

CHAPTER I

INTRODUCTION

This study aims to investigate the implementation of literature-based instruction at Dana Punia Primary School. This chapter has covered the background of the study, problem identification, statement of the problem, research objectives, research significance, limitation of the research, and definition of key terms.

1.1 Background of the Study

The use of literature in language teaching and learning is a dualism that cannot be separated. In teaching English in particular, literature-based instruction is one approach that has also been widely used in language learning classes. The use of novels, informational books, short stories, poems, and plays are some of the media used as instructional practices in language teaching with literature-based learning (Zarrillo, 1989). According to Dewi et al. (2020), literature-based instruction can make students learn how to derive the meaning of the text in literary works arising from the interaction between content, experience, author's intention, and the prior knowledge possessed by the reader. The use of literature in language learning will also stimulate students intellectually because students as readers will imagine the world or things they do not even know and also foster the student's personality as a whole (Keshavarzi, 2012). Through literature-based instruction, students will learn English with various kinds of learning activities that are more authentic and relevant to real-life contexts so that language absorption will be easier and make learning activities more colorful. In addition, language learning through literature-

based instruction contains four elements of skills which are writing, reading, listening, and speaking which must be mastered by students.

During its development, many studies on literature-based instruction have been carried out. As one of the studies conducted by Lehman et al. (1994), which investigated how teachers view the role of children's literature in literacy, its application in the classroom, as well as the compatibility between their views and practice which was later found that there was a match. Another study conducted by Dewi et al. (2020), developed teaching materials for elementary school students which produced ten short stories that were selected containing character values and various activities that could be done with these short stories to apply a literature-based instruction approach. Meanwhile, in a study conducted by Novasyari (2020), who investigated whether or not there was a significant difference between students' reading comprehension and writing achievement between students who were given a literature-based approach and those who were not, who found that students who were given a literature-based instruction approach experienced a significant improvement. In addition, Al Rabadi (2015), even examined what types of literature-based learning strategies are used by Jordanian EFL students. Darmawati et al. (2020), research between integrated language studies and literature as a language teaching approach shows that literature-based learning still needs to be improved. In Wardhani et al. (2019), who examined whether or not there was a significant difference in literacy achievement before and after being given a literature-based instruction approach through the story *Tales With Gigi*, it was found that giving a literature-based approach succeeded in increasing students' literacy achievement. Last but not

least, as conducted by Piscayanti (2010) in her research, a significant difference was also found between the influence of teaching and achievement motivation in the student's achievement in English that the provision of a literature-based instruction approach had many significant helpful influences.

Previous studies have varied forms of research; some are in the form of experimental research, qualitative and quantitative, as well as design and development (D&D). The results of several previous studies show that there is the success that the use of literature-based instruction could improve students' skills and understanding and even shows significant changes. However, unfortunately, one of the studies found that several things still need to be explored and developed further in terms of literature-based instruction. As stated by Novasyari (2019) in her research that aimed to investigate whether or not there were significant differences in reading comprehension and writing achievement between the eighth-grade students of SMP Islam Az-Zahra 2 Palembang who were taught by using Literature-Based instruction and those who were not, showed that the student's reading comprehension and writing achievement is significantly improved and the method used in this research was quasi-experimental designs which are pretest-posttest design. The sample of the research was 46 students of SMP Islam Az-Zahra 2 Palembang in the academic year 2014/2015 where they are divided into 23 students in the experimental and 23 students in the control group. Unfortunately, this research found that there are several difficulties faced and there are several important things that further researchers must consider in researching literature-based instruction as suggested in the article to maximize and

also make it more effective of the literature-based instruction use as an approach in teaching and learning language in the future.

The thing that needs to be considered from previous research was the finding that there were students who were still difficult to listen to and less active in class where students' activeness is closely related to speaking skills. According to Gudu (2015), linguistic competence possessed by students greatly affects speaking ability. When linguistic competence is not possessed by students, this then causes students to be unable to participate actively in conversation even this will also affect the naturalness of speaking orally, become slow in speaking, or even cause poor pronunciation and grammar (Gudu, 2015). This proves that the focus on improving students' speaking skills was still lacking considering that many studies also only focus on reading skills and writing skills. As stated in Piscayanti (2010), she also suggested that the material could be enriched by involving listening and speaking skills in future research as well, apart from focusing on reading and writing skills as she did in her research and also other researchers.

