PSYCHOLOGICAL SIDE IN LITERARY WORKS AND ITS IMPLICATION ON ENGLISH TEACHING

[1]Titis Dwi Rahayu

[1]Universitas Muhammadiyah Kotabumi

ABSTRAK: *Sastra adalah bahasa (kata, gaya bahasa) yang dipakai dalam buku-buku namun bukan merupakan bahasa sehari hari. Di sisi lain, psikologi sendiri merupakan sebuah cabang ilmu pengetahuan yang mempelajari tingkah laku dan proses mental yang dialami dan diperbuat oleh manusia. Psikologi dan sastra adalah dua aspek pengetahuan yang berbeda namun memiliki berbagai keterkaitan. Karya sastra menyediakan materi tambahan untuk praktik tata bahasa (grammar), belajar kosa kata, dan penerjemahan. Hal tersebut dapat memberikan pengetahuan tentang pentingnya pengimplikasian karya sastra dalam pengajaran bahasa inggris dan menunjukkan beberapa hal negatif dan positif yang terdapat dalam pengimplikasiannya disekolah serta pengajaran karya sastra pada pelajaran bahasa inggris.*

Kata kunci : *sastra, psikologi, pembelajaran*

Abstract: Literature is the language (words, language style) used in books but is not an everyday language. On the other hand, psychology itself is a branch of science that studies behavior and mental processes experienced and done by humans. Psychology and literature are two different but related aspects of knowledge. Literary works provide additional material for practice of grammar (grammar), learning vocabulary, and translation. This can provide knowledge about the importance of the implications of literary works in teaching English and show some negative and positive things contained in the implications in schools and teaching literature in English teaching.

Key words: *literature, psychology, teaching*

INTRODUCTION

Background of The Problem

Literature can not be separated from our life. According to Priyatni (2010) literature is the expression of someone's lives in an imaginary or fictional way. This is in line with George Luke in Priyatni (2010:12) that literature is a mirror that gives the reflection that reality are greater, more complete, more lively, and more dynamic.

Literary works is the result of human creation that will not be separated

---

[1]Mahasiswa Universitas Muhamamdiyah Kotabumi

from the language it self. Literature and human are interconnected because basically the existence of literature start from problems of human and their environment. Literary work is the result of the imagination of the author who describes human life. The author combines the reality life with ideal picture based on his mind. Literary work has two important aspects, namely content and form. The content of the work are human life experiences, while the form of literature are related to the delivery method namely the way the author uses beautiful language to represent the contents of a literary work, both in the form of poetry, short story, and novel.

Literary work as human invention present many things that add to the knowledge of the reader. Nurgiyantoro (1995:2) suggests that a literary work must offer a variety of problems experienced by human. Literary works can tell various problems of human life, oneself, and with God. Through literature, human can take advantages, such as: studying the pattern of

problems and solution and as entertainment. In the world of fiction the truth that is in accordance with the author's beliefs, truths that have been believed to be "validity" his views on matters of life (Nurgiyantoro, 2010:5). A literary work has a close relationship with the side of life itself. Where in a life there are social interactions, culture, religion, education, the psychological side of the personality of the people and others.

In ancient Greek era, the word psychology comes from the word psyche and logos, the meaning is soul and science. Psychology is a science studying process and behaviour bounce. Psychology limits at expression and manifestation of soul/head/bouncing the namely in the form of process and behaviour or his/its activity. Psychology represent one part of the behavioral science or social science. Psychology also means the study about how behavior of human being and all kinds of its interaction, character and personality of everyone.

Psychology can be seen from two parts, they are in general way and in specific way. In general, psychology is science about human behaviour in general like situation of emotion, knowledge, memory, forming of character, personality, and other. In specific way, psychology is science about all kinds of life aspect of goodness in life of social, education, growth, art, and others.

