THE STUDY OF ENGLISH LITERATURE

Ista Maharsi
Universitas Islam Indonesia

ABSTRACT
Learning English language and English literature seems to bring about considerable questions of the benefits and the importance of so doing. Why should students who learn English language require learning English literature at the same time? The ultimate matter remains the same: what is the very core of learning the subject? What do their relationships embrace? What, why, and how are we supposed to know that?

Keywords: English language, English literature

INTRODUCTION
As is known, English Studies may comprise of English Linguistics, English Teaching and English Literature. These three studies are the logical next step of efforts to acquire skills in understanding and using English, particularly for those who aspire to broaden and deepen their knowledge and mastery of English. Therefore, an acceptable degree of English mastery is required to study English literature, for example. The higher one's mastery of English the stronger is one's English sense and hence more sensitive is one's knowledge and critical awareness about English literature. More than that, this paper argues that English language and English literature are in fact inseparable with one needing the other.

However, the study of English literature is more than just English. It is about nearly all facets of society lives from which the English literary works spring up. That is, English-speaking people of certain country, academic, working, religious, and cultural backgrounds and political leanings and of certain times express various aspects of their lives in written English. The main objectives of studying their literary works are to enrich our knowledge and understanding of the

However, CBI still has some challenges (Peachey, 2003: 2) for example:

a. Learners are sometimes confused about how they improve the language skills because this approach does not teach grammar specifically.

b. Learners are more likely to use the first language rather than target language.

c. Sometimes it is difficult for teachers to find learning resources for elementary students.

d. Some learners will be directly copied the information from reading text to answer questions or discuss the topic. In fact, this approach actually wants to help students to be able to draw conclusions and make analysis from the text with their own words.

Some solutions are offered to encounter the challenges. Peachey (2003: 2) suggests that teachers can provide some practices to ensure that they are able to understand English grammar. Teachers also can give rationales in using English or combine the usage of first language and target language, for example: teachers can give reading text in students' vernacular language, but the discussion should be in English or vice versa. This strategy is used primarily for elementary level. Finally, teachers can provide a well-organized material to help students understand the content, for instance: teachers give reading passages, complete with related pictures, charts, table or diagrams.

CBI in Instructional Multimedia

Based on the description about CBI concept, it is concluded that CBI approach has several characteristic, such as:

a. CBI approach uses reading activity as the main resources of learning. It uses reading passages, essays, articles or journals to describe English competencies, for example: learning how to identify conditional sentences by reading an article about education.

b. CBI approach integrates other English skills (Listening, Speaking and Writing in reading activity).

Now, the big question is: “how to visualize the characteristics of CBI into instructional multimedia?”. Multimedia refers to the sequential or simultaneous use of variety of media formats in a given presentation of self-study program. Multimedia combines several aspects such as text, pictures, graphic, sound and video. The goal of multimedia is to immerse the learner in a multimedia sensory
language as a means of acquiring information, rather than as an end in itself and b) CBI better reflects learner's needs for learning a second language. By integrating English competencies into interesting themes or specific information, learning English may become more engaging for students.

Two basic concepts above are supported by language theories which state that English lessons focuses on how information and meaning can be facilitated by reading text as a complete comprehension, not by individual sentences. In other words, English language learning aims to understand reading text. In addition, all English skills (Listening, Speaking, Reading and Writing) are integrated in a single topic to help students comprehend complete skills. Finally, learning languages always ??has a specific purpose and a key goal that focuses on using language to convey meaning (Richards and Rodgers, 2006:208).

Brinton et.al (1989:14-16) outlines three types of CBI approach, such as sheltered model, adjunct model and theme-based models. Sheltered model is sheltered course that consists of content course taught in the second language to a segregated group of learners by a content area specialist (Brinton et.al , 1989: 15). Meanwhile, adjunct model links two courses, language course and content course. It needs two specialists, language specialist and content course. In terms of theme-based model, it is a common model for Indonesia because this model is used to teach English as a second language, whether small or large classes. This model can be used by the teacher or lecturer in English studies or expert specialists by developing learning material based on learner interest.

