

LITERATURE AS A MEANS TO TEACH CULTURAL AWARENESS IN GLOBAL PERSPECTIVE

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Abstract

A work of literature is any reflection of events or phenomena in a society. Hence the study of literature is very crucial because it exposes students to meaningful contexts that are full with descriptive language and characters in line with the spirit of era at the time. Teaching literature does not intend that the students have to forget Indonesian literature. On the contrary, it will widen their knowledge and visions to understand more about some great literary works, famous authors, and their thoughts. It will also make them get acquainted with their ideas, feelings and attitudes towards life, man nature and God. In global relationship, it is undeniably true that learning foreign (American) literature is greatly needed. Even though its culture is different from ours, the student is expected to learn or absorb American culture carefully. This is very important for them to filter and select all elements or aspects of foreign culture(s) as some of which may do a lot of harmful effects upon ours rather than give beneficial things for us. On the other hand, they will not be hesitant to apply new good things in their lives. Teaching literature helps students to improve and develop their senses, attitudes, values, reasoning ability, social understanding and cultural awareness in order to be a mature member of society. It endows them with the vision from which they can draw conclusions and interpretations about behaviors, and about what is worth striving for in life both at the present life and the future one as well.

Key words: Literature, global perspective, teaching, American literature, and culture.

INTRODUCTION

Nowadays we live in a global relationship. The world has developed into one big area where the borders among nations are no longer seen as obstacles to create any relationship among nations over the world. The phenomenon is to be a must for any country to jump in this global perspectives. Alienation over this phenomenon will put a nation aside from the global inter-relation among nations in the world. In short, the result of this global evolvement is amazingly great that not a single culture is immune toward the influence of other cultures. The influences of a super country like America give great impacts towards Indonesia in some aspects of life. Hence Indonesia can learn a lot of great things from the American experiences. In this case, literature can be a bridge to relate both culture between America and Indonesia, the comprehension upon them can eliminate the cultural differences, which potentially trigger conflicts.

The next assumption is closed to the kind of literature that can give a global comprehending between two cultures. Hence the need for global perspectives in our curriculum is undeniably true. In my College of Languages, UNISSULA we offer some courses in line with the demand for the international perspectives such as America's Multi-Cultural Literature, American Popular Literature,

American Cultural Eras and Introduction to Popular culture. In this case, it fosters the ability to look at other cultures or groups without a perspective of either superiority or inferiority. In short, A global curriculum is, at its heart, a bid to reduce ethnocentrism (Lo 1990).

Based on this condition, the roles of teachers are very significant in transferring the correct information both culture and society towards their students by learning literature. At least, the teachers have the capabilities to construct cultural values as reflected in any literary work. In short, they along with their creativities and foresights can bring the students to comprehend any literary work by using culture as a tool of information. In addition there is an interaction and communication between the teachers and their students in getting a deep meaning of a literary work.

Some great literary works offer the readers in understanding any case of life as a reflection of the condition and situation a society at the time. Literature not only illustrates and reflects the culture from which it comes, but it also gives us insights into the reasoning and belief systems of people whose outlooks and life experiences may be far different from our own. It also alleviates students to understand human sentiments, human interests, human problems and so forth. It conveys them

It conveys them closer to other human beings of the same or different nationalities, cultures, human values and so forth. Furthermore literature endows us with the vision, from which we can draw our conclusions, perspectives, and interpretations about behaviors, and about what is worth striving for in life. And American literature is one of the global literatures in getting the mutual understanding between two countries, Indonesia and America.

By teaching American literature, it does not intend that the students have to forget Indonesian literature. On the contrary, it will absolutely widen their knowledge and visions to understand more about some great literary works, famous authors, and their thoughts. It also practices the students to be familiar with their feelings, their idea, their attitudes toward life, God and man nature. The students are expected to learn or absorb their own culture carefully because American culture is different from ours. Therefore before learning American literature, the students must know their own culture well, they should have a deep motivation and feeling in the sense of belonging to it, a strong hold on it and a sense of self-reliance.

This is very crucial for them to filter and select all aspects of American culture as some of which may do a lot of harmful effects upon ours rather than give beneficial things for us. American Literature helps to develop and improve the students' senses, attitudes, religious and social understanding, reasoning abilities, cultural values and thought processes in any society. Moreover, it helps students grow to become a mature member of society and to give some contributions to the revelation of human values, from which they can draw lessons for their own lives. We must be proud of our culture but we do not want to be any alien in our home. We are like fish in aquarium, the foreigners can see our activities from outside but we can not see them well. Being selective of other culture is one way to keep our culture alive.

