too difficult to be appreciated by Indonesian EFL (p. 12)." Alwasilah argues that the perception that literature is too difficult for Indonesian learning English due to learners' unfamiliarity with works of literature both English literature and local literature. When the students are not familiar with the works of literature, they cannot be expected to appreciate the works.

The third factor which Alwasilah (2006) mentions may challenge the use of local literature as a material to teach English is its authenticity. Authenticity, according to Alwasilah, is deemed central to to texts used in teaching English in Indonesia. The materials which present expressions and texts commonly used by native speakers and found in the native setting of English language are highly valued. The result is, as experienced by the Phillippines as well ((Florentino, 2014), many (young) learners know better of literatures of other countries because of their availability and accessibility.

Apart from the challenges explain above, the use of local literature in English language classes as dicussed by Alwasilah (2006) inspires the writer to use local literature as a materials to teach English. The writer's background as a literature teacher who teaches language class as well presents the writer with the realization that literature provides abundant materials for teaching English, only if it is treated appropriately. Particularly on employing local literature in English language teaching in Indonesia, the writer follows Alwasilah's beliefs that local literature helps instill cultural heritage, and develop critical thinking on cultural identities and local wisdom. Thus, teaching English is not merely teaching a foreign language and to some extent teaching foreign culture, but teaching English also a means to preserve and revitalize traditional culture. It is a way to look at one's own culture through foreign language medium

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Literature Review
Literature in Young Learner ELT Teaching
The importance of literature in language teaching has been addressed by scholars such as Brumfit and Carter (1986), McRae (1991), Carter and Long (1991), and Lazar (1993). Those scholars consider the use of literature in English language teaching is valuable. Lazar (1993, p. 14-20) mentions several reasons for using literature with the students studying English.

1. Literature isvery motivating
   Lazar (1993) says that literature provides students with the themes which often use fresh and unexpected language. As students are absorbed in the realm of imagination provided by literature, the students will keep on reading until the end. Lazar argues that the imagination offered by literature through its narrative and images are more interesting than the narrative and images provided by English course books.

2. Literature helps students to understand another culture
   On this second point, Lazar (1993) states that literature is a medium to learn and understand another culture. By reading literature, students will be able to raise their awareness toward the culture presented by the work of literature. However, Lazar also points out the complexity of

using literature to understand other culture in that literature is written by various people who differ in cultural backgrounds and presented diverse experiences. For example, literary works written by Black American about discrimination should be understood differently from those written by British. Therefore, asking the students to learn about the culture presented in the literary works also means preparing students with background knowledge on the culture discussed.

3. Literature is a stimulus for language acquisition

   In this third point, Lazar (1993) points out how literature can be used as a stimulus for students learning new language for literature provides ready-made texts in its particular context. The contextual texts of literature give student opportunities to learn and acquire new language authentically. These opportunities partially answer the common problem complained by language learners that is limited access to native speakers. Khatib, Rezai & Derakhshan (2011) address similar factor under the heading that literature provide general educational value. They mention that structured intensive/extensive reading of literary works give students opportunity to speed their reading and understand the meaning of the works they read.

4. Literature develops students' interpretative abilities

   The multi meanings often found in literary works, according to Lazar (1993), provide students with activities which can actively engage them in interpreting the meaning of and beyond the works literature. The activities will therefore increase students' ability to interpret.

5. Literature expands students' language awareness

   The last reason mentioned by Lazar (1993) is students' language awareness. Lazar (1993) quoting Widdowson states that literary work can help students to "think about the norms of language use (p. 20)". The involvement of the students in the process of mapping out general features of language will develop students' sensitivity to language norms. Lazar's opinion here is supported by Khatib, Rezai, & Derakhshan (2011) who state that the varieties of language used in the works of literature either formal or informal, may develop students' knowledge of grammar and vocabulary of the language they learn.

Beside the factors mentioned above, Khatib, Rezai, & Derakhshan (2011) put forward authenticity as a reason for using literature in language teaching. Khatib, Rezai, & Derakhshan say that since literature is an authentic product of people living in particular settings, the language used in the work of literature is considered authentic. Khatib, Rezai & Derakhshan (2011) argue that the authenticity of the text expose students to natural use of language they learn.

In contrast to the advantages of using literature in language teaching, Khatib, Rezai, & Derakhshan (2011) list several potential problems:

1. Problems with Syntax

   Literature is assumed to contain texts with complex structures which can hamper the learning process. The texts may also use deviant forms of language, for example, a poem may use deviant structures to maintain the rhyme. To avoid confusion, Khatib, Rezai, & Derakhshan (2011) suggest to limit the use of literature to intermediate level only.