CBI approach gives several positive impacts in English learning (Peachey, 2003:1), such as:

a. Learning process can be more interesting. Learners can use language to do things, related to their learning objectives so that learners will be more independent and confident.

b. Learners can develop their own knowledge to support their academic needs.

c. Learners can develop academic skills such as collecting data, summarizing and analyzing.

d. Learners will be trained to retrieve information from a variety of sources, evaluate and restructure information in order to develop their thinking skills that can be used to study various sciences.

e. Working group, which is one of the learning methods in CBI, can help learners to improve their communication skill to gain so a high social skill.

high values of morality and wisdom they contain. However, to know what an English literary work is all about and the messages it wants to convey requires “know-how” that include English skill and strategies. Therefore, this paper argues that the study of English literature can only occur with the presence of the why-what-how balance. The sections to follow explain those arguments.

**LANGUAGE AND LITERATURE: UNSEPARATED MATES**

There are many definitions of language comprehensive, deep, or simple ones. According to Chomsky, language is “a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements” (1957, p. 13). In Merriam Webster dictionary, language is defined as system of conventional spoken or written symbols used by people in a shared culture to communicate with each other. A language both reflects and affects a culture's way of thinking…. In comparison, Oxford dictionary defines language as “the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.” From that of Chomsky to the more recent definition of language, the essence remains the same. Language contains rules and elements, takes both spoken or written form, reflects the speakers' culture and way of thinking, and it is significantly used to communicate ideas.

Literature, in fact, does not have less meaning than language. According to Widdowson, literature has various meanings depending on the context that the speakers refer to. It may mean literary writings such as fictions or literature in term of major of study. Literature referring to literary writing could be defined as “the achievement of aesthetic and moral merit” such as those of canon or the great tradition. Or else, it is understood as the “creative and imaginative” writing (1999, p. 4-5). Merriam Webster illustrates literature as “writings having excellence of form or expression and expressing ideas of permanent or universal interest” and Oxford terms literature as “written works, especially those considered of superior or lasting artistic merit.” Literature has the so called a range of characteristics such as excellent, aesthetic, creative, imaginative, expressive, valuable, and universal. Therefore, in delivering its characteristics and entity, a tool language is unavoidably necessary. It becomes the only choice and its ultimate means.

Now that definitions of both language and literature have been set, their relations are consequently visible. In the digital world glossary, it can be termed
that literature is the message, language is the mobile phone. Those two relationships are closely bound and would not be separated in whatsoever ways. The proximity makes them mates and this idea underlies the symbiosis of both of them, regardless the facts that there are debates as to how far a learner needs to study both of them.

In kindergarten, primary and secondary schools, the study of literature is not the major study. It is the minor subject that helps the students get exposure to aesthetic, creative, and imaginative writing. Although not a major study, literary writing such as stories, poetry, and drama are well told, memorized, and played. In our childhood days, bedtime stories are our lullabies to have beautiful dreams and dramas are our proud proof of existence on the elementary and secondary stages. One or two of the children stories told by our grandmothers, grandfathers, fathers, or mothers are clearly or unclearly remembered.

In higher schools, literature, from the simplest form to the hardest, can be a learning material for students. Wide ranges of literary work from the canon to the contemporary form of literature are available for learning. Plays, that commonly use more simple language, can be one of discussion topics in a language classroom. It can be aimed to expose students to colloquial language in which students can adapt and adopt the expressions and later on use the expressions in particular contexts. Novels, which are of more complicated language style, contents, and topics, can be used in advanced language classroom in order to give more complex language exposure to students. This, therefore, is expected to enhance students' language experience which in turn affects their language competence. All the above practices are indeed an early yet subtle introduction to literature. This simply shows that literature has filled our lives since we are at the early stage of life and it must have been carried on and has either huge or little impact on the present life.

Language and literature are two closely related subjects that need each other. To learn English literature, for example, needs mastering English and to master English needs studying English literature. This is because English language serves as a tool in studying English literature, without which the study is impossible. There is no way to understand an English literary work when little is known about, for instance, how a sentence is constructed and how a sentence can have lexical and connotation meanings. Therefore, a good command of English is a prerequisite for studying English literature. Only with a certain level of English skill is it possible for someone to endeavor the English literature study.