This proved that the use of literature-based instruction still really needs to be further developed and practiced as mentioned in the previous study where there was a gap between expectations and reality that occurred in class as one of the previous studies found that students may have shown good improvement in reading and writing skills, but not in listening and speaking skills were the results of the previous study stated that students still need to learn to listen carefully (Novasyari, 2019). In addition, remember that students need to master four basic skills in language learning, namely not only reading skills and writing skills but also listening and speaking skills. According to Supina (2018), these four skills

are also known as macro skills which are closely related to each other and have even been applied for a long time. Therefore, the application of literature-based instruction must be able to improve all four skills in a balanced way which means it still needs to explore further in the terms of improving students' four English skills.

In realizing the balance of the four skills that must be mastered by students, the teacher certainly has an important role in determining student achievement of the learning indicators that must be met. The quality of teachers greatly determines the quality of the education system in a nation (Huang et al., 2020). However, problems in education often come from the teacher factor. In Indonesia, problems such as unqualified teachers as educators and incompatibility of fields' mastery with what is being taught are realities that occur in the world of education. This is supported by a study conducted by Tjabolo and Herwin (2020), which examined the effect of teacher certification on the performance of primary school teachers in Gorontalo, Indonesia found that teachers who already have an educator certificate show high scores in the quality of their teaching, while teachers who do not have educator certificates show low scores and need to be more improved. In addition, a study on the struggle to recruit good teachers in Indonesia conducted by Huang et al. (2020), found that dysfunctional factors in teacher recruitment, political economy, and prioritizing seniority over teacher performance are the causes of difficulty in getting good teachers in Indonesia. There is a paradigm in which the public and teachers in Indonesia assume that being a teacher is an easy and manageable job, as a result, many teachers do not take their knowledge seriously during teacher training (Jabri, 2017). Teacher

professionalism has received a lot of attention in Indonesia (Kurniasih, 2016). In essence, the teaching profession is a responsibility that plays a very crucial role in determining the development of education, including helping students become proficient in various skills.

Considering the gap and the case, this research was explored more on the implementation of literature-based instruction, especially during the limited face-to-face learning in the pandemic period. According to Abidah et al. (2020), the world of education has now been affected by the coronavirus pandemic which has caused changes in activities and the educational system. In September 2020, President Joko Widodo speaks in front of PBB about the importance of access to vaccines to be able to end the Covid-19 pandemic (Wangke, 2021). The government cooperates with the scientific and medical community in administering vaccines (Gallè et al., 2021). Since vaccination programs started to be given to the entire general public, including children, all activities are slowly returning to operate. (Jacobvitz et al., 2002). After everybody got vaccinated, people worked back and the children went back to their school (Muhyiddin & Nugroho, 2021). During the pandemic period, the Ministry of Health has compiled a health protocol that must be obeyed by all people in face-to-face activities in public places (Ramadani et al., 2021). The schools in Indonesia have started conducting limited face-to-face learning at the end of 2021 with tightened regulations to prevent the spread of the COVID-19 virus. Moreover, Esposito and Cotugno (2021) have emphasized that schools have to strictly comply with the recommendations of this virus prevention rule to optimize and keep safe learning.

With the change in the educational system where the teaching and learning process was done with distance learning, the approaches, methods, and strategies applied by both the school and the teacher will be adapted to the conditions and needs of students. This research was also observed the LBI procedure conducted in the learning process given by the teacher using literature-based instruction in the pre-activity, whilst-activity, and post-activity. This aimed to find out how the steps were taken by the teacher in implementing literature-based instruction in English class subjects at the primary school level. The strategy used by the teacher can be different in each of the stages depending on the topic and the learning objectives. Pre-activity as the initial and opening stage holds an important role in stimulating students' brains. In this first stage, the way the teacher gives brainstorming to the students will further examine how much the students go deeper into the main learning. Whilst-activity as the core of the learning stages then determines bigger how students will catch the material. Meanwhile, post-activity is the closing stage of the learning that summarizes all the material given and a teacher should be able to give them a good impression at the end of the learning. Considering that students in the primary level still have unstable psychology, then the determination of the activities in each stage of learning must be calculated very carefully. Therefore, this study was observed and was found out the implementation of literature-based instruction related to the differences or the discovery of new ways as well as the challenges or obstacles faced by the teachers in the implementation of literature-based instruction in the classroom during the pandemic period with limited offline learning.

