Second, coordinated regional responses, and 
Third, globally coordinated policy measures. 
In the face of these realities, I urge our ASEAN colleagues and partner economies 
to enhance our strategy, and renew our commitments towards a more sustainable 
growth and stability within our region. ASEAN needs to be more adaptive and 
innovative.

On top of this, we in ASEAN must strengthen our framework, and become part 
of solutions to emerging global issues.

There are a number of questions that we should consider:
- How much have we done, to mitigate the potential impact of future financial 
crisis?
- How far have we come, in ensuring the security of our food and energy supply? 
And
- How much have we done collectively and individually, in responding to the 
challenge of climate change?

Answers to these questions, along with our own agenda for improving regional 
prosperity and growth, should be an important part of this meeting’s discussions.

At the same time, we also need to look closely on ASEAN’s vision and our collective 
aspiration for our regional grouping.

We need to look at how do we develop strong national and regional economies with 
strong, sustainable, balanced and inclusive growth.

We need to move faster towards a true ASEAN Community by 2015. This means, 
among others, strengthening ASEAN institutional frameworks and mechanisms.

We need to improve the quality of life of all ASEAN peoples. This is not just about 
higher living standards, but also about inclusiveness, through ensuring better 
access to public services, social safety nets, Small and Medium Enterprises 
(SMEs) development and financial inclusion schemes. It is also about ensuring 
better transparency and accountability, as well as ensuring an increased sense of 
security. Indeed, it is about bringing ASEAN to the people.

To realize this vision, there are three key priorities for ASEAN in 2011 and beyond.
The first priority is ensuring significant progress and implementation of ASEAN 
community. For ASEAN Finance Ministers, this implies building on progress in 
financial services liberalization, capital market development and management of 
capital flows.

This also means continued cooperation in customs initiatives, especially on the 
strategic plan for customs development, and the implementation of the ASEAN

### LITERARY COMPETENCE FOR THE TEACHING OF LITERATURE IN SECOND LANGUAGE EDUCATIONAL CONTEXT

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**ABSTRACT**

This essay analyzes the use of literary works in second language educational 
context. It highlights the importance of literary competence and the 
implications at stake for the teaching of literature such as: the importance of 
setting the purpose in teaching literature, the need of considering literature 
teaching as product versus literature teaching as process and the necessitate 
of relating literature, language and culture. A brief analysis of the author's 
experience in using the literary texts in teaching English as a foreign 
language is also presented. From the discussions of the related literature, 
further research is recommended to settle the arguments of poetic versus 
hermeneutic approach in teaching literature as object of study. Moreover, 
appropriate balance for language, literature and culture for teaching 
literature as a topic or resources is suggested.

**Key words:** teaching literature, literary competence, second language 
educational Context

**INTRODUCTION**

The revival of using literary works, such as prose, poetry and drama, in 
language classrooms has emerged since in the middle of 1980s and 1990s. In 
English as a second language (ESL) context, literature has been used as a resource 
"for providing an authentic experience of the target language" (Kramsch & 
Kramsch, cited in Nance, 2010, p.2). Literature can also be beneficial for the 
students in EFL context who rarely use English in their daily conversation because 
it provides the language use in a context. For example, by reading the dialogues in 
drama script, the students know how certain expressions are used in a 
conversation.
On the other hand, the development of Communicative Language Teaching (CLT) in second language education, which focuses on implementing practical language use, has made the teaching of literature appears to be irrelevant since it is believed that it cannot be easily applied in daily communication. Functional English with specific purpose in tourism, hospitality, business, and so on is in greater demand than a literature discussion class and believed to be free from “any implication of cultural imperialism” (Collie & Slater, 1987, p.2).

However, keeping away literature in language teaching means diminishing the opportunity to “educate the whole person” (Lazar, 1993, p.19). It is literary works that give the opportunity to involve someone in experiencing certain emotion, questioning certain values, and encouraging them to express an idea about the culture implied in those works. Literary works enable the students to learn about different point of views, enrich the students’ perspective and indirectly teach them how to appreciate the differences in the real society.

