

CHAPTER I

INTRODUCTION

This study tries to investigate the implementation of Literature-based instruction at Gandhi Memorial International School to improve student's English ability. As an introduction to this study, chapter I presents the background of the study, problem identifications, research questions, research objectives, research significance, limitation of the research, the definition of critical terms. Each of these will be explained gradually.

1.1 Background of study

English has evolved into a global language used to connect with people from all over the world. Therefore, English is essential nowadays. The most vital lesson to learn in order to communicate with people all around the world is English (Novasyari, 2020). As a result of this, English plays a critical role in Indonesian education. Thus, English has become a compulsory subject in Indonesia from elementary school to university. Students should be able to master four basic skills in the English language: listening, speaking, writing, and reading. Hence, according to KTSP 2006, the key aims of English instruction are to educate pupils how to listen, speak, write, and read in English (Novasyari, 2020). Therefore, Hismanoglu (2005) stated that there is one of the approaches in teaching English to train students' four basic skills and language areas such as pronunciation, grammar, and vocabulary by using literature, which called as literature-based instruction.

Literature-based instruction is one of the approaches for teaching English that can be taught to students. The use of literature in the classroom has been identified as a preferred method for improving students' abilities in the four fundamental English skills (Darmawati et al., 2020). Whereas literature in general provides an understanding of life and the world (Gibson, 2007) the medium of literature itself, works such as poetry, novels, plays, short tales, and so on, can be referred to as lite. Students can use literature to examine, observe, and practice with the content presented (Howie, 1993, p.24). Students can engage in active reading by using the short story or other media to engage their creativity and critical thinking. They can capture the attention of kids in learning by using various media. Because young learners have language problems and a limited vocabulary in English. Furthermore, students make blunders and are afraid to try since they still lack vocabulary and linguistic hurdles, especially in this time where distance learning is used. It causes anxiety and worry in students. Therefore, teachers must integrate literature-based instruction using engaging material that can also encourage young learners.

Furthermore, literature motivates students and encourages them to read and write. The literary works can be used to acquire a language, such as English. Literary works are used as a medium of learning a language because they give students a real-life experience and content following the literary works to learn a language (Darmawati et al., 2020). Literary works are expected to give students the opportunities to bring out their insights, assist them to think, speak, read, and write more in an imaginative way

(Muthusamy et al., 2010). Oster (1989) adds that students might be more creative when they use literature because they will have their own experiences and opinions on the plot and characters. Furthermore, students will develop critical thinking skills as they observe and examine the story, prompting them to consider the topic critically (Muthusamy et al., 2010). Using literature can also improve student participation in the classroom, allowing students to work individually or in groups.

Hence, according to Luke & Freeboy (2000), literacy is the flexible medium of learning a language using traditional text or new technologies such as multimedia, print, and spoken language. Reading and writing abilities should be combined or aligned because they both contain aspects that help the reader understand literacy (Wardhani et al., 2019). Reading and writing are always inextricably linked (Novasyari, 2020). As a result, those two skills cannot be separated in order to acquire literacy comprehension. One of the connections between reading and writing in literacy, according to Aksnes (2007), is when the two skills share a comparable method for understanding audience analysis and monitoring. Thus, reading and writing are linguistically comparable and have an impact on future linguistic development (Tonne, 2015). Reading and writing are integrated in a way that one skill is developed while the other skills are influenced by it (Wardhani et al., 2019).

Indonesia, on the other hand, has a low literacy rate. Indonesia ranks 36th out of 80 nations in the EF EPI 2017 (EF English Proficiency Index) (Wardhani et al., 2019). It suggests that reading is an activity that people

in Indonesia find less appealing. According to several studies, there is a link between reading and writing (Wardhani et al., 2019). As a result, if a student excels in writing, there is a good chance he or she excels at reading as well (Wardhani et al., 2019). Since we already know that Indonesia has a poor literacy rate. Thus, teachers must be able to use teaching methods or strategies to increase students' literacy skills, including their reading and writing abilities.