This research was used qualitative research with observational study in which the sample or research subject in this research was an English teacher at Dana Punia primary school. From the preliminary research that has been done, Dana Punia primary school as one of the national primary schools in Bali was finally chosen because Dana Punia primary school was one of the national schools in Buleleng which includes English in their subjects which are given even from the first grade. It was found that Dana Punia primary school also used several literary products in their English learning such as poetry, short story, and fairytale as additional learning methods in teaching English to the students. Moreover, it is one of the national schools in Buleleng that provides English lessons since first grade when other schools no longer provide English subjects. According to Jazuly et al (2019), from 1994 until now, teaching English has always been a challenge for teachers in Indonesian primary schools. A study has shown that the age of 0-11 years is a period that has quite extraordinary abilities and can absorb things quickly (Rosdiana, 2019). Considered that the primary school level which is in ages 7-12 years is a crucial period for young learners in language absorption, and this level of education can determine how language learning is mastered by students in the future. Seeing on the results of the preliminary research that Dana Punia primary school is one of the schools at the elementary education level that applies literature in its learning, the follow-up was then carried out after analyzing the existence of literature-based instruction as the focus of the research. The purpose of this study was to explore further how the implementation of literature-based instruction could encourage and improve students' four skills at an earlier level of education to prepare and help students have good language skills.

Through this research, it was hoped that in the end, the language teachers or educators even in other fields would have a broader reference to any strategies or media that can be used in implementing literature-based instruction in language learning in the classroom during a pandemic period or even post-pandemic period, so that students become more active in class or even outside the classroom. In addition, it was also hoped that this research would be able to provide alternative teaching that is suitable to be applied in the pandemic period for those who need it. Therefore, the existence of various kinds of references toward strategies or media for teaching language through literature-based instruction would enrich knowledge and choices for teachers or educators to choose the best and the most appropriate strategies and media, especially in this pandemic period according to student needs, learning situations and conditions, and bring students into learning that is interesting, meaningful, and make the student's literate.

1.2 Problem Identifications

Many studies about literature-based instruction mostly researched at the junior high school or senior high school level only, and rarely found at the primary school level. This is supported from a research by Novasyari conducted in (2019) that investigate whether or not there were significant differences in reading comprehension and writing achievement between the eighth-grade students of SMP Islam Az-Zahra 2 Palembang who were taught by using Literature-Based instruction and those who were not. The result of the research found that there are students who are still difficult to listen to and less active in class. This proves that there is an imbalance between the skills that have been focused on in literature-based instruction and the four skills that students must be mastered in learning

languages. Because of the large number of literature-based instruction studies that focus on reading and writing skills, speaking and listening skills did not get equal space and were slightly explored. Moreover, this is also supported by one of the other articles conducted at SMP N 1 Singaraja by Piscayanti (2010), which stated that literature-based instruction still really needs to be developed and practiced especially in exploring further speaking and listening skills. From these previous studies, it can be seen that there are still shortcomings that need to be improved in the application of literature-based instruction where most of whom are still studying at the junior or senior high school level.

Mastery of the four basic skills in English is the main thing that students must learn. However, there is a fact that English proficiency in Indonesia is ranked low compared to 80 foreign countries from the survey results reported by the English Proficiency Index (EPI) in 2017 (Poedjiastutie et al., 2018). On the other hand, the education curriculum in Indonesia continues to change from time to time. The curriculum that was previously applied in Indonesia was KTSP (2006), but the curriculum was later upgraded and changed to the Curriculum 2013 which is used until now. However, the Ministry of National Education made several significant changes to the content of the Curriculum 2013 standards, one of which was the removal of English subjects at the primary school level (Putra, 2014). The new regulation of the Curriculum 2013 makes the existence of English subjects no longer applied in national primary schools in particular.

The removal of English from the curriculum does not make English disappear completely at the primary school level. Some international and national schools also have their own policies in which they still include English in their subjects,

one of which is Dana Punia primary school. In addition, the pandemic condition has a very significant impact on the world of education. It is made teaching and learning activities become a big challenge for both teachers and students. Distance learning was made teachers and students have to deal with many factors and struggles, therefore distance learning was being a very big challenge to face during this pandemic era. But since schools have resumed face-to-face learning with a limited face-to-face system, adjustments and adaptations to new situations certainly make teachers have to reconsider appropriate learning methods applied during the pandemic.

The changes in the education system and situation nowadays show that education continues to move dynamically. Therefore, the relevance of the research should be continuously reviewed based on the current situation. From several previous studies that have been carried out related to literature-based instruction, most studies only focus on the junior or senior high school level and are carried out during normal situations. Thus, the context that has not been studied by previous research is the use of literature-based instruction at the primary school level and especially in the current pandemic situation where the learning system has changed to limited face-to-face learning due to the COVID-19 pandemic. Since previous studies have not investigated much literature-based instruction in the context of limited face-to-face learning, therefore, this study was focused on how literature-based instruction is applied at the primary school level with a limited face-to-face learning system and how it could improve not only reading and writing skills but also all the four basic skills that have to master by the students.

1.3 Statement of the Problems

Based on the problem identification described above, two research questions could be formulated:

1. How is literature-based instruction implemented by the English teacher at Dana Punia primary school to train 4 basic language skills during limited face-to-face learning due to the COVID-19 pandemic?
2. What are the challenges or field barriers encountered by the English teacher at Dana Punia primary school when implementing literature-based instruction during limited face-to-face learning due to the COVID-19 pandemic?