American literature teaching also indirectly gives some good guidance to the students cause it is a means of transformation. Sometimes, the students may find good lessons of themselves regardless whatever literary works they are. Moreover, it also encourages students be philosophic, moralistic, religious and so forth. The students are indirectly guided to select beneficial lessons they may search for themselves from American literary

works, their critics, their experiences by analyzing the work and giving their appreciations to them.

WHAT IS AMERICAN LITERATURE?

To answer this question, the student should first know the meaning of literature. What is literature? There are a lot of the definitions of literature. Very often it simply means anything that is written. Derived from the Latin *littera*, meaning 'letter', the root meaning of literature refers primarily to the written and seems to support this board of definition. However, such a definition eliminates the important oral traditions on which much of our literature is based. Long before written literature first appeared, there had been oral literature. Long time ago before we can read the printed forms of their literary works, there were narrators who moved from place to place to tell stories. Even today we find folks songs and comic verses passing from person to person by word of mouth. In English literature, we see the word 'ballad', a simple, spirited poem in short stanzas, narrating some popular story, there were old songs, legends, folk stories, or folk tales handed down from mouth to mouth since people had not known alphabets.

Based on the above information, it likely has a tendency to the large mass of material. In this case, there are two types of literature. They are informative literature and imaginative literature. Informative literature tells us about facts, explanations, history, real great figures life and so forth. For an example, Barrack Obama is the first American president from Black. Its main purpose is to offer knowledge. Meanwhile Imaginative literature aims to arouse thoughts and feelings. Its author expresses his idea, his feelings and his attitude. R.J. Rees (1973) claims that this second kind of literature is writing which expresses and communicate thoughts, feelings and attitudes towards life Absolutely, the author wants to communicate feelings, not facts; emotion, not information only. Imaginative literature is in the deeper sense than informative literature.

Moreover Kinneavy (1983) stated that literature has a communication triangle which can be expressive, which focuses on personal expression (letters, diaries, etc.); transactional, which focuses on both the reader and the message (advertising, business letters, editorials, instructions, etc.); and poetic, which focuses

on form and language (drama, poetry, novels, short stories, etc.). They absolutely play an important role in teaching various aspects of language such as vocabulary and structure, or testing learners' comprehension.

Since we have learnt what literature is, now the definition of American literature can be answered simply by seeing the adjective 'American' in American literature. It means that the medium used in the works is English, mainly American English. Thus, the literary works are the products of American authors. Some prominent authors who gave great influences towards the global issues are going to be studied in this paper. Some of them are such as Jonathan Edwards (1703-1758); Benjamin Franklin (1706-1790); Hector St. John de Crevecoeur (1735-1813); Ralph Waldo Emerson (1803-1882); Walt Whitman (1819-1892); Frederick Douglass (1817-1895); Henry James (1843-1916); W.E.B. Du Bois (1868-1963); F. Scott Fitzgerald (1896-1941); Langston Hughes (1902-1967); Alice Walker (1994-); Amy Tan and so forth.

Those authors above are some prominent figures in relation to the contribution of American cultural values influenced by the spirit eras at the time. Jonathan Edwards was in the Colonial era to 1776. Benjamin Franklin and Hector St. John de Crevecoeur were in the Revolutionary era (1776-1820); Ralph Waldo Emerson, Walt Whitman and Frederick Douglass were in the Romanticism era (1820-1860); Henry James and W.E.B. Du Bois were in the Realism era; F. Scott Fitzgerald and Langston Hughes were in Modernism era (1914-1945); and Alice Walker and Amy Tan are figures in the Post-Modernism era.

In response to the implementation of imaginative literature such as novel, poetry and drama, the teachers should learn and do a lot things. It is useful to consider the following mainstay principles as follows: (1) The objectives of learning. Teacher firstly should give the objective of learning as well as the description of it. The students with their curiosity will embrace the course through their experiences; (2) Activities in the classroom. The study of American literature is amenable to student-centered activities that offer opportunities for debate, discussion, and interpretation; (3) Role of the teacher. The teacher is an important facilitator and motivator when it comes to offering a choice of texts and ways to interpret them; (4) Role of the student. American literature has the power to create opinions

and individual meanings for students; hence, they will typically be the ones to initiate and sustain activities based on the literary themes that resonate with them. This will help students become active classroom participants and will lead to autonomous learning.