2. Problems with Lexis

    In addition to complex structures, Khatib, Rezai, & Derakhshan (2011) quote Robson who argues that literature does not give any benefits to the students learning a language because literature employs difficult lexical choices. Other argument is that some literary works use vocabulary dated at time of the works produced, hence the words used are out of date. These out of date words present problems to modern readers learning new language who are unfamiliar with the words.

3. Problems with Phonetics and Phonology

    With regard to phonetics and phonology, Khatib, Rezai, & Derakhshan (2011) point out that using literature in the language classroom produces a challenge when the pronunciation of certain words changes due to time.

4. Problems with Semantics

    Similar to problems with lexis, and phonetics & phonology, Khatib, Rezai, & Derakhshan (2011) mention the possibility of semantic changes in some words. They give an example of the word 'gay'which once meant "happy" but now means "homosexual". The changes may pose confusion for language learners.

5. Problems with Selection of Materials

    Khatib, Rezai, & Derakhshan (2011) state other problem which may exist with regard to the use of literary text in language class; it is the appropriateness of materials for language learners. Some literary works can be too difficult for language learners to tackle in term of language structure, lexical choice, and content. Thus, the materials should undergo rigid selection to be useful in language classroom. Here, the role of the teachers in selecting appropriate materials is very crucial.

6. Problems with Literary Concepts and Notions

    Writing style employed by author of a literary text, according to Khatib, Rezai, & Derakhshan (2011), also presents its own problem. They give example of stream of consciousness, a style in writing literary work, used by James Joyce in writing Ulysses which will certainly be confusing for beginners.

7. Cultural Barriers

    It is mentioned earlier in the part which discusses the reasons for using literature in language class that literature can be a medium to learn culture, however, cultural content in literary works is also considered as a drawback as it may present cultural barrier. The inability of the language learners to understand literary text contextually may raise confusions. Hence, students learn nothing from the literary text studied.

The pros and cons of using literary text in language teaching have actually been answered by McKay (1982) who proposes solutions to the problem. McKay argues that the key to the solution is on the selection of the text. The first solution is using simplified texts for language teaching. Simplified text is a text which is designed for language learning purpose so the text's structure and vocabulary are appropriated with the level of language learners. McKay's trouble in using simplified texts is that the simplification of a complex texts may reduce the cohesion and the readability of the texts. The second solution is using easy texts. By easy text, McKay means

literary text which has easy readability. With regard to readability, McKay argues that although a literary text is accessible in terms of the language, but it may not be easy in context. The third solution is using young adult literary texts, which according to McKay, is naturally easier to read and contextually easy to understand because their themes are related to personal growth and development.

In the case of using literature for young learners, Ghosn (2002) writes that primary grades students will get benefits from the use of literature, especially children's literature. Ghosn bases her opinion on the fact that children loves stories, an opinion shared by Mourão (2009). Mourão adds that children are used to stories and listen to stories both at home and at school. Using stories, children share their understanding about the world around them. In term of its appropriateness for language learners, Ghosn's states that children's stories which mostly aim to entertain children offer natural language, thus provide students with authentic texts to develop their language skills. Ghosn also argues that apart from its benefit to develop children's language skills, children's stories also teach students to be able to nurture "empathy, a tolerance for diversity, and emotional intelligence" (p. 172) as well as intercultural awareness.

Mourão (2009) explains that BritLit, an initiative started by British Council which voices the use of English literature in language teaching, uses traditional tales and picture books in the primary level. Traditional tales include fairy tales, folk tales, myths, legends, and fables. According to Mourão, the choice to use traditional tales is that traditional stories are simple in its narration pattern and content. For example, the characters are contrasted in binary opposition of "good and evil", "rich and poor", "old and young", or "beautiful and ugly." Moreover, traditional stories are commonly known by children as the stories live in the children's own society and are passed from one generation to the other generation. Meanwhile, picture books used in language teaching are picture books with narrative which consist of three types: picture storybook, illustrated book, and decorated book. Compared to conventional story books, picture books, Mourão says, have an advantage in which the texts are represented along with their visual illustration such as small pictures or other designs.

Local Literature in ELT Teaching
For the purpose of this paper, Indonesian local literature is narrowly defined as traditional literature which is part of folk narratives including folk tales, fairy tales, myths, legends, and fables which have been passed from generation to generation orally. Ihalagama (2009, p. 1) mentions that telling folk narratives is called the art of storytelling with the benefit of learning "cultural values, historical events, their heroes, famous characters, environmental factors, geographic matters (p. 3)" besides getting entertained by the stories themselves.