1.4 Research Objectives

1.4.1 General Objectives

In general, this research aimed to identify and explored more on the implementation of literature-based instruction to see how the procedures of LBI implemented, the strategies or media are used in language learning in the classroom as well as the challenges or obstacles faced by teacher at Dana Punia primary school, especially during the limited offline learning in this pandemic era.

1.4.2 Specific Objectives

Specifically, the objective of this research was to analyze how the teacher at Dana Punia primary school applied the use of literary works in the English learning classroom and the challenges faced by the teacher.

1.5 Research Significance

1.5.1 Theoretical Significance

This research was expected to provide empirical evidence on the implementation of strategies that can be used in teaching English through literature-based instruction especially. Particularly, this study contributes to the body of knowledge of EFL in the context of the implementation of literature-based instruction to improve students' four skills during offline learning in the pandemic period. The data found would be the reference that is taken from field evidence at Dana Punia primary school.

1.5.2 Practical Significance

1. For teachers/educators

This research was expected would give a reference for teachers/educators who want to teach English using literature-based instruction. With many choices and data on the impact of each implementation of literature in the classroom, it was hoped that later teachers can sort and choose the most appropriate to use, which adapted to the needs of each student where in this case, considered to the pandemic situation. This research will enrich the existence of strategies and media used to teach English through literature which was expected to be useful and meaningful especially for teachers.

2. For students

This research was expected to contribute to learning, as well as increase student activity in the learning classes through the invention of strategies or media that are used to enhance students' four skills through literature-based instruction. In addition, students can also learn independently by themselves with the strategies or media found and collected in this study according to the needs and interests of each student. It was hoped that students would be able to choose and sort out for themselves what they need to improve their skills from the available references consider to the situation and their needs.

3. For other researcher

This research could be a reference and consideration for future researchers in examining literature-based instruction and seeing how the strategies found in this study are sufficient and effective or not. So that further researchers could explore further the deficiencies found in this study. Future researchers can also conduct more in-depth research related to the effectiveness of the strategies or media collected in this study, and make language learning through literature-based instruction more leverage.

1.6 Limitation of the Study

The limitation of the study was the lack of English language teachers at the research site. So, the data is taken from one research subject only. If there were more English teachers in the research area, the data that could be taken would be more diverse and more numerous because each teacher would have a different strategy which means finding richer data has a higher chance. However, because

the existence of English subjects is very rarely given at the primary school level, the need for teaching staff is also not too high. In addition, another limitation of this study lies in the observation scope that was being observed which is in 4th-grade class only. Therefore, high scrutiny of the data collected from one source of the research subject was ensured.

1.7 Definition of Key Terms

1.7.1 Conceptual and Operational Definition

- 1) In the concept, literature is defined as literary writing in the form of fiction or literature in terms of majors of study which is a representation of aesthetic and moral achievements (Maharsi, 2016). Maharsi added that literature contains creative, imaginative, aesthetic, expressive, valuable, excellent, and universal values. Because of the wealth of values and benefits contained in it, literature is often used as a guide or instruction in achieving a certain goal through the products produced from literature. Operationally, this research explores how literature is applied in classroom learning at the primary school level.
- 2) In the concept, literary works are a product of literature itself. Literary work is the result of literature that reflects the knowledge and experience of the author (Lapandja and Usman, 2016). Prose, poetry, novels, dramas, novelettes, and short stories are literary works (Lapandja and Usman, 2016). In addition, according to Wati (2016), the ideas and subjectivity contained in literary works such as fiction or poetry can motivate social and individuals towards a better future. Because there are various literary works, operationally, this research

explores what literary works are implemented by teachers in primary schools in English learning classes.

- 3) In the concept, literature-based instruction can be defined as a learning approach in which literature is used as the main source of learning more dominantly (Gasella, 2021). The use of literature as the main source of learning is useful in helping students gain knowledge about language, culture, art, and the use of authentic language (Puspitasari, 2016). Because of the usefulness of using the literature-based instruction approach, operationally, this study explores how far literature-based instruction is implemented at the primary school level.
- 4) In the concept, literacy is the ability of individuals to communicate and relate to each other where literacy has the potential to achieve empowerment Keefe & Copeland (2011). In addition, Pilgrim et al. (2013) stated that the term literacy is generally defined as the ability to read and write effectively in various contexts. This literacy then becomes the effect of applying the literature as an approach where students as individuals become cognitively and affectively literate. Therefore, operationally, this study also explores how the level of literacy that appears in the learning classroom from the implementation of literature-based instruction applied by the teacher.