Reading literary work is different from reading other types of discourse such as newspaper article, an academic journal or textbooks, in which the readers are exposed to certain information without any symbolism or rhythmical choice of words. Literature needs to be interpreted. Culler (2002, p.132) argues that reading literary text requires someone to have an “implicit understanding of the operations of literary discourse which tells one what to look for”. He refers this ability as “literary competence” which makes someone converts the meaning beyond what it is written in the text. As a result, the readers have to understand the semiotic signs and the culture which is implicitly written in order to grasp the meaning of a literary work. What is literary competence and how important is the concept for the study of literature in second language educational contexts? This essay will discuss about the definition of literary competence, the importance of the concept for the teaching of literature in second language educational context, and the implications at stake for the teaching of literature in second language educational context.

DEFINITION OF LITERARY COMPETENCE

The definition of literary competence has been widely discussed by some scholars. Brumfit and Carter (1986, p.18) define literary competence as “an interesting combination of linguistic, socio-cultural, historical, and semiotic awareness”. This statement is in line with Culler's idea that if someone reading a economy. We are fortunate to have passed the depth of this crisis, and avoided the worst case scenario of a global depression. Today, the global economy is recovering, but the path to full recovery remains fraught with risks and vulnerability.

One important lesson from that global financial crisis was that countries needed to act fast, and to act together. This is precisely what the G20 did by working together to reform the financial architecture, prevent protectionism and aiming for a strong, sustainable, balanced global economic growth.

But even as the worst is behind us, some developed countries are still struggling to fix domestic economic challenges, and regain the growth momentum. This is a picture that is likely to continue in the short-term. In contrast, emerging and developing economies have led global economic recovery with positive economic growth.

In Asia, after a rigorous restructuring of its financial architecture since 1998, the region has become more resilient to global shocks.

In fact, emerging and developing countries in Asia have become important engines for global growth. The economies of ASEAN and East Asia registered robust growth, and provided the expansion that was helpful for the global growth. This is of course no time to be complacen. Our economies are still facing many challenges. These are, among others : the continuing global imbalances, upward pressures on commodity prices, the rising price of oil, and the increasing severity and impact of natural disasters and climate changewhich in their own right affect the supply of our precious commodities.

Indeed, the recent global financial crisis and the recent commodity price increases, amplify the urgency for both policy coordination and global surveillance capacity building. Those challenges pose major threats to the global economic recovery, food and energy security, and achieving Millennium Development Goals.

While this situation is not newwe had it in 2008it warrants our collective efforts to lessen its adverse effect.

ASEAN should therefore be better prepared, in responding to this challenge. The increasing linkage of ASEAN to the global economy has enhanced the potential spillover from external shocks into our region.

The recent financial crisis has also taught us that global problems can be effectively addressed through, three separate but inter-connected policy actions: First, strong and prudent policies of individual countries,
Appendix. The Speech Text

DR. SUSILO BAMBANG YUDHOYONO
PRESIDENT OF THE REPUBLIC INDONESIA
AT
FIFTEENTH ASEAN FINANCE MINISTERS GCO MEETING
JAKARTA, 8 APRIL 2011

Bismillahirrahmanir rahim,
Assalamu’alaikum warahmatullahi wabarakatuh,
Peace be upon us,
Salam sejahtera untuk kita semua.
Om Swastiastu,
Dr. Surin Pitsuwan, Secretary General of ASEAN,
Distinguished Ministers of Finance,
Distinguished Central Bank Governors,
Prof. Haruhiko Kuroda [:haru-hiko kur-roda], President of the Asian Development Bank,
Dr. Sri Mulyani Indrawati / Managing Director of the World Bank for the East Asia Pacific, Latin America, Carribean, Middle East, and North Africa,
Prof. Naoyuki Shinohara [:nao-yuki shi-no-hara], Deputy Managing Director of the International Monetary Fund
General I Made Mangku Pastika, Governor of Bali

Distinguished Participants,
Ladies and Gentlemen,
I am very pleased for this opportunity, to address the ASEAN Finance Ministers meeting here in Bali. To all the Finance Ministers and Central Bank Governors who are here today, I bid you a warm welcome to Indonesia.
Indonesia is honored to be the chair of ASEAN this year, and as we move forward, certainly finance cooperation is an area that has become increasingly urgent. We need to work together to strengthen regional financial resilience, which would advance the cause of the ASEAN Economic Community.
All of us felt the pinch of the recent global financial crisis, which bled the world literature without certain knowledge of “conventions by which fictions are read” (Culler, 2002, p.132), he/she would have no idea how to comprehend the connection between the ideas presented in a literary work even though he/she might understand the sentences. Moreover, Culler (1997, p. 61) differentiates between what is called poetics and hermeneutics in the study of literature. Poetics starts with the meaning of literary work while hermeneutics starts with form. He further explains that “the modern tradition of criticism” has submerged in hermeneutics or combined poetics and hermeneutics.