As mentioned earlier in the introduction of this paper, Indonesian local literature is still overlooked by those who teach English language. One study on the use of Indonesian local literature has been previously mentioned; it is the study done by Alwasilah (2006). Alwasilah starts his study with the notion that the potential of rich and vibrant Indonesian local literature as materials for language teaching is not valued and appreciated accordingly. In his study, Alwasilah asks his students to do collaborative writing on Sundanese literature using three languages: English, Indonesian, and Sundanese. The study shows that 58% of the students consider short stories as easier than opinion articles (34%) and poems (23%). The study also reveals that 53% of the students put forward the importance of reading Sundanese novels in

helping them writing short story in English. Alwasilah claims that giving assignment to write about Sundanese literature and in Sundanese language make the students realize that they have neglected Sundanese literature due to the current education system (61%) and that they come to a realization that Sundanese literaturet is worth appreciating (37%).

Other source which addresses the use of local literature in language class is a study by Florentino (2014) on integrating local literature in teaching English in the Philippine especially to the first graders. Florentino mentions that the integration is part of the Philippine government program to instill cultural heritage in English language teaching. The reason behind this program, according to Florentino, is the unpopularity of local literature among young learners. These young learners are more familiar with literatures of other countries which are easier to find and get.

METHOD
Method of Data Collection
Data for the first part of this study were collected quantitatively via a survey to find out how well students know about Indonesian local literature and their perception about the works of literature. Indonesian local literary works known by students were then listed. Data for the second part of this study were collected qualitatively using focus group discussion to decide the best literary work the class wanted to work on.

POPULATION AND SAMPLE
Population of the study was students of TEFL class at English Department, Soegijapranata Catholic University. Because the class only consisted of 15 students, therefore all of the students in that class was taken as subjects of the study. These students were prepared to teach primary school students.

METHOD OF DATA ANALYSIS
Data obtained from survey on students' knowledge and perceptions on Indonesian local literature were analysed using descriptive statistics. Data obtained from focus group discussion were used to decide Indonesian local literature the class wanted to work on.

FINDINGS AND DISCUSSION
Students Familiarity with Indonesian Local Literature
Survey on 15 students taking TEFL at English Department Soegijapranata Catholic University revealed the findings discussed followed.

When the students were asked to write down Indonesian local literature/stories they knew, the biggest percentage, 33% of the students, only mentioned one story. The second biggest percentage (26%) mentioned three stories. The rest of the students, around 40% of them, mentioned four to nine stories. The data show that although each student is practically able to mention a reasonable number of Indonesian local literature/stories, but the fact that 33 % of them only mention one story may imply that the students do not consider knowledge in Indonesian local literature/stories is valuable for them. The writer also suspects that the students just do not bother to write down more than one story because they do not think that their knowledge is important enough to share.
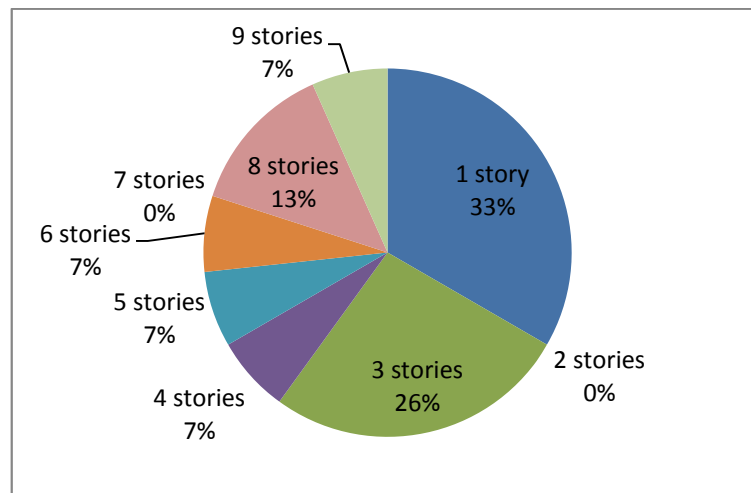
Diagram 1. Number of Stories Known by Students

The list of the stories and number of students who mention the stories are shown in table 1. The list contains 19 Indonesian local stories. Unfortunately, as there is not any academic source which provides the estimated number of local stories in Indonesia, the writer cannot justify whether the students surveyed are knowledgeable or not on Indonesian local stories. However, based on her personal knowledge, the writer is certain that the number of Indonesian local stories is far more numerous than those mentioned by students in the survey.

Table 1. List of Indonesian Local Stories Known by Students

List of Stories	No. of students	List of Stories	No. of students
Tangkuban Prau/Sangkuriang	10	Joko Kendil	1
Roro Jongrang	7	Danau Toba	1
Timun Mas	6	Banyuwangi	1
Baru Klinthing	5	Batu Daya	1
Malin Kundang	5	Batu Menangis	1
Bawang Merah dan Bawang Putih	4	Legenda Salatiga	1
Lutung Kasarung	3	Legenda Kota Surabaya	1
Boyolali	2	Lembu Siwa	1
Keong Mas	2	Legenda Kota Semarang	1
Kancil Nyolong Timun	1		

Table 1 show that the most often mentioned story is *Tangkuban Prau* or *Sangkuriang*, the second one is *Roro Jongrang*, and the third one is *Timun Mas*. It is important to note that some students in the survey mentioned both *Tangkuban Prau* and *Sangkuriang* as if these two are different stories. That the students regarded *Tangkuban Prau* and *Sangkuriang* as different stories once again shows how local stories are neglected.