Meanwhile, according to Ratna (2011:240-350) literature psychologies is a literary work by using and considerating of relevance psychology science. It means that the usage of psychology science in analyzing literature work of psychological side author, readers and also figure. Equally, it can be said that literary psychology studies the condition of psychology of outhor, readers and also the result of literary works. It can be concluded that literature and psychology are correlated one each other. Than this matter also can know that psychology can be seen at two parts of either through general and

peculiarly. Generalized psychology is science about human being behaviour in general. Situation of emotion, intelegent, memory, forming of character, personality and others. Min (2016) having a notion about meaning of psychology in general among others are: According to Muhibbin (2001), psychology represent science studying open behaviour and closed at good human being as group and also individual, in its relation with environment.

In conclusion, psychology is science expanding freely directional. This matter because of psychology science coverage wide of in so many life aspect, especially in the field of literature. Beside that, there are special psychology that we can know each other, they are: faal psychology, psychology growth, psychology personality, clinical psychology, counceling psychology, abnormal psychology, psychology education, diagnostic psychology, and industrial psychology.

The use of literature in language teaching goes back to the 19th century. The dominant method of language teaching at that time was grammar translation and the most popular technique was the translation of literary texts into target languages. Literary work provides additional material for grammar practice, vocabulary learning, and translation (Liaw, 2001).

Meanwhile Freud (Walington, 2004:78) suggests that there are three kind of anxiety, namely objective, neuretic, and moral enxiety. Objective anxiety aries from fear of real danger. Neuretic anxiety is a fear of being punished for expressing impulsive desires. Moral anxiety arises when someone violates existing moral norms.

Literature has a specific study in the study of literature, which in it not only provides knowledge about grammar and beauty of words that are composed in literary works. But literature also provides knowledge about how to describe a story, event, fantasy as well as cultural values contained therein. If it is linked between literature and learning English, it can be said that literature has a considerable impact on language learning at school. This can happen because literature has a beautiful and interesting word or language and every word contained in literature itself has a meaning that is able to convey a certain message. This is caused by the existence of good grammar teaching, moral values, psychology side, social interaction and others. So the psychological side of literary works and its implication on English language teaching aim to find out and provide insights about the character of students through its implications in teaching English as well as a requirement to fulfill one of the requirements for obtaining an undergraduate education degree in an English education study program majoring in language and arts education.

Topic of Discussion

Based on the existing description, the problem discussed is about how the

psychological side of literary works and its implications for teaching English.

Objective of Writing Papers

To increase knowledge and insight about the psychological side of literary works as a support in teaching English.

PSICOLOGYCAL SIDE IN LITERARY WORKS AND ITS IMPLICATION ON ENGLISH LANGUAGE TEACHING

Definition of Literature

In Indonesian dictionary, Literature is the language (words, style of language) that is used in the books literature is not a language. Literature is interpreted as a language which is an absorption word from Sanskrit language which means "writing that contains instructions or guidelines". While literary works are the result of literature in the form of poetry, prose, and play.

Literature is part of culture, the diversity of cultural aspects of Indonesian society is very diverse. This can be seen from the literary works it self. One of the literary assets possessed by Indonesian people is that traditional literature is a form of community expression in the past that is generally conveyed orally (Mitchell in Hayatunnufus, 2014:202). Folklore (oral literature) can be changed in written form using the language owned by the author. It can be said that literature is also a communication window to facilitate students in interacting with their peers. Then it is important for students to know and understand about literary works.

Literary works is the result of the imagination of the author who describes human life. The author combines the elements of reality from a life with an ideal picture that is on his mind. Literary works in their form have two important aspects, namely content and form. The contents of the work are human life experiences, while the forms of literature are related to the delivery method, namely the way the author uses beautiful language to represent the

contents of a literary work, both in the form of poetries, short stories, and novels. Literary works as human inventions present many things that add to the knowledge of the readers. Nurgiyantoro (1995:2) suggests that a literary work must offer a variety of problems experienced by human. Literary works can tell various problems of human life, oneself, and with God. Through literature, human can take advantage, such as: studying the pattern of problems and their solutions and as entertainment.