The teacher must also have the capability in choosing the materials called as good literature. Good Literature must seem real, hold the mirror up to nature. It is life-enhancing and a criticism of life. The other characteristics can be stated as follows: it shows the author's style; it has its own originality; it has a feature of moral consciousness and serves a moral purpose; and it has a characteristic of being (intended to be) permanent. Good literature goes beyond knowledge into the internal realms of thinking and feeling. "The text of a story is a bridge that connects the internal world of another to our own internal world and later to a larger external world. Stories and books that portray the lives of ordinary people in circumstances far different from our own may be the most effective pathway to understanding among people" (Lo and Leahy 1997, 216).

AMERICAN CULTURE

To get a deep comprehension about American culture, it had better define the meaning of culture firstly. Culture consists of three manifestation as follows: cultural knowledge, cultural behavior and cultural artifact. A product of culture begins with the existence of idea in the mind of humans then it is followed by any work to produce it. The final product is acquired after completing the process of the cultural work. Every society produces different cultural artifacts based on its historical and cultural background. The other factors are such as the spirit of era and the experiences from their countries. Those factors gives great influences the type of culture in any nation. Therefore, America is very different with others. As simply, culture is a way of life for any society totally.

According to James A. Johnson, culture is socially transmitted ways of thinking, believing, feeling, and acting within a group of people that are passed from one generation to the next (2005:44). People learn how to think, feel, speak, and behave through the culture in which they are raised. Their parents, teachers, and other people around their environments teach the culture and model of the cultural norms. Therefore each of us belongs to a

number of different groups within our culture.

Culture is found everywhere in the human world and can be castrated with nature, in the sense of the world untouched by humans. People transform the natural world into a cultural world where they can dominate and feel at home. Culture ranges from language to clothes, from ritual to technology. It encompasses all the ways that people shape nature, relate to each other and form their social lives. It does not refer to individual and private life so much as to shared-life. It is essential to understand that all human beings live within cultures and also have the capacity to create culture (Khol, 1992:127).

After defining culture, now the writer tries identifying the dominant culture in the United States and describe how it is influenced by and affects other cultures. Let's start by the existence of American popular culture in our home. In simply, popular can be defined as well-liked by many people (Storey, 1996). Culture itself refers to the ways in which people understand and relate to social situations (Nachbar and Lause, 1992). Thus, American popular culture is simply American culture that is widely favored or well-liked by many people. It is so easy to get because it is everywhere to be gotten. It surrounds as the way water surrounds a fish, as a transparent environment crucial to our survival. By borrowing the way of Storey's thought that popular culture can also be said as mass produced commercial culture for mass consumption. Its audience is a mass of non-discriminating consumer (1990:8).

Meanwhile, the other dominant cultural trait is individualism. Individualism lies at the very core of American culture. Hence the most important thing to understand about Americans is probably their devotion to individualism. The stereotypic images associated with American individuality are not only abundant but abundantly well known the world over. The American cowboy counts among the most powerful and proliferated of these images. He is most frequently depicted as the only human in a vast landscape. He is a loner, a free soul, a man who finds his strength in the solitude of vast stretches of uninhabited countryside. In some cowboy films, his rugged individualism and go-it-alone approach allows them to overcome the odds and not only survive but triumph. His victory is portrayed not only as a personal one

but also as a practical and moral victory for all of society and ideals such justice and humanity.

Recently, the term of individualism is associated with some issues considered as representative of individualism itself in America. They are : **Individual freedom**. In America, each individual has freedom to take a part in his life. He is free to decide what to do now and in the future. **Self-Reliance**. It is a nineteenth-century term, popularized by Ralph Waldo Emerson's famous essay of that title 'Self-Reliance' Americans believe that individuals must learn to rely on themselves or risk losing freedom. Americans believe they must be self-reliant in order to keep their freedom. In order to be in the mainstream of American life-to have power and/or respect--individuals must be seen as self-reliant.

Equality of Opportunity. Everyone has the same chance to get a certain status. It is important to understand what Americans mean when they say they believe in equality of opportunity. They do mean that each individual should have an equal chance for success.

Competition. It may take the form of rivalry between individuals within a group, of competitive effort of social groups to gain their objectives, of racial rivalries, or of a contest of culture -and institutions for pre-eminence. Competitive success is commonly seen as the American alternative to social rank, the more successful a person is the higher his social status is. And competition is seen by most Americans as encouraging hard work.