In responding to the question on which of the stories is the students favorite story, 40% of the students replied that Sangkuriang/Tangkuban Prau is their favorites, 26% of the respondents stated that Malin Kundang is their favorites, and the rest chose other stories as shown in diagram 2.
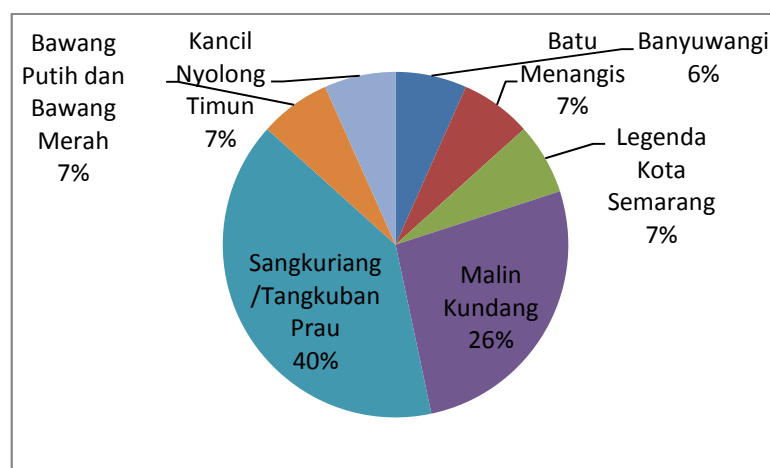
Diagram 2. Students' Favorite Stories

Having already read Alwasilah's study (2006), the result of the survey above is not very surprising. Although Alwasilah did not make any survey on students' familiarity with Sundanese literature but he did find that 18.3% of his students in English department of Universitas Pasundan in Bandung, West Java stated that they did not read any fiction at all when they were in primary and secondary school. Although the percentage of the students who never read any fiction seems to be insignificant, but it proves that literature or fiction has not gained important position in Indonesian education system.

Students' Perception on the Local Literature
The survey of the study includes question on students' perception on local literature. The result shows that the highest percentage of students (40%) perceived local literature as plainly interesting. Although the percentage seems to show that many students have positive attitude toward literature, but the students' simple answer also implies students' uncertain idea about local literature. Students' uncertain answer as seen above may be caused by their unfamiliarity with local literature. The second highest percentage is 33% in which the students stated that local literature was easy to understand. In writer's personal experience, although the writer was not exposed to many local literatures at school (in Indonesian language), but the writer picked up local stories from other sources such as grandparents, parents, friends, radio, or television. Therefore, when the writer later read Indonesian local literature in English, the writer has already had background idea of the stories. The same experience may be undergone by the respondents of this survey. The students feel that local literature is easy to understand because they have background information on the stories. Finally, 27% of the students replied that local literature contains moral value. Although the survey cannot reveal which moral value meant by the students, but it is obvious that the students refer to "local" moral value, Indonesian moral value.
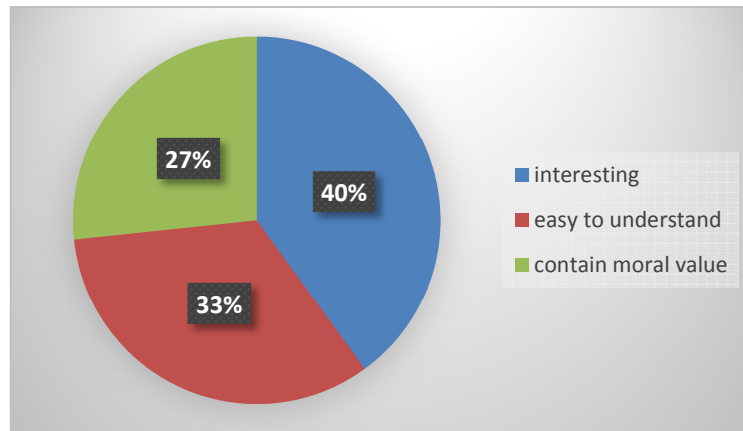
Diagram 3. Students' Perception on Local Literature