INTRODUCTION

Content-based instruction (CBI) is one of the approaches in English learning. This approach refers to second language teaching which is organized around the content or information that students will acquire, rather than around linguistic or type of syllabus (Richards and Rogers, 2006: 204). In CBI, students learn English by building knowledge and English competencies at the same time, for instance: students learn how to use different tenses from reading passages about Australia. In this instructional process, students will learn two things; a) tenses and b) Australia. Students will gain more knowledge about other countries while learning grammar. This approach gives positive atmosphere in the class because students will learn English competencies in fun and flexible situation. This approach has a great potential to improve students' motivation in learning English.

However, well-planned learning process needs to be supported by effective media to present the material. Nowadays, more teachers choose multimedia with computer-supported learning to deliver English content. Multimedia refers to the sequential or simultaneous use of variety of media formats in a given presentation or self-study program (Smaldino, et.al, 2005: 141). Multimedia can present materials effectively because it consists of several aspects, such as text, images, audio, video and animation.

This paper will discuss about the integration of CBI approach in instructional multimedia to deliver English content.

LITERATURE REVIEW

Content-based Instruction Approach

Content-based Instruction (CBI) (Brinton, et.al: 1989: 1) is an approach in English language learning that integrates specific language learning goals in certain topic (Brinton, et.al: 1989: 2). This approach focuses on studying the specific knowledge through English, for instance: learning English competencies by using Islamic reading text for students in Islamic university. In this process, students will learn English through reading text and getting more information about Islamic issues.

Two basic concepts in CBI approach states that (Richards and Rodgers, 2006:207) : a) people learn a second language more successfully when they use the
ABSTRACT

Content-based Instruction (CBI) is an approach in English learning that integrates certain topic and English learning objectives. This approach focuses on using English competencies as a “bridge” to comprehend certain topic or theme in English. Nowadays, this approach can be used in instructional multimedia to support English learning by using computer. Instructional multimedia with computer system refers to the sequential or simultaneous use of variety of media formats in a given presentation of self-study program in a computer. Instructional media combines several aspects such as text, pictures, graphic, sound and video. There are many English materials that are presented in a computer display by combining all aspects of multimedia. This method can help learner to understand the material better by visualizing the concept.

In integrating CBI approach in instructional multimedia by using computer, there are two important aspects in creating effective multimedia, such as displaying reading text and integrating all English skills. In displaying reading text, CBI approach play important role in presenting reading passages about certain topic based on students' interest and multimedia aspects also play significant role in visualizing all concepts and vocabularies from the reading passage. This paper will discuss the integration of CBI approach in instructional multimedia for English learning deeply by presenting the basic concept and providing some examples of instructional multimedia display.

Keywords: Content-Based Instruction Approach, Instructional Multimedia, English Learning

THREE FOUNDATIONS OF “WHY-WHAT-HOW” IN THE STUDY OF ENGLISH LITERATURE

The study of English literature can only occur with the presence of the why-what-how balance. Why do people need to learn English Literature? People will not study English literature unless it entails benefits. What benefits does English literature give to the reader? Many literary works have high values of morality and wisdom lessons in many different places at different times. Any writings or texts that function to enrich our knowledge and our understanding and empower our selves are essential. There is always a belief that any literary works will certainly give certain meanings to a certain people. People learn particular things from particular sources and thus they have the capacity to give values to any works that are considered precious. Further, the value embedded in a literary work is given by anyone who reads and responds to it based on their own experiences, purposes, and interpretation.

In addition, as far as English literature is concerned, there is language and power issue. Who rules the world seems to be the one with English as their first language. Although nowadays the distinction between English as the first, second or third is hard to tell, the central power still looks the same. This means that English language mastery that may result from studying English literature is a precondition to gain power.

Similarly, the mastery of English can be enhanced and perfected by studying English literature. Although the main objectives of reading English literary works are to enrich one's knowledge and understanding and to empower oneself, no doubt it also improves one's skill in using English. A frequent reading of English novels and short stories, for example, likely develops and strengthens one's language sense as to how the dialogues between characters, the setting description and the psychological mood of the characters are written. Likewise, a constant reading of English history works familiarizes one with how chronologies are composed in English. Another important boost of English skill resulting from intense readings of English literary works is undoubtedly the awareness of close relationship between text and context. That is, certain English texts are used to depict certain contexts. Conversely, certain contexts are described with certain texts not others. Therefore, if one wants to be able to write a good journalistic report, for example, one must frequently read journalistic works.
However, we cannot learn the lessons and capture the massages from an English literary works unless we know what it is all about. It is about nearly all facets of society lives from which the English literary works spring up. That is, English-speaking people of certain country, academic, working, religious, and cultural backgrounds and political leanings and of certain times express various aspects of their lives in written English. Brumfit (2001) argues “a successful reading of a work of literature is an act of interpretation, in a context where taste and style is often highly valued and where inexperienced learners face an enormous temptation to rely on secondary understanding…” (p. 94). Literature needs to be analyzed through the interrelationship between text and context in order to establish and synthesize meanings and appreciation to the work. The inherent relationships between the text and context, consequently, provide more values to the work. Furthermore, extensive ways to interpret a literary work have resulted in a rich critical analysis combining interdisciplinary knowledge such as sociology, psychology and history. Indeed, it is enrichment beyond literature as a text.