Material Wealth. Material wealth becomes a value to American people. The phrase "going from rags to riches" becomes a slogan for the great American dream. The main reason is that material wealth is the most widely accepted measure of social status in the United States. **Hard Work**. It is a price of material wealth. American people claim that material wealth can be obtained through hard work only. To get it, they try to expand from one place to another place.

Some people, mainly, Indonesian assume that individualism is very dangerous toward the existence of Indonesian cultural traits. They believe that it is not suitable with their cultural backgrounds. It denotes negative impacts toward their lives. It is a Western product, or even an American product. As long as we are trapped from this false consciousness, we will lack of motivation to pursue our

dreams because of extreme dislike. Here, literature can be a solution in bridging the mutual understanding of culture between America and Indonesia, mainly the canon of individualism interpretation.

LITERARY APPROACH

There was a time when the interpretation of literary texts and literary theory seemed two different and almost unrelated things. Interpretation was about the actual meaning of a poem, a novel, or a play, while theory seemed alien to what the study of literature was really about because its generalizations could never do justice to individual texts. However, interpretation and theory have moved closer and closer to each other. In fact, for many contemporary critics and theorists, interpretation and theory cannot be separated at all. They would argue that when we interpret a text, we always do so from a theoretical perspective, whether we are aware of it or not, and they would also argue that theory do without interpretation (Bertens, 2003:ix).

In this paper, literary approach is no different from any other kind of analysis; it attempts to find truth. The process of analysis begins with dividing a problem into parts. Once the parts are separated and considered singly, it is easier to study their natures, functions, and interrelationships. In very much the same way, you cannot talk about everything in a literary work at once, even though the work is an entirety. It is better to narrow the scope of your discussion by dealing with separate topics like point of view, character, or imagery. As you develop materials for your themes, please remember that literary analysis is a way of deepening your understanding and appreciation of the work.

Literary interpretations always reflect a particular institutional, cultural, and historical background. In order to get much participation for the students in class, the writer focus on reader-oriented approaches, mainly Reader-response criticism, New criticism, Psychoanalytic approach, and so forth.

I was very impressed when my class gave analysis on American literature about Emerson's "*Self-Reliance*" and Walt Whitman's "*Crossing Brooklyn Ferry*" I gave an illumination about one of the American identity in culture. It was individualism. The students with their backgrounds explored the individualism values due to their lives. They were enthusiasm before I gave the readings. Here, it is an

example of corrected-student's work

"What Emerson means when he said "whose would be a man must be a nonconformist" (p.1162). I think that self-reliance itself has a meaning identical to the idea of individualism. In the beginning of the essay, Emerson stated that our soul always hears something, which is original, not conventional, whatever the subject is. Therefore, we have to speak of what we, not what other people think. "to believe your own thought." Emerson says "to believe that what is true for you in your private heart is true for all men, that is genius" (1160)

Critical Literacy is drawn from a variety of theories such as feminism, critical language studies, and educational sociology (Luke and Freebody, 1997). In many cases, the language teaching profession ignores or inadequately addresses how texts deal with important issues of ideology and power relations in society (Cummins, 2000). By borrowing the ideas of Fairclough (1992:9), critical literacy facilitates students' critical awareness about the role of language in producing, maintaining, and changing social relations and power, and it is considered "a resource for developing the consciousness" about the relationship between language and society.

Another objective of critical literacy is to encourage learners to explore how social and political factors shape the language they are learning so that students are more aware of the sociopolitical reasons behind their choice to use certain language varieties. One recommended critical literacy model is "Transformative Pedagogy", a collaborative interaction between students and teachers that leads them to achieve a critical awareness of the sociopolitical use of language and to acquire and use language in a powerful and meaningful way to react to and change social reality (Cummins, 2000).

Meanwhile, New Criticism begins by assuming that the study of imaginative literature is valuable; to study poetry or any literary work is to engage oneself in an aesthetic experience (the effects produced on an individual when contemplating a work of art). This approach to literary analysis provides the reader with a formula for arriving at the correct interpretation of a text using only the text itself. Such a formulaic approach gives both the beginning student of literature a seemingly objective approach for discovering a text's meaning. Using New Criticism's clearly

According to this theory, meaning is contained solely within the literary text, apart from the effect on the reader or the author's intention, and external elements are disregarded when analyzing the work. The reader's role is to discover the one correct meaning by a closing reading and analysis of formal elements such as rhyme, meter, imagery, and theme.