On the other hand, he points out that linguistic model of literary study should have taken poetics as “the first track” (Culler, 1997, p.61). It is poetics, he argues, which describes literary competence which focuses on the conventions that make possible literary structure and meaning: what are the codes or system of convention that enable readers to identify literary genres, recognize plots, create characters out of the scattered details provided in text, identify themes in literary works, and pursue the kind of symbolic interpretation that allows us to gauge the significance of poems and stories. (p.61). From this statement, it is clear that Culler’s definition of literary competence focuses on the reader’s comprehension about the intrinsic elements of a literary work. Misson (1996) refers Culler’s literary competence to “structuralist framework” which the readers develop.

It raises the question, how about culture and history related to the work as proposed by Brumfit’s definition of literary competence? Will it be more hermeneutics rather than poetics if culture is highlighted? Should it be only intrinsic elements of the literary work discussed? These questions lead to the issue of critical literacy and aesthetic (Misson and Morgan, 2006). However, in the second language education context, literary competence can be achieved if the study of literary work falls in between poetics and hermeneutics because second language learners may have difficulty to understand the symbolism which they are not familiar with. Symbolism in a literary work is closely related to the culture in which the author is exposed. Each culture might have certain idioms, symbolism, cultural values, social structures, roles, relationships, tradition, belief, genres that can not be found in other cultures (Lazar, 1993). But, it should be noted that the starting point to improve the literary competence should be the comprehension of the intrinsic elements of the literary work. The explanation of history and culture related to the literary work’s purpose is to help the process of comprehending it. Thomson (as cited in Misson,1994, p.24) mentions the six levels the readers
on the part of sentence which can be in the form of lexical meaning changes, sentence focus changes, psychological effect affected from the use of grammar can expose speaker's intention well and help to express the argumentation phase in the speech. The proficiency in using grammar gives more impression and form self image to international audience.

REFERENCES

Today, the global economy is recovering, but the path to full recovery remains fraught with risks and vulnerability. ...

A sentence above contains personification that treats a happening as a human doing an action. The happening is the financial crisis that can do the action pinch. The financial global crisis makes ASEAN countries are in economic troubles. It is illustrated by someone doing a pinch. The effect does not give serious injury, yet it gives discomfort. This is the illustration of financial crisis of ASEAN countries. It does not make serious effect, yet it gives some disadvantages. There are two things compared and illustrate the happening well.

**Synecdoche**

Based on Keraf (2009: 142), synecdoche is a figure of speech that uses a part of something to describe the whole (pars pro toto) or, in otherwise, uses the whole to expose a part of it (totum pro parte). Below is an example of synecdoche in the data.

... ASEAN can take the lead in resolving problems in our own backyard. ASEAN nations can serve as the “agent of change”, that drives progress and development in many areas of cooperation within the region, be it financial cooperation, food security, energy security, inclusiveness, or equitable growth. ...

There is a sentence ASEAN can take the lead in resolving problems in our own backyard which has meaning deviation synecdoche pars pro toto. The deviation is the use a part of something to describe the whole. Representatives of ASEAN consist of few persons representing the countries they belong to. Thus, the analogy deviation imaginatively uses metaphor, personification, synecdoche. Those deviations arouse psychological effects. This analogy is more effective to expose speaker’s purpose when the meaning cannot be described well.

**CONCLUSION**

The use of grammar based on choice of word, clause arrangement, and figure of speech are the ways to expose certain meaning based on who is the speaker and the effect to the listeners. The changes patterns of clause and sentence can be changed, exchanged, omitted, added, combined with other clauses and rearranged. A stress teaching literature in the ESL context can range as continuum to what Maley (1989) calls “the use and the study of literature”. Moreover, Lazar (1993) argues that literary competence is an essential skill to develop if the study of literature becomes the aim; in contrast, in the case of using literature as a supporting material for language learning, literary competence is learned through the exposure of the text.

These varieties in text’s preferences also appear in English as a Foreign Language (EFL) educational context. Reflected on the author’s own teaching practice in EFL context at Prayoga Language College in Padang, West Sumatera, Indonesia, a literary work can be used in reading comprehension class or in a literary criticism class.