Further, the study of English Literature takes literature as its object of study. Brumfit (2001) affirms that literature itself contains many aspects that are supposed to be learnt, such as knowledge, attitudes, skills and responses. The knowledge of English Literature may include the English literary tradition, genre, western culture, local context, and analysis of literary texts in detail. Additionally, the attitudes towards English literature should cover the tolerance, respect and understanding on cultural, imaginative and intellectual differences. In addition, literary criticism, as the result of critical thinking and creative interpretation, is among the skills needed in learning English Literature. On the one hand, literary criticism seems to be a 'correction' or 'positive-negative appreciation'. On the other hand, literary criticism is, in fact, a contribution and an enhancement to the world of literature. It shows how a literary work is gaining much deeper and extended meaning in and through other people's viewpoint and reaction and thus leads us to find wisdom in our lives.

To understand all these requires “know-how” or methods. According to Richards and Rogers (2001) methods include approach, design and procedure. Although Richards and Rogers’ theory concerns with language teaching, it also seems to apply in learning English Literature. In approach, for example, a theory of the nature of literature and the nature of literature learning, without which it may be impossible to get the ideas of literature learning, should be well discerned. The nature of literature, particularly, lays in the literary work’s embedded values empowerment of literature is supported not only based on the theoretical overview based on the qualities attached to literature, but also based on the study conducted previously.

Based on the result of this study, it can be suggested that character building education can employ any other short story and novels. It also suggests that other forms of literary genres such as poems or drama as long as they have the criteria of the characters that students can learn from.

REFERENCES

Finally, the last part is that students show that they are learning something related to good characters from that story as they are able to mention the moral messages that they have learned. The data presented below are to support the fact that this process of teaching character building is able to meet the effectiveness because the students not only can identify the good characters inside but also can mention some other moral messages and even some other good character within their opinions.

Table 4. Questionnaire answer sheet

<table>
<thead>
<tr>
<th>Pertanyaan 3: Dapatkah anda menemukan pesan moral dalam cerpen tersebut, terutama dalam hal tanggung jawab dan setia kawan yang dilakukan oleh Jimmy Wales dan dalam hal setia kawan serta menempari janji yang dilakukan oleh Silky Bob?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uraian Jawaban</td>
</tr>
<tr>
<td>Ya, tentu, saya bisa menemukan pesan moral dalam cerpen tersebut, terutama dalam hal tanggung jawab dan setia kawan yang dilakukan oleh Jimmy Wales dan dalam hal setia kawan serta menempari janji yang dilakukan oleh Silky Bob.</td>
</tr>
<tr>
<td>Yes, I learned about what friendship is all about, the loyalty and the professionalism. I learned about Silky Bob who still remembered his promises with Jimmy Wells after twenty years. Even though he a bank robbery but still has a royalty with the promises that he made with his friends.</td>
</tr>
<tr>
<td>Pesan moral dalam cerpen tersebut adalah kesetiaan dan kejuraan sangat penting bagi suatu hubungan persahabatan agar tetap terjaga sampai kapanpun, namun tanggung jawab akan pekejaan atau profesi harus diprioritaskan walau harus berhadapan dengan teman sendiri.</td>
</tr>
<tr>
<td>Ya, saya dapat menemukan. Menunjukan rasa sayang kita kepada sahabat itu tidak cukup hanya dengan kesetiaan/ kesetiakawanan saja, tapi juga dengan tetap mengakui kesalahan yang diperbuat sahabatnya dan tidak membenarkannya.</td>
</tr>
</tbody>
</table>

Therefore, this study based on O'Henry's *After Twenty Years* really contribute to support the fact that literature can be utilized and can empower the teaching and learning process of character building education.