Students' responses on the question about whether the students agree or not with the use of literature in language class (diagram 3) show that the majority of students (80%) agree with use of literature in language class, none says disagree (0%), and 20% choose to say nothing about it.
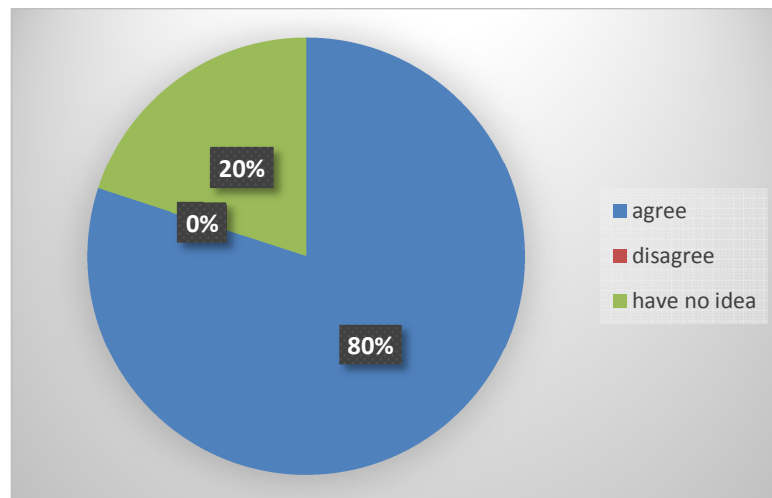

Diagram 4. Students' opinion about the use of local literature in language classroom

Exactly the same percentage is found in students' responses to question whether literature is useful or not for language learners (Diagram 5). The sameness in percentage in diagram 4 and diagram 5 may be interpreted as students' approval to the use of local literature in English language teaching because the students find local literature useful in helping them learning English. However, the similar percentage can also present the weakness of the survey method used by the writer as the method is unable to elicit more detail information on the matters questioned. The closed model question limit respondents' choice of answer.
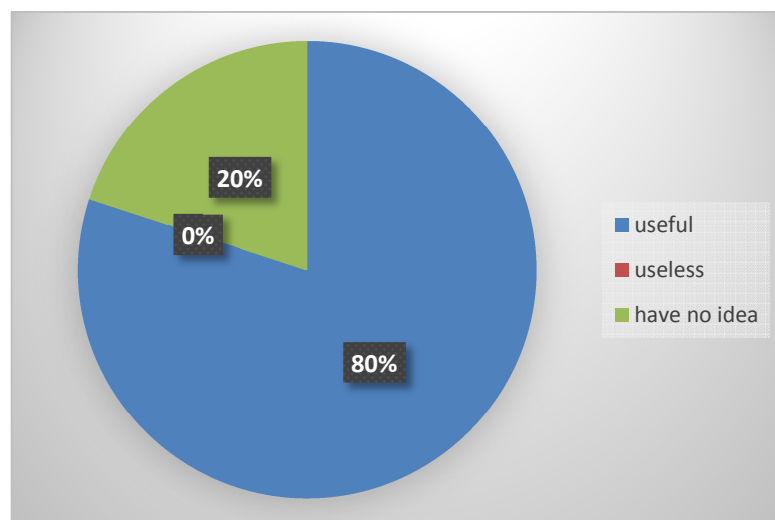
Diagram 5. Students' perception on the usefulness of local literature in language classroom
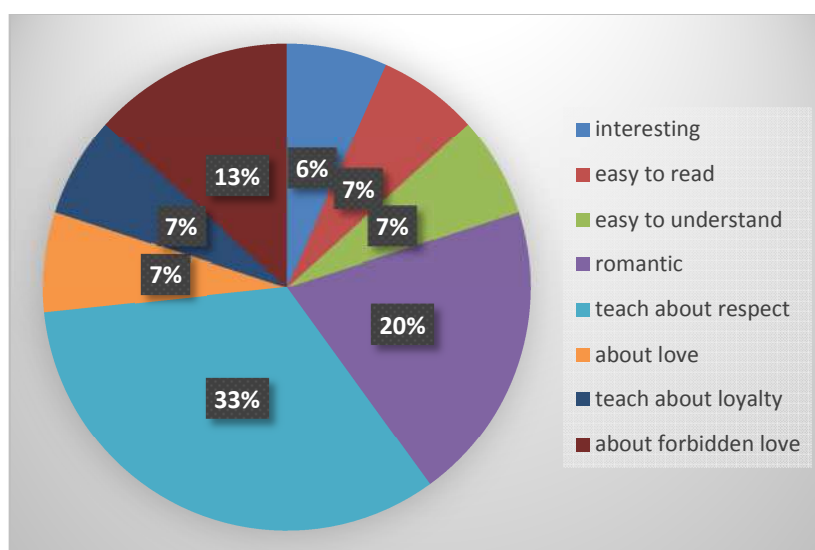

Diagram 6. Students' reasons for choosing certain story as their favorite

When the students were asked for their reasons for choosing certain story as their favorite, they came up with eight big groups of answers (diagram 6). As discussed previously, 40% of the students choose *Tangkuban Prau/Sangkuriang* as their favorite story. The above mentioned result agrees with the students' reason for choosing certain story as their favorite because the students state that theme on love, forbidden love, and romance, the theme of *Tangkuban Prau*/S*angkuriang* story. are their reasons to choose a favorite story; the total percentage of these three reasons is 40%. The second percentage is 33% where the students mention that they choose the story because the stories teach them about how to respect others, especially the parents. The other reasons are because the story is interesting, easy to read, easy to understand, and teach about loyalty. The result surprisingly show that the theme of love attracts students more than other themes.