Literature has a very big influence in the world of education, especially in the field of study of language learning, especially English. Where literature has given birth to literary works that are not only a medium of teaching but also as a reference in the field of language and provide entertainment for those who love to read are also interested in literary works in order to increase knowledge about literature.

Therefore, it is important for teachers to provide or choose a literary work that is right for students so that they are interested in learning it.

The Function of Literature

Waluyo in Priyatni (2010:21) states that literature functions as an enlightenment of soul/awareness of the soul of the community environment or against the limitations of individuals who often attack God's position. Horatius in his book Arts Poetica uses the term "dulce et utile" to describe literary functions. The term refers to literature that has a dual function, namely entertaining and at the same time beneficial to the reader (Budianta in Priyatni, 2010:22). The literary function has evolved from time to time, according to the conditions and interests of the supporting community

Definition of Psychology

Psychology comes from the ancient Greek words psyce = soul and logos = knowledge. So, psychology is defined as the study of the soul both the symptoms, the

process and its background. Which means that psychology studies the motion, nature, character and also its influence both from the soul itself or the environment in which it lives. Psychology of literature is an interdisciplinary between psychology and literature (Endraswara, 2008: 16). Wellek and Austin (1989: 90) explain that the psychology of literature has four meanings. First, literary psychology is the author's psychological understanding as a person or type. Second, an assessment of the creative process of the paper. Third, analysis of psychological laws applied in literary works. And fourth, the psychology of literature is also interpreted as a study of the impact of literature on the psychological condition of the reader.

Meanwhile, according to Ratna (240:350) psychology of literature is an analysis of a literary work by using the consideration and relevance of psychology. This means that the use of psychology in analyzing literary works from the psychological side of authors, figures and readers. In other words, it can also be said that the psychology of literature conducts a study of the psychological conditions of writers, figures and readers of literary works.

Simply stated that what is meant by personality (personality) are the characteristics that represent a person's attitude or character, which includes patterns of thoughts and feelings, self-concept, and mentality that are generally in line with general habits. From there arises the name of knowledge, knowledge is everything that is known that is arranged logically and systematically by calculating the causes and effects and can explain certain symptoms. The elements that fill the mind and soul of a conscious human being are clearly contained in humans brain.

Along with the times and the development of a sense of curiosity in understanding human. One of the theories used as learning in understanding human personality and character. One way is to study literature. where literature is a

medium of learning that uses language and words that require meaning. From the author's experience, by studying the author's literary works, it is very helpful to learn English easily. considering that literary works have sentences with beautiful language and words that require meaning.

Relationship Between Literature, Psychology and Implication on English Language Teaching

Literature and psychology have a very close relationship where in a literary work also has the same study in the psychiatric and social interactions between each other as well as daily life. Psychology is a science that develops freely but is directed. This is because the scope of psychology is very broad in various aspects of life, especially in the field of literature. As stated by Slameto (2010:2) "learning is a process carried out by someone to obtain a change in new behavior as a whole. A person experiences a learning process by using his five senses, there are: character,

characterization, teaching, language, and experience.

Character

Indonesian dictionary tells that character is a human inner trait that influences all thoughts and behavior, character and character. Character is a basic trait, morals, or manners owned by the character. Each character in a work of fiction has certain traits, attitudes, and behaviors. Introducing these characters are the authors with the aim of clarifying the theme to be conveyed (Priyatni, 2010: 111). Meanwhile, Nurgiyantoro stated in his book (2010:13) that the characters in the novel are displayed in their entirety, for example with regard to physical characteristics, social conditions, behavior, traits and habits, including relationships between characters, which are described directly or indirectly. Meanwhile Aminuddin (2013: 79) states that actors who carry events in fictional stories so that these events are able to weave a story are

called characters, while the way the author presents characters or actors is called characterization.

With this explanation it can be concluded that the character is a picture of the character's self-existence as a characteristic possessed by humans or characters in the story. The characters are brave, honest, creative, diligent, flexible, generous, responsible, wise, patient, and others.