**CONCLUSION AND SUGGESTION**

In conclusion, there is possibility of using literature as prospective teaching material for educating the students’ character building seen from the qualities embedded in the literature e.g. novels, short stories and poems, and doing this is also a way of empowering literature for a greater life benefit. This (Brumfit, 2001). Whether or not a literary can be used in a wider perspective and thus it is worthy, determines its category.

Methods, strategies and techniques used in the study of English literature need to adjust to individual purposes of studies. A close reading of a literary work through language analysis might be a good start. Yet, in order to know how to relate and investigate a literary work, learners need to understand the background of the writer, the society in which the work is made, and the author's personal experience with the work. They also need what kinds of approaches that need to be applied to analyze a literary work.

In addition, the procedure of learning English literature includes time allocation and equipment availability such as media or multi-media laboratory. It will be much more interesting to learn poems through poems reading and learn a film in a laboratory. The next step to analyze a poem is knowing how to understand each word both lexically and connotatively. Diction, word arrangement, rhymes, grammatical and syntactical analyses are of necessary information to be discussed. Indeed, language becomes the only means to examine poems.

Now that we are living in the Post Modern era, methods, strategies and techniques used in learning English Literature are also influenced by it. The awakening of Post Modernism, Feminism and Post Colonialism have given rise to the more universal and flexible approaches to studying English Literature. The “grand narratives” is no longer considered as possessing the highest truth or the absolute truth. The Post Modern Era gives more freedom and self-values of literary works (Widdowson, 1999, p. 87). In short, approaches to understand literature has given great chance to reveal various values and truth embedded in literary works.

In a learning process as well as teaching process, skills, methods and strategies are used as ways to acquire knowledge. Without them, the learning-teaching process will be unorganized and incoherent. In English Literature, for example, the knowledge of genre appears to be significant starting points before analyzing poetry, prose or plays. Before reading Nathaniel Hawthorne's *Scarlet Letter*, for instance, the knowledge of genre will significantly help the reader in understanding the novel. The reader will be given clues on the expected conflicts that might happen in the story, the complexity of plots and characterization.

Jumping ahead to more recent use and advancement of technology in classrooms across the globe, teachers and lecturers are deemed responsible for adjustment and empowerment. Bringing have-just-read old yellow classical
novels into classrooms and conducting a comparison study of the movie version of the same title would be challenging and probably astonishing. Drawing red lines between the canon and the technologically adapted stories would be another great experience. LoMonico proposes an idea of “singing out Whitman’s “Song of Myself” and then write and recite our own version.” Rather than reading Shakespeare's plays, acting like Shakespeare himself, making a newspaper board of the news collection during the Elizabethan period from the internet, and replicating or redesigning clothes that they wore would be of exciting projects to have (n.d). Shifting methods and strategies would not undermine the literary works only when it is well-planned and designed. Variation would enhance the study of literature and cherish the learning environment.

The new shift in the language study, from single to multiple viewpoints, has been regarded as the most effective and appropriate method to be implemented. Likewise, the study of literature also offers more freedom of interpretation and appreciation. Learners are not the passive agents anymore; rather they are encouraged to initiate research on literature based on their own interest. Therefore, they are expected to empower themselves with the values they get from literature which are relevant with their lives.

CONCLUSION

In fact, the presence of the why-what-how balance is required in learning any subject. While the “know-why” aspect gives the ideas of the importance of and background of such a learning, the “know-what” aspect limits the scope of the object of learning. Further, the “know-how” aspect explains the way in which a learning process could be conducted.

There could be at least three reasons that there should be balance between the ‘know-why’, ‘know-what’ and ‘know how’. Firstly, Learning English Literature is a construct in the whole body of learning. Since it is a construct, it should have a system. The system, in this case, serves as the correlation and interrelationship between each part. Thus, the “know why-what-how” are elaborated in order to build a scientific reasoning through observation, discussion and practices. Learners are best given more chances to explore and express their understanding of a literary work through short papers or essays. Secondly, since the study of English Literature is also meant to develop positive values embedded in a literary work in

Based on the table above, students mostly claimed that the short story is possible to be used for teaching the character building because the story describes the life experiences related to honesty, responsibility, and moral messages that can teach the students to behave in this life. The spirit of honesty and responsibility is so obvious and therefore students can learn the good characters from this story as it becomes the grand design of character building education i.e. teaching the people the good and the bad characters in life.