Developing English Language Learning Materials using Local Literature
The step done after survey is focus group discussion where students gather to decide one local literature which will be developed into English language learning materials. The students used the results of the survey as a consideration to decide their choice. The target learners are primary school students grade 1 until grade 3.

As shown earlier in the previous discussion, *Tangkuban Prau/Sangkuriang* is chosen by 40% of the students as their favorite stories. However, during the focus group discussion, students decided not to use *Tangkuban Prau/Sangkuriang* as a material to develop because the students thought that the story contained matters that might confuse children. One of the reasons is that in one version of *Tangkuban Prau/Sangkuriang*, Dayang Sumbi, Sangkuriang's mother, is told to have a dog, Tumang, as her husband. A student considered this content troubling for young learners and said,

> They (the young learners) would question a lot on the abnormalities happened in the story, like. how come that a female human could get pregnant after conceiving a child with a male dog? (G in focus group discussion, March 2017)

Another student expressed her objection by saying that,

> I guess it is better to give children folktales that suit their age. It is good to be sceptical about a son who falls in love with his mother… we also had to be selective about which folktale is appropriate and convenient for young readers. (S in focus group discussion, March 2017).

Finally, the students decided to drop *Tangkuban Prau/Sangkuriang* and chose *Malin Kundang* instead; the story was chosen by the biggest number of the students after *Tangkuban Prau/Sangkuriang*. *Malin Kundang* was chosen because the story is clear so it can be easily taught, "Because the ending of the story is clear enough, … Malin Kundang changed and became a rock because he didn't respect his mother. (D in focus group discussion, March 2017).

Additionally, the students said that *Malin Kundang* contained moral value teaching,

> …the story is tell [sic] about a son that affected [sic] by the curse because he has been rebellious to his mother and it can be a reminder to us that we have to love our mom. And of course don't be arrogant and greedy. (A in focus group discussion, March 2017). Because Malin Kundang can be a good representative for children to always treat their parents with love and respect. (R in focus group discussion, March 2017).

After deciding the story to develop, the students then made a lesson plan. One of the lesson plans can be seen in the example below:

Lesson plan

Target: Grade 1 Primary School

Activity: Listening comprehension

Focus of learning: adjective

Step 1

Read *Malin Kundang* story to the children as shown in power point presentation.

Step 2

Ask students to recognize adjectives contained in the story with the help of illustrations in the story.

Step 3

Evaluate students understanding about the adjectives using simple questions.

Step 4

Evaluate students' understanding about the aesthetic content of the story.

Figure 1. A sample of Lesson Plan

In executing the lesson plan, the students first have to prepare the story. As Malin Kundang is a folk tale that is passed from time to time orally, it has many versions already ranging from a long complicated one to a short simple one. Therefore, students also have the liberty to adapt the story in accordance to the target learners, the primary school students grade 1 who is going to learn adjectives.
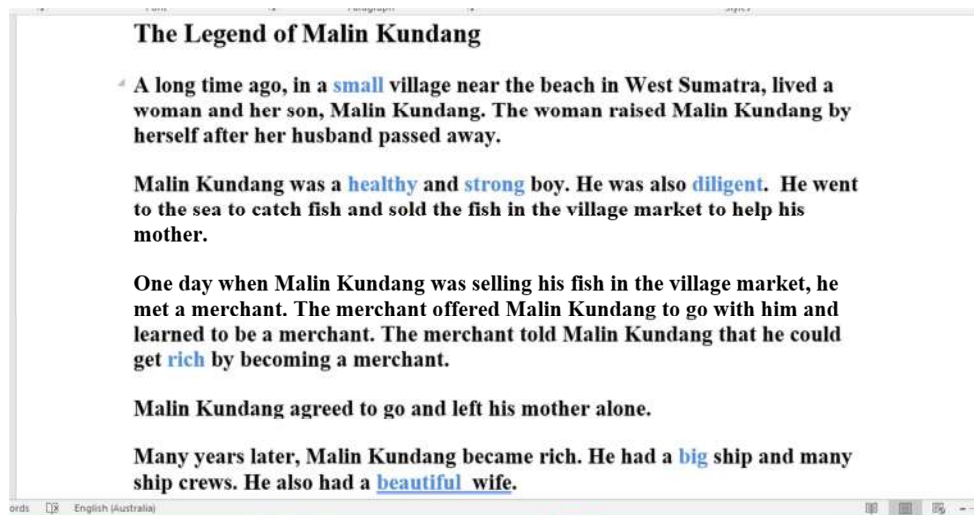

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, lived a woman and her son, Malin Kundang. The woman raised Malin Kundang by herself after her husband passed away.