**THE IMPLICATIONS AT STAKE FOR THE TEACHING OF LITERATURE IN SECOND LANGUAGE EDUCATIONAL CONTEXT**

Based on the previous discussion, there are three major implications of literary competence for the study of literature in second language educational context:

1. The importance of setting the purpose in teaching literature (Lazar, 1993; Parkinson& Thomas, 2000; Paran, 2006)
2. The need of considering literature teaching as product versus literature teaching as process (Misson, 1994; Carter &McRae, 1996; Culler, 1997)
3. The necessitate of relating literature, language and culture (Valdes, 1986; Lazar, 1993)

**The Importance of Setting the Purpose in Teaching Literature**

Setting the purpose of teaching literature is the first thing to consider in an EFL context. “Literature as object of study (type A) and literature as topic/resource (type B)” (Parkinson & Thomas, 2000) require the learners to different level of literary competence. Paran (2006, p.8) argues that in ESL context neither of the two extremes exists on its own, and each always includes something of the other”.

In reflection of the use and the teaching of literary text in Prayoga Language College in Padang, type A is conducted in courses such as Introduction to Literary Study, Short Story, Introduction to English Prose, Poetry, Introduction to English Drama, Literary Criticism, Literature Research Methods and Seminars in Literature. In the end of these courses, the students are expected to be able to
comprehend a literary work poetically and hermeneutically. Abrams' classification of literature theory (from his book, *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*) and Wellek and Warren's intrinsic/extrinsic approach (from their book, *Theory of Literature*), and some literary criticism text books become the frame work to discuss a literary work. In this practice, students are given the choice whether to discuss the literary work from poetics or hermeneutics' side. On the other hand, type B is conducted in courses such as Speaking, Listening, Reading, and Writing. The material used is only an extract of literary work. The level of literary competence achieved in type A of type B courses will be different. While assessment in Type A requires the students to perform higher order thinking such as analysing and evaluating the literary work, type B's assessment only requires the students to recall and understand the literary text. A critical essay which evaluates or criticizes the literary work is the final assignment for type A courses while information gap activities are typical in type B's assignments. The level of communicative competence of the students taking type B are beginner and lower intermediate while type A is taken by students of upper intermediate and pre-advanced level.

The Need of Considering Literature Teaching as Product versus Literature Teaching as Process

Considering literature teaching as process is essential in order to improve the students' literary competence. In process-based teaching, close reading of the literary work is a must because it needs familiarization of the text's structure in order to grasp the meaning. This issue is what Culler (1997) argues that poetics should be given more priority than hermeneutics so that the readers of literary work are able to appreciate it aesthetically. “Like the text itself, the meanings are, as it were, pre-given,” Carter and McRae (1996, p. xxi) argues. Misson (1994, p.1) also highlights the tendency that theories of literature might shift the focus of concerning what an individual text means to “concern with textuality, that is, the concern with ‘the ways in which readers negotiate with them to produce meaning’” and may cause, he emphasis, “the rejection of the individuality of valued texts”. Carter & McRae (1996, p. xxi-xxii) refer it to product based teaching, in which the students may develop “the knowledge about literature” rather than “the knowledge of literature”.

In second language learning context, however; often, a critical analysis in a hermeneutic approach helps to improve the students' literary competence. Some

Figure of speech is seen from the direct or indirect meaning. If there is deviation from an ordinary and standard meaning, then it is called non-literal meaning or indirect meaning. Based on McCrimmon (1963: 152), a non-literal meaning is analogically used with another thing being introduced. One literal meaning is compared to a non-literal meaning. The analogy is done imaginatively to achieve more clarification and a psychology effect. McCrimmon (1963: 152) states that a figure of speech usually found are metaphor, personification, and synecdoche. Below are the three kind figures of speech in the SBY international speech.

**Metaphor**

Metaphor is an analogy or direct comparison of a concept with another concept. This is called as **meaning transfer** between referred words with the substitution. Below is an example found in the data the form of a noun phrase.

... *In short, there is a sea of opportunity* for the finance sector of ASEAN countries to innovate growth, both on the global economic front, as well as on the rural poverty front. ...

The phrase *a sea of opportunity* transfers meaning of the concept *many opportunities* with the concept *sea* containing countless water. Those two concepts exchanged into *a sea of opportunity* to describe *countless opportunity*. Another example of metaphor can be explained as follow.