Furthermore, the next point is that the character building education inserted in this Book Report class could meet its effectiveness because the involved students are able to identify the good and the bad character based on the story. The questionnaire provided has led the respondents to confirm and to add the learned characters from the short story. Based on the previous study, there are 38.8% of respondents confirmed that they could find the ideas of good characters such as honesty and responsibility from the story. Besides, there are some other 69.2% respondents could show and mention some other good characters from the short story such as professionalism, loyalty, solidarity, law-obedient citizenship and integrity. They could figure them out since they are presented in the story indirectly and the respondents can conclude them. Some of their opinions are presented in the following table:

<table>
<thead>
<tr>
<th>Pertanyaan 2: Dapatkah Anda mengidentifikasi criteria pendidikan karakter dalam cerpen tersebut seperti kejujuran, tanggung jawab, dan lain-lain? Sebutkan!</th>
<th>Uraian Jawaban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kejujuran, tanggung jawab, kesetiaan, pengorbanan, kepercayaan, professional.</td>
<td>Kesetiakawanan, kecerdasan, rasa empati, keprofesionalan, kesetiaan dan tidak berkianat</td>
</tr>
</tbody>
</table>
building as they learned the good characters were presented in the story although it was not delivered directly. Based on their questionnaire, respondents for 95% supported and agreed that *After Twenty Years* can be used for teaching their character building; therefore, it can be used for the character building education teaching material. The following is some data describing the positive statement from the respondents.

Table 2. Questionnaire answer sheet

<table>
<thead>
<tr>
<th>Pertanyaan</th>
<th>Jawaban:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Menurut Anda apakah cerpen <em>After Twenty Years</em> karya O. Henry dapat dimanfaatkan sebagai media pembelajaran karakter (character building education)?</td>
<td>Bisa, karena cerita ini memuat kejadian-kejadian yang berbeda, seperti halnya kejujuran, kesetiaan dan tanggung jawab. Walaupun diuraikan secara tersirat, kita dapat memahaminya. Pendidikan karakter tersebut dapat diterapkan dalam kehidupan sehari-hari tetapi dalam kejadian berbeda.</td>
</tr>
<tr>
<td></td>
<td>Ya bisa, karena disini dalam cerpen <em>After Twenty Years</em> mengajarkan kita untuk bertanggung jawab atas apa yang kita ucapkan selain itu disini juga mengajarkan kita untuk jujur apapun resikonya nanti.</td>
</tr>
<tr>
<td></td>
<td>Ya, karena dalam cerpen tersebut mendeskripsikan karakter-karakter tokoh yang bisa memberikan kita sebuah pesan atau pembelajaran dari bacaan tersebut bisa kita contoh dalam kehidupan kita terutama karakter yang baik.</td>
</tr>
<tr>
<td></td>
<td>Ya, karena dalam cerpen ini saya menemukan nilai-nilai seperti pentingnya kejujuran dan tanggung jawab yang dapat dimanfaatkan sebagai media pembelajaran karakter.</td>
</tr>
<tr>
<td></td>
<td>Menurut saya cerpen <em>After Twenty Years</em> karya O. Henry dapat dimanfaatkan sebagai media pembelajaran karakter karena cerpen ini berisi tentang persa habatan yang mengajarkan saya tentang loyalitas yaitu kesetiaan kepada seorang sahabat. Cerpen ini menceritakan Jimmy Wales yang mempunyai karakter, dia setia, bertanggung jawab dan punya profesionalitas tinggi dibuktikan ada saat Jimmy Wells harus melaksanakan tugas nya untuk menangkap pencuri yang ternyata pencuri itu adalah temannya sendiri. Ia tetap melaksanakan tugasnya dengan baik walaupun dia tidak melakukannya dengan tangannya sendiri. Namun itu sudah menunjukkan bahwa Jimmy Wells mempunyai tanggung jawab dan profesionalitas tinggi.</td>
</tr>
</tbody>
</table>

order to acquire critical thinking, the syllabus should be designed to support learners to discover knowledge. The materials that are going to be discussed should