Characterization

Saleh and Stephen Minot revealed that there are two ways of characterization, namely: 1) directly or analytically, 2) indirectly or dramatically (Soedjijono:1984). The analytic method is a way to express the character directly. The author directly expresses the nature, attitudes, and temperaments of the characters' presents. While the dramatic way is to portray the character's character indirectly, for example through: 1) the environment of the actor, 2) the monologue,

3) the conversation of the actors, 4) the mindset of the actor, 5) the reaction of the actor to the event, and 6) the comments of others towards the perpetrators.

Sukada in Retnaningsih:1987 states that painting can be achieved by the following methods: 1) describing the birth form of the actor, 2) describing the mindset of the actor, 3) the actor's reaction to the event, 4) analyzing the actor's character directly by the author, 5) describing the circumstances around the actor, 6) the reaction of other actors to the main actor, and 7) the comments of other actors to the main actor.

Teaching

Institutionally learning is seen as a process of validation of students' mastery of the material they have learned. Institutional evidence that shows students have learned can be known in relation to the teaching process. The measure is, the better the quality of teaching done by the teacher, the better the quality of student acquisition

which is then expressed in the form of scores or grades, Syah (2009:67).

This has the understanding that after students experience the learning process with a certain material and a certain time it can be measured / assessed the level of student success in mastering the material. This assessment process is described as student achievement which is expressed in the form of a score or a scale value of 0-10 or 0-100.

To achieve a good learning achievement, many factors need to be considered. According to Suryabrata in Hamid (2013: 140), in general, the factors that influence learning and achievement can be classified into two parts, namely internal factors and external factors. Internal factors that influence learning are the will, mentality, and awareness of the students themselves. while the external factor that can influence it is the environment. where the environment is very influential. whether it's the home environment, people around, colleagues, and school.

Language

In general, the notion of language is a communication tool owned by humans, namely in the form of a sound symbol system that comes from the human speech or mouth. English is the first Germanic language spoken in England in the Early Middle Ages and is currently the most commonly used language throughout the world, Wikipedia (2010). Modern English, sometimes described as the first global lingua franca, is the dominant language, or in some cases even established as an international language in the fields of communication, science, information technology, business, marine, aerospace, entertainment, radio and diplomacy.

The spread of English outside the British Isles began with the growth of the British Empire, and by the 19th century its reach is global. After British colonization from the 16th to the 19th centuries, English became the dominant language in the United States, Canada, Australia and New Zealand. The growth of the cultural and

economic influence of the United States and its status as a global superpower since World War II helped accelerate the spread of English throughout the world. English replaced German as the dominant language of science in the Nobel Prize in the second half of the 20th century. English has matched and even surpassed French as the dominant language in the world of diplomacy in the second half of the 19th century.

English language skills have become a necessity in a number of fields of science, employment, and professions such as medicine and computing; as a result, more than one billion people in the world can speak English at least at a basic level (see English as a second or international language). English is one of the six official languages of the United Nations. One of the effects of the growth of English is the reduced diversity of languages in various parts of the world. The influence of English plays an important role in language extinction. Conversely, the diversity of

English also has the potential to create new languages from time to time, along with creole languages and pidgins.

Experience

In Kamus Besar Bahasa Indonesi (KBBI) experience has meaning that has been experienced, felt, lived, and borne. From the experience felt by students in learning and teaching literature on English subjects, sometimes literature in English can be understood easily but it is also difficult to understand at other times. With this problem, it is finally known that studying literature in learning and teaching English gives negative and positive views of literature itself. Negative views and positive views on the use of literature in teaching English:

Negative views on the use of literature McKay (1982) mentions several opinions about some negative thing from literature the use of literature. First, the lack of literary contributions to the teaching of grammar which is one of the important

goals of language teaching programs. The reason is the structural complexity and use of unique language in literature. The second is that literature does not help students to achieve academic goals and expertise. The third is the specific cultural views contained in each literary work. Understanding and interpreting cultural perspectives may be difficult for students especially those whose native language is not English (non-native speaker of English).