Malin Kundang was a healthy and strong boy. He was also diligent. He went to the sea to catch fish and sold the fish in the village market to help his mother.

One day when Malin Kundang was selling his fish in the village market, he met a merchant. The merchant offered Malin Kundang to go with him and learned to be a merchant. The merchant told Malin Kundang that he could get rich by becoming a merchant.

Malin Kundang agreed to go and left his mother alone.

Many years later, Malin Kundang became rich. He had a big ship and many ship crews. He also had a beautiful wife.

Figure 2. Malin Kundang story appropriated for grade 1 primary school students.

As can be seen in figure 2, the story is created in a way so it contains many adjectives. The adjectives are common adjectives learned by grade 1. The adjectives are highlighted in blue colors.

The next step is making exercises to evaluate learners' comprehension of the story read. In this stage, McKay's concept of efferent reading and aesthetic reading in using literature in language class is used. McKay takes the idea of efferent reading and aesthetic reading from Rosenblatt. McKay quotes Rosenblatt's definition:

> … efferent reading (from the Latin "to carry away") as reading in which the reader is concerned with what she will carry away. In aesthetic reading, on the other hand, "the reader's primary concern is with what happens during the actual reading (McKay, 1982, p. 532).

Therefore, the evaluation is done with two kinds of question. The first type of questions is to evaluate the language skill learned, whether the learners recognize the adjectives used in the story, which in McKay's concept is part of efferent reading (see Figure 3).

Reading Comprehension

Did Malin Kundang live in a small village or a big village?

Was Malin Kundang a healthy boy or a sick boy?

Was Malin Kundang a strong boy or a weak boy?

Was Malin Kundang a diligent boy or a lazy boy?

Did Malin Kundang have a big ship or a small ship?

Did Malin Kundang have a beautiful or an ugly wife?

Figure 3. Questions for Efferent Reading

The second type of questions is to evaluate learners' comprehension on the content by finding out whether the learners can take their own experience to understand the story, which in McKay's concept is part of aesthetic reading (see Figure 4).
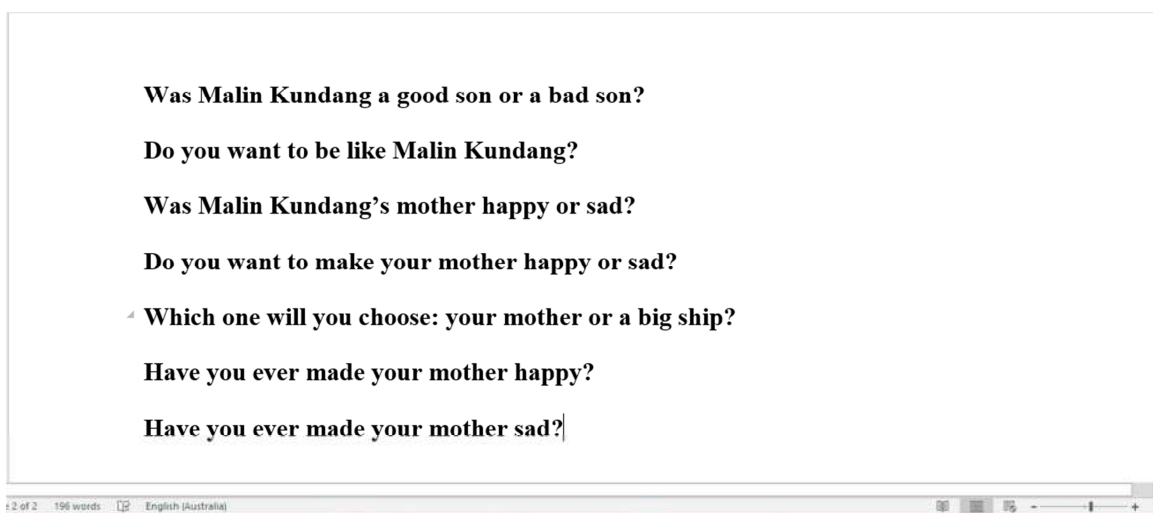
Was Malin Kundang a good son or a bad son?

Do you want to be like Malin Kundang?

Was Malin Kundang's mother happy or sad?

Do you want to make your mother happy or sad?

Which one will you choose: your mother or a big ship?