... *ASEAN can also serve as a building block for global growth, and also for a more effective global governance.* ...

The data above contains a meaning transfer between the concept 'ASEAN' as a name of organization in South-East with the concept of 'building'. ASEAN can be visualized as a strong sympathetic organization that can support global growth and global domination. Those exchange concepts are called metaphor.

**Personification**

Personification is a figure of speech that treats animal, thing, happening, and abstract as human. Below is an example found in the data.

... *All of us felt the pinch of the recent global financial crisis, which bled the world economy. We are fortunate to have passed the depth of this crisis, and avoided the worst case scenario of a global depression.*
In active sentence, the subject *structural reforms* turns into lower focus than the object. The object of the sentence is *way of implementing appropriate macro-economic policies* put on the beginning of the sentence. Automatically, the listeners focus more on the subject than the object. Then, the changes of sentence pattern are needed to show the speaker's intention.

Clause arrangement can be changed, exchanged, omitted, added, combined with other clauses and rearranged. The changes found in the SBY international speech are transitivity, nominalization, and pasivization. The three changes show the focus changes in sentence. The transitivity in a form of transitive sentence focuses on the agent and the effect done by the agent. Transitivity in a form of intransitive sentence focuses on the agent and the action done by the agent. Nominalization shows a happening that does not expose agent, patient, and the happening. Otherwise, pasivization is the focus change in which the one got more focus put on the beginning of the sentence. Instead changing the focus of sentence, those three patterns affects on the meaning.

**Figure of Speech**

In English grammar, figure of speech is used to communicate something beyond the concrete representation. This achieves different effect or adds certain sensation that cannot be attained in direct meaning. In other words, proficiency in adjusting listeners' emotion through figure of speech shows language proficiency. Besides, Keraf (2009: 113) states that an expression of thought through figure of speech can expose the speaker's characteristics and personality.

Based on the finding in speech text, President SBY uses figure of speech with accuracy and appropriateness in facing certain situations. Figure of speech is used to add certain effect and arouse listeners' emotion. On this way, the speaker tries to convince argumentation expressed as a factual truth.

Information about the era when the literature is published and the author's background help the students to make a sense when they find out that the language used in literature is different from what they find in newspapers or magazines. In short, literature teaching as process in ESL context should include both hermeneutic and poetic's side in order to develop students' literary competence.

**The Necessitate of Relating Literature, Language and Culture**

Literature can never be divorced from language and culture since it is the product of an author living in a certain era and exposed by certain culture- which might influence the language used. It is more important to consider this case in the era of English as an international language. The number of people speaking English in outer circle and extended circle are even in greater number than the number of people using English from inner circle (Kachru, 1992). It means the literary text used in an English class is not limited from literature written by inner circle authors.

The extent of the culture imposed in the classroom will depend on the purpose for which the literature is being used (Lazar, 1993, p.13). In terms of the study of literature (type A), it's important for the teacher to highlight these features as post-reading discussion because pre-reading discussion will distract them from the focus of reading of the literary text. The culture perspective about these specific features will develop their literary competence. In terms of using literature as a resource for language teaching (type B), the culture perspective will enrich students' pragmatic and discourse competence. Valdes (1986) argues that introducing certain values appeared in the literary work will help the students' comprehension about the text, but the teacher must be aware that this process will not make the students label any stereotypes towards one culture just by reading a piece of literary work.

**CONCLUSION**

In conclusion, literary competence is an important concept for the teaching of literature in second language educational context since it sets up a clear definition of what the reader must possess in reading a literary work. Further research is needed to settle the arguments of poetic versus hermeneutic approach and find out the appropriate balance for language, literature and culture for teaching literature in ESL context.
The data have focus varieties in describing an event. Two sentences on the beginning are active sentences focusing on the agent we that refers to 'ASEAN countries' and the happenings that refers to work and talk. The third and fourth sentence have more focus on the object of the sentence, so the sentence should be changed into passive voice. Below is the process of pasivization in the data.

The purpose of *mandate* is sustaining the recovery and restoring growth. Therefore, the active voice changes into passive voice in which the object of sentence put on the beginning. The next sentence also uses passive voice to show the focus change of sentence. The object gets more focus put on the beginning. The next is also an example of passivization process.