Positive views on the use of literature According to Povey (1972) reading literary works makes students familiar with the use of many vocabularies and new and complex syntax, this contributes to the expansion of the use of language and linguistic knowledge. Another advantage of the use of literature in English classes is promoting the use of language or communication, especially in the context of the EFL.

Maley (2001) underlines the reasons regarding the suitability of literature as a source of learning in the context of EFL and ESL as follows:

Universality: all languages are known to have literature and themes conveyed through such literature such as love, death, separation, nature, etc., are common to all cultures. Literature throughout the world follows the same tradition and genre. Non-triviality: unlike many other language teaching resources that underestimate text and experience, but literature does not underestimate or underestimate the text. Literature offers authentic and authentic input.

Personal relevance: thoughts, events, and things expressed in literature experienced by students or can be imagined by them. Therefore, they can find links / linkages between literature with their personal lives. Diversity: there is a great diversity of languages and issues discussed in literature. Students can enjoy a choice of literary works that are not monotonous and versatile as well as entertaining.

Interest / interest: literature is interesting as literature deals with the subject matter in an attractive and interesting way. Economic and influencing power: one of the special features of literature is the meaning which carries memories, feelings, and memories which can also finally recall words and sentences that have been read. Literature departs beyond what is said and allows the mind to be expressed in just a few words.

Ambiguity: literature allows different interpretations. It is rare for two readers to have the same reading interpretation of a text. This diversity of approaches and interpretations creates an opportunity for the exchange of original thoughts and engenders interaction. In addition, each student can feel safe about the validity of their interpretation of a particular text.

The difficulty lies not in the literary work itself which has unpopular language expressions but also how literary learning is presented in lectures. It is not surprising that English teachers as foreign languages are less interested in literary works in learning English in class. In this paper discussed how literary works can be used as teaching material in learning English. As instructors we are required to be creative in developing teaching materials in learning in class.

Choosing literary works as teaching material is an interesting solution. Choosing teaching material in the form of literary work requires wise consideration. What literary works are appropriate for learning materials for writing, reading, speaking and listening skills, a teacher is required to be wise to determine them. What literary works are appropriate for a certain level also needs consideration. Theoretical Basis and Theoretical Methods Teaching materials or learning materials Teaching materials or learning materials are knowledge, skills and attitudes that students must learn in order to achieve predetermined competency standards. The principles in choosing teaching materials

include the principles of relevance, consistency and adequacy.

The principle of relevance means that learning material should be relevant to have relevance to the achievement of competency standards and basic competencies. The principle of concession means that there is a diversity between teaching materials and basic competencies that students must master. The principle of adequacy means that the material being taught must also be adequate in helping students master the basic competencies taught. Material should not be too little or too much. If it is too little it will not help achieve the standard competency and basic competence.

Conversely, if too much will waste time and effort that is not necessary to learn it. b. Literary works in learning English Using literature in learning, especially learning English in class is one way to add dimensions to English learning. There are several reasons for using literary works in learning English. According to Geoff Hall

literary works have effective argumentation values such as pleauserable, motivating and personalizing. That the value of the argument delivered contains something fun, motivates students while exploring something that is personal. Hall (Geoff 2005:48,66) further explained that literature has the value of cultural arguments in which there is a knowledge about culture (cultural knowledge) and experiences that involve intercultural (intercultural experience). This knowledge is needed for learners / students who are learning a foreign language, English. Hall also explained that the use of literary works also has psycholinguistic arguments relating to focus on form, discourse processing skills, inferencing, processing of non-literary language, tolerance of ambiguity and others.