According to Lampiran Permendikbud No. 22 (2016) states that there are three stages in teaching. They are the pre-activity, whilst activity, and post-activity. Pre-activity is the beginning stages in teaching. Thus, as stated by Satria (2016) pre-activity is the teacher's first session starting the lesson by greeting all students. The teacher then goes over the absence list with the class before praying together. Then, the teacher prepares the necessary materials and equipment for the lecture or when the while activity begins. Furthermore, during the pre-activity, the teacher encourages students to brainstorm by asking simple questions about the content to be presented. Finally, the teacher explains the aim of the activities and materials to be taught so that students understand their objectives in studying the content.

Furthermore, the second session is whilst activity. The primary action begins during this session. According to Satria (2016), during the session whilst activity, the teacher discusses the content being taught. In addition, throughout this session, students responded to questions on the topic provided by the teacher. The teacher employs a variety of media or

learning strategies, including games, role-playing, reading aloud, and so on. During this session, many students will pay close attention and participate actively in learning by asking questions of the teacher or answering questions provided by the teacher. Following the completion of the whilst activity, the final step, post-activity, will begin. According to Satria (2016), post-activity occurs after the main activities have been done. As a result, the post-activity will proceed by presenting lesson conclusions. The teacher will next offer comments on the day's learning. Then, the teacher gives pupils homework, which is frequently followed by praying and greeting the students to end the lecture.

However, in these period of pandemics, everything is changed. Teachers are encouraged to be more innovative in their teaching methods. The teacher should instruct the pupils using apps like Zoom, Google Classroom, Google Meet, and others to continue the learning process by indicating distance learning. Furthermore, in this pandemic era, when everyone should be at home and learning from home, how can teachers use literature-based instruction. There are some distinctions between offline and online teaching. What obstacles do teachers confront when applying literature-based instruction in distant learning. Thus, the teacher's strategies and difficulties in applying literature-based instruction during distance learning must be known and explored.

Based on the problem and phenomena described above, the researcher was discussed in learning the procedure or strategy that the teacher used in implementing Literature-Based Instruction at Gandhi

Memorial International School as the international primary school and the challenges that the teacher faced in implementing literature-based instruction in distance learning, where it is relevant to the research topic. The researcher chose a teacher from Gandhi Memorial International School, an international primary school since international primary schools include a program or activity that is based on literature. Through the interview to the principal, Gandhi Memorial International school used literature-based instruction for their teaching approaches. As a result, the researcher chose to conduct a study project titled "The Implementation of Literature-Based Instruction at Gandhi Memorial International School."

Furthermore, Observation checklist and interview guidelines are the instruments utilized in the study. The researcher was observing a class that is engaging in a literature-based instruction process. On the other hand, online interview was conducted by interviewing the English teacher.

1.2 Problem Identifications

In these pandemic situations which is very new to the teacher to teach the students through distance learning. Teacher may find various difficulties and challenges in teaching English, which has never happened before. Teachers are encouraged to be more creative and innovative in their teaching strategy in order to improve students' skills in English. Moreover, there is phenomena that Indonesia is one the countries that has low literacy rate in the world. Based on EF EPI 2017 (EF English Proficiency Index) Indonesia ranks 36th out of 80 nations for the literacy rate (Wardhani et al., 2019). Therefore, it is the teacher's job to seek the suitable strategy in

teaching English in order to improve students' literacy, particularly the four English skills. Using literature-based instruction can be one of the strategies for increasing the literacy and the four English skills. However, in Indonesia, there are not many schools have implemented literature-based instruction especially in primary schools. Most of the schools that implement literature-based instruction are secondary and high schools. Other than that, some previous research that discussed about literature-based instruction have focused on secondary and high school pupils. Therefore, the focus of this study is on other educational stages, such as primary international school.

