

# THE IMPLEMENTATION OF LITERATURE-BASED INSTRUCTION AT GANDHI MEMORIAL INTERNATIONAL SCHOOL

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## ABSTRAK

Penelitian ini bertujuan untuk menyelidiki a) untuk mengidentifikasi prosedur yang digunakan guru dalam menerapkan pembelajaran sastra selama jarak jauh untuk meningkatkan empat keterampilan dasar bahasa Inggris di kelas di Gandhi Memorial International School, b) untuk menganalisis tantangan yang dihadapi guru dalam menerapkan pembelajaran berbasis sastra selama pembelajaran jarak jauh di Gandhi Memorial International School. Pelaksanaan Pembelajaran Berbasis Sastra dilakukan untuk kelas 5 Sekolah Dasar Internasional di Gandhi Memorial International School. Penelitian ini menggunakan penelitian kualitatif sebagai metode penelitian. Subjek dari penelitian ini ialah guru Bahasa Inggris kelas 5B di Gandhi Memorial International School. Data dikumpulkan dengan menggunakan daftar periksa observasi dan pedoman wawancara. Hasil dari data yang telah dikumpulkan dari pertanyaan pertama ialah prosedur yang dilakukan oleh guru ialah dengan melakukan tiga tahap yaitu; pra-kegiatan, saat-kegiatan, dan pasca-kegiatan. Kemudian, temuan untuk pertanyaan penelitian kedua adalah ada tiga tantangan yang guru hadapi yaitu; kendala waktu, instruksi yang berbeda, dan membuat rubrik yang berbeda.

**Kata Kunci:** Pembelajaran Berbasis Sastra, Guru kelas 5, Sekolah Dasar International

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## ABSTRACT

This study aimed to investigate a) to identify the procedures used by teacher in implementing literature-based instruction during distance learning to improve four basic English skills in the classroom at Gandhi Memorial International School, b) to analyze the challenges faced by teacher in implementing literature-based instruction during distance learning at Gandhi Memorial International School. The implementation of Literature-Based Instruction was carried out for Primary International School grade 5 at Gandhi Memorial International School. This study used qualitative research as a research method. The subject of this research was an English teacher in class 5B at Gandhi Memorial International School. Data were collected using an observation checklist and interview guidelines. The result of the data that had been collected from the first question was that the procedure carried out by the teacher is to carry out three stages, namely; pre-activity, whilst activity, and post-activity. Then, the findings for the second research question were that there are three challenges that teachers encountered, namely; time constraints, differentiated instructions, and creating different rubrics.

**Keywords:** *Literature-Based Instruction, 5th Grade Teacher, Primary International School*