Hall also explained that literature in English learning also brings additional values such as 1) Expands vocabulary 2) Aids language acquisition in specified but general ways 3) Gives a feel for the

language 4) Develops more fluent reading skills 5) Contribute to cultural and intercultural understanding 6) Literary texts are supposedly particularly important, linguistically memorable (some poetry perhaps qualifies) 7) Above all, literature is claimed to be pleasurable. So it is clear that literary works have advantages or advantages as explained by Hall in his book titled Literature in Language Education that literary works have an impact on increasing vocabulary on students. Literary works are also a tool to gain mastery of English. Another advantage is developing reading skills to get smoother. Another advantage, the literature on also gives sensitivity to students how English is used in real life as native speakers use the language. Grammatically, sentence patterns, words will be easy to remember because they are beautiful and contain very good messages. More than what has been explained above, caste works provide entertainment, pleasure for the reader. The development of literary works in learning English must also keep in mind the concept of developing teaching materials namely procedural aspects and hierarchical aspects.

Method According to Jeremy Harmer's explanation, a method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the types of material which will be helpful and some models of syllabus organizations. (Harmer, Jeremy, 2007, 62).

Based on the explanation above, learning English using literary works is adjusted to the skills to be learned, reading, writing, listening or speaking. The use of literature in learning English is also adjusted to what level the literary work will be used. The selection of literary works will certainly determine the success of learning by using literary works.

Conclusion

From all the discussion that has been described, it can be concluded that in

literary works there are a variety of good psychological aspects to be studied also known given the importance of that knowledge in learning English which turns out to be very influential both in understanding texts, stories, and imaginations that arise due to reading a literary work and its implications for teaching Englis This is because a literary work is one of the many learning media. where literature is a learning medium that supports learning, especially language learning. where students can gain more knowledge about the language.

Literature has its own charm, which is to have beautiful language and meaningful words. Through literary works, both readers, teachers, and students are able to understand literary works and can learn languages more relaxed and fun. considering that literature is an interesting learning media.

Suggestion

The reader is expected to be able to absorb and understand the positive and negative aspects of the psychology of a literary work, so that it can improve the ability to imply the teaching of English literature.

For a teacher, it is hoped that it will be sufficient to add insight into literature both in terms of the psychology of literature itself and its various aspects which are mutually sustainable. For the students is expected to know that what literature has is closely related to real life.

REFERENCES:

Haryani. 2018. *Psikologi Umum.* (Daring). Tersedia: http://staffnew.uny.ac.id/upload/132318123/pendidikan/Materi+Psikologi+Umum_haryani.pdf

Minderop, Albertine. 2010. *Psikologi Sastra*. Jakarta: Yayasan Pustaka Obor Indonesia.

Nurgiyantoro, Burhan. 2010. *Teori Kajian Fiksi.* Yogyakarta: Gadjah Mada University Press.

Priyatni, EndahTri. 2010. *Membaca Sastra Dengan Ancangan Literasi Kritis.* Jakarta: PT Bumi Aksara.

Psikologi, Dosen. 2017. *Psikologi Sastra – Pengertian, Analisa, Penerapan, dan Penjelasannya*. (Daring). Tersedia: https://dosenpsikologi.com/psikologi-sastra. (03 Februari 2018).

Ratna, Nyoman Kutha. 2011. *Antropologi Sastra: Peranan Unsur-Unsur Kebudayaan dalam Proses Kreatif.* Yogyakarta: Pustaka Pelajar.

Stanton, Robert. 2007. *Teori Fiksi.* Yogyakarta: Pustaka Pelajar.

Student, Indonesia. 2017. *Pengertian Fiksi, Jenis-Jenis Fiksi, dan Contoh Fiksi Lengkap.* (Daring). Tersedia:http://www.Indonesiastudents.com/pengertian–fiksi–jenis–dan–contonya-lengkap/. (02 Maret 2018).

Susanto, Dwi. 2012. *Pengantar Teori Sastra: Dasar-Dasar Memahami Fenomena Kesusastraan: Psikologi Sastra, Strukturalisme, Formalisme Rusia, Marxisme, Interpretasi dan Pembaca, dan Pascastrukturalisme.* Yogyakarta: CAPS.

Wikipedia. 2012. *Fiksi.* (Daring). Tersedia: https://id.wikipedia.Org/wiki /Fiksi. (02 Maret 2018)