1.3 Research Questions

Based on the research background, the research questions that can be formulated are:

1. How does teacher at Gandhi Memorial International School implement the procedures of Literature-Based Instruction during distance learning (during the COVID-19 pandemic) to train four basic skills in learning English for students?
2. What are the challenges or field barriers encountered by teacher at Gandhi Memorial International School when implementing literature-based instruction during distance learning (during the COVID-19 pandemic) to train four basic skills in learning English for students?

1.4 Research Objectives

Based on the research questions, the objectives of this research are:

1. 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
2. To analyze the challenges faced by teacher in implementing literature-based instruction during distance learning at Gandhi Memorial International School.

1.5 Research Significance

1.5.1 Theoretical Significance

This study is expected to support the implementation of literature-based instruction at Gandhi Memorial International School, which serves as an international primary school. Furthermore, this study is expected to provide evidence on how a teacher might use literature-based instruction to improve students' English skills. Hence, the findings of this study are intended to demonstrate teachers' difficulties in integrating literature-based instruction in distant learning which can support to enrich the theoretical framework in the implementation of Literature-Based Instruction at Primary International School.

1.5.2 Practical Significance

1. For government

This study is expected to help the government in developing a program or curriculum for all schools, international and national, to help students improve their English skills through literature-based instruction.

2. For teachers

This study helps educators understand how to apply literature-based instruction in international primary schools. Furthermore, this study can provide new insight into the impact of applying literature-based instruction as well as the problems that teachers experience while doing so in distance learning.

3. For students

This research is expected to assist students in learning English by allowing them to expand and explore their knowledge and ideas, as literature-based instruction employs student-centered learning, which allows students to express their thoughts and opinions about the material.

4. For other researchers

Other researchers benefit from this research because it provides new insight into the procedure or strategy for implementing literature-based instruction in international primary schools, how English teachers can improve students' English skills by using literature-based instruction, and the challenges faced by teachers in implementing literature-based instruction in distance learning, all of which can be empirical studies to back up the same claims.

1.6 Limitation of the Research

In this research, the limitation must be carried out in order to limit the discussion of the study. In this study, the researcher focuses on grade 5 teacher and the procedures utilized by teacher when implementing literature-based instruction, which may contribute to issues experienced by

teacher while implementing literature-based instruction during distance learning. Furthermore, the researcher restricts the investigation to a certain research topic. The current study's research subject is a grade 5 teacher at Gandhi Memorial International School. The researcher established some time limitations for gathering data in order to guarantee that it completed its objectives and did not stray from the study's purpose.

1.7 Definition of Key Terms

1.7.1 Conceptual and Operational Definition

- 1) In concept, Literature is defined as the use of words in a specific way in writing (Eagleton, n.d). Literature that expresses emotions, inspires self-reflection, and educates the individual (Darmawati et al., 2020). Operationally, Literature is the arrangement of words in a language, similar to an art form that produces innovative and creative written text such as poetry, poems, novels, and so on (Darmawati et al., 2020).
- 2) In concept, Literacy is defined as a person's ability to read and write prose and other written materials that integrate their interests, attitudes, habits, and knowledge to achieve goals in a different setting (DSE/CEOV, 1994, p.329, as referenced in Rintaningrum, 2009). Literacy refers to a person's ability to write, read written literature, comprehend, and create meaningful text. In terms of operation, the pupils improved their ability to read and write.
- 3) In concept, literary work is the product of a written text of literature that depicts humans from many perspectives in order to increase human value by improving knowledge and experiences in writing, reading,

comprehending, and creating stories (Evy & Wardhani, 2016). Humans created works of art to provide experiences in telling important stories, and literary work is the product of such works of art. Operationally, short stories and poetry can be used as academic work in this study.

- 4) In concept, literature-based instruction is a learning and teaching strategy that employs literature as its primary source of information, allowing students to explore literary aspects such as character, setting, plot, morals, themes, and summary (Darmawati et al., 2020). Literature-based instruction is one of the teaching and learning approaches that can help students enhance their thinking, knowledge, and creativity while also providing new perspectives on the story. Operationally, this study focuses on the application of literature-based instruction for enhancing reading and writing skills from a practical standpoint.