According to the author-centered approaches, the central theme of the novel, the creation of an artificial human being, can be traced back to Frederick Douglass's intense psychological occupation with the issue of birth at the time. Many biographical approaches also tend to employ psychological explanations. This has led to psychoanalytic literary criticism, a movement which sometimes deals with the author, but primarily attempts to illuminate general psychological aspects in a text that do not necessarily relate to the author exclusively. Under the influence of Sigmund Freud (1856-1939), psychoanalytic literary criticism expanded the study of psychological features beyond the author to cover a variety of intrinsic textual aspects. For instance, characters in a text can be analyzed psychologically, as if they were real people (Klarer, 2004:91).

By using the psychoanalytic criticism, the readers can focus on the reception of a text or on the reading process can, therefore, be seen as investigations of psychological phenomena in the widest sense of the term. Based on the psychological values above, Frederick Douglass sought to embody three keys for success in life. They are believe in yourself, take advantage of every opportunity, and use the power of spoken and written language to effect positive change of yourself and society. By taking these keys and making them his own, Frederick Douglass created a life of honor, respect and success that he could never have dreamed of when still a boy on Colonel Lloyd's plantation on the Eastern Shore of Maryland.

CULTURAL AWARENESS BY LEARNING LITERATURE

Society is composed of individuals and groups that share a common history, traditions, and experiences. Culture provides the blueprint for how people think, feel, and behave in society. A culture imposes rules and order on its members by providing

patterns that help them know the meaning of their behavior. Members of the same cultural group understand the subtitles of their shared language, nonverbal communications, and ways of thinking and knowing. But they often misread the cultural cues of other groups, a problem that can lead to mis-communications and misunderstandings in society and the classroom (Johnson, 2005:45).

Culture is learned, shared, adapted and dynamic. Students learn their culture through **enculturation**. It is the process of learning the characteristics and behaviors of the culture of the group to which one belongs. Parents so well and so early in life that they have difficulty accepting different, but just as appropriate, ways of behaving and thinking. But when people live and actively participate in a second culture, they begin to see more clearly their own unique cultural patterns. Understanding cultural differences and learning to recognize when students do not share your own cultural patterns are critical steps in the provision of an equitable learning environment. Therefore, it is important to learn about your own culture as well as others (44).

Over time the relationship of groups to society gives a nuance of terms in culture. Assimilation, discrimination, prejudice, acculturation, pluralism, cultural choice, cultural relativism and so forth. The following paragraphs are still by borrowing the writing of Johnson (2005:45-8). **Assimilation** is a process by which an immigrant group or culturally distinct group is incorporated into the mainstream culture. The group either adopts the culture of the dominant group as its own or interacts with it in a way that forges a new or different culture that is shared by both groups. The first step involves learning the cultural patterns of the dominant group. The final stage of assimilation is structural assimilation. At this stage, members of the immigrant or culturally distinct group interact with the mainstream group at all levels, including marriage. They no longer encounter prejudice or discrimination and share equally in the benefits of society.

Discrimination is individual or institutional practices that exclude members of a group from certain rights, opportunities, or benefits. **Acculturation** is the process of learning the dominant culture through immersion, is the prevailing strategy. **Pluralism** exists in societies in which the maintenance of distinct cultural patterns, including languages,

Table 1
Some Literary Works and their Functions in Teaching

Title	Author	Era	Literary Approach	Function
<i>Sinners in the Hands of an Angry God</i>	Jonathan Edwards	Colonial	Reader-Response Criticism	To give an illumination of the consequence of our behaviors in the universe and the punishments of the life after
<i>Poor Richard's Almanac</i>	Benjamin Franklin	Revolutionary	Reader-Response Criticism	To motivate some good ways to pursue the success
<i>Letters from an American Farmer</i>	Hector St. John de Crevecoeur	Revolutionary	Reader-Response Criticism	To illustrate the motivation for immigrants to bring about their dreams
<i>Self-Reliance</i>	Ralph Waldo Emerson	Romanticism	Reader-Response Criticism	To give a deep meaning about American individualism
<i>Crossing Brooklyn Ferry</i>	Walt Whitman	Romanticism	Cultural Poetics	To reveal the idea of personality as a member of society.
<i>Narrative of the Life of Frederick Douglass</i>	Frederick Douglass	Romanticism	Psychoanalytic Criticism	To describe the psychological aspects of Frederick Douglass to escape from slavery influenced by the romantic era.
<i>The Ambassadors</i>	Henry James	Realism	Historical Materialism	To illustrate the idealist compared with the realism in facing some real problems
<i>Of Mr. Booker T. Washington and Others</i>	W.E.B. Du Bois	Realism	Reader-Response Criticism	To portray the segregation in American society
<i>The Negro Speaks of Rivers</i>	Langston Hughes	Modernism	Language-Based Approach	To reveal interaction between language and literature reflected in Black experiences
<i>The Great Gatsby</i>	F. Scott Fitzgerald	Modernism	New Criticism	To show the rapid change of society and its impacts in America
<i>The Color Purple</i>	Alice Walker	Post-Modernism	Feminism	To give a portray of the struggles, mainly two Black sisters living in American society.
<i>The Joy Luck Club</i>	Amy Tan	Post-Modernism	Cultural Studies	A struggle of Chinese Parents who found