Have you ever made your mother happy?

Have you ever made your mother sad?

Figure 4. Questions for Aesthetic Reading

The questions for aesthetic reading /is created to emphasize the literariness of the text. Those questions serve not to check learners' comprehension of the reading given, but to enable learners to relate themselves to the text. On the interaction between the text and the reader, McKay underlines the importance of readers' familiarity to the cultural background of the text to be able to understand the text well. The higher the grade of the language learners, the more complex questions can be given.

Utilize Visual Aid to Present the Material

Florentino (2014) in the study of using local literature in the Philippines mentions that visual learning is very relevant as a way to teach young learners in current situation because they are digital generation who relies more on information presented by images or pictures. Taking Florentino's idea, Malin Kundang text is presented visually using a common medium of presentation, the PowerPoint presentation. PowerPoint is used because it is highly accessible for many people. It is expected that the learners will be helped by the visual presentation to learn.

Figure 5. A Ppt Presentation of Malin Kundang story

The idea to make the presentation of story interesting as well as helpful in learning language in this case learning adjectives is attempted by applying illustrations representing adjectives targeted to learn. It is actually ideal to have customized illustrations for Malin Kundang story; illustrations that represent Malin Kundang's cultural setting. However, as the said illustrations are not ready-made, the illustrations the students used are the illustrations found in the internet.

A problem with regard to the use of Ppt was once experienced by the writer while teaching English for grade 1 primary school students in which students were more interested in the Ppt's illustrations than the lesson given. Teacher's ability to control the class is crucial.

The presentation of the story is completed with presentation of questions both questions based on efferent reading and questions for aesthetic reading as seen in Figure 6 and Figure 7.

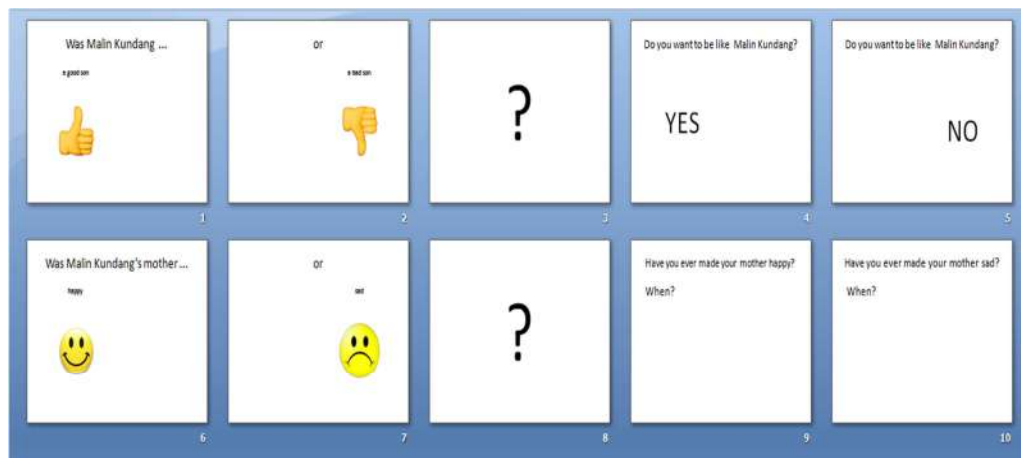**Figure 6. Question for Efferent Reading**

Figure 7. Questions for Aesthetic Reading

Questions for efferent reading and aesthetic reading can be developed further and appropriated wit h the level of the class. These questions are prepared before students actually teach the targeted learners. Evaluation toward the questions will be done afterward.

CONCLUSION AND SUGGESTION

The paper presents the potential of using Indonesian local literature in English language classroom. It shows how Indonesian local literature can be used to teach English language as well as literature appreciation. The challenge of using local literature, in the writer's opinion, lies on the material developers. The survey on TEFL students in English Department, Soegijapranata Catholic University who developed teaching materials implied that they did not pay much attention to Indonesian local literary works. Only after they were asked to develop materials for teaching using local literature did they had their opinion on the local literature. During the activity of developing materials, it was found that local literature coming from folk tales was highly adaptable to use as materials for teaching because folk tales come in many versions due to their nature as oral literature. The use of PowerPoint proves to lift up the material into more interesting level, the visual level to attract younger generation.

The findings and discussion above suggest that study on local literary works and how they can be used in English language class has potential to be developed further. On local literature, a more thorough study can be done on young generation's familiarity with Indonesian local literature. The writer's study which only involved 15 respondents coming from university level may not be sufficient to represent Indonesian young generation's opinions on local literature. Focus group discussion should also be used to know in detail respondents' opinion on Indonesian local literature. Further suggestion is teachers and/or English language material developers should consider using Indonesian local literature as materials to teach English as it is yet an area well developed.

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