is valued and promoted as parallel and equal to the dominant culture in society. Groups may be segregated, but they participate somewhat equally in politics, economics, and education. In some cases, groups have been able to establish and maintain their own political, economic, and educational systems (48-9).

Even pluralism in its ideal form does not exist in the United States at this time. Although diversity does exist, parity and equality between groups do not. For example, some groups choose to maintain their native culture, religion, and language. This goal is more likely to be attained if families live in communities where there is a fairly large concentration of others from a similar cultural background: Little Italy, Chinatown, Harlem, East Los Angeles and Amish communities provide these settings.

Meanwhile **cultural choice** is the freedom to choose and adapt the characteristics from one's own and other cultures in developing one's own cultural identity. Early in the twenty-first century, diversity in the United States is increasing. Some immigrants plan to assimilate into the dominant culture as soon as possible. They choose to adopt the new culture and shed the old. Others do not want to shed their unique cultural identity and patterns in order to be successful members of society. Many learn to be bicultural and bilingual, bridging two cultures and learning when it is appropriate to use the patterns of each. Others do not have a choice. Ideally, we could choose to assimilate, maintain our native culture, or become bicultural or multicultural and function effectively in more than one culture. Under cultural choice, society supports these choices and does not value one choice more than another or discriminate on the basis of group membership (50). And the last is **cultural relativism** which is a way of looking at a different culture by using that culture as a yard of stick.

Those information above is very important for students to travel across the world. At least, they know a lot of information about culture both Indonesia and America. So it will lessen the trigger of cultural conflicts. Here-with is a table of literary works along with the function of literature in teaching.

After teaching the American literature, I received feedback that indicated students' positive attitude towards literature and suggested that they would continue to read

American Literature in the future. Nevertheless, some problems with the literary approach have been identified as follows: (1) Student's interpretations may deviate greatly from the work, making it problematic for the teacher respond and evaluate, (2) Selecting appropriate materials can be problematic because the level of language difficulty and unfamiliar cultural content may prevent students from giving meaningful interpretations, (3) The lack of linguistic guidance may hinder students' ability to understand the language of the text to respond to it, (4) The students' culture may make them reluctant to discuss their feelings and reactions openly. Therefore, even though literary approach has many advantages for learners, it still presents problems that need to be tackled in actual practice.

CONCLUSION

Teaching American literature is familiar with the term of International literature, global literature or trans-cultural literature. Those terms are often used interchangeably. For us, it is not difficult to give the meaning of it. Most people said that international literature refers to any literature originally written in English or other than in Indonesian and literature written for members of another culture by a long-term participant of that culture.

In era of globalization, we need a global perspective in facing the changes. As the first president of Czech Republic said that "we live in an era in which everything is possible and nothing is certain" It also influences the Higher Education in our country. At least, we have to prepare everything, mainly our curriculum and vision in facing this highest competitiveness. Change is to be the key to open the window in travelling across over the world.

Literature can be a bridging to make any relationship. I am positive by learning some great experiences and histories from big countries will support us to have clear vision as a nation. In relation to the existence of other cultural values in our home, absolutely they give positive and negative impacts toward Indonesian culture. In short, we must be selective. But if we claim that our culture itself is the absolute truth, it will trigger conflicts. Not every foreign culture is too bad, but it can motivate us to be more competitive than before.

The writer also recognized a positive

change in my students' attitudes towards literature when I connected the material with the global perspective. I saw joy sparkling in the students' eyes, thoughtful reflection in their answers, and interest and curiosity for literature when they came to class, feeling free and relaxed. When I allowed students to interpret and respond to literature within the framework of their backgrounds and life experiences, they were empowered to give opinions without the fear of having different responses, work collaboratively in pairs or groups to debate a topic, perform scenes from plays, which brings smiles, laughter, and contemplation into the classroom.

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