

CHAPTER I

INTRODUCTION

Chapter I presents the research background, identification of research problems, research questions, research objectives, research significance, research limitations, and definition of critical terms. First, the research rationale is explained in the background of the research. Then, it leads to the identification of research problems, questions, objectives, significance, limitations, and definition of key terms.

1.1 Research Background

Learning English in Indonesia is recognized as an additional subject. It includes non-compulsory subjects, especially in state primary schools (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 79 of 2014 concerning Local Content Curriculum 2013, 2014). Many public primary schools in Indonesia do not take this subject for their students to study. However, most public primary schools in Indonesia that take this subject as compulsory are still trapped in relying on "textbooks" as the primary medium for learning English (Rochman, 2013). This gap raises problems that can reduce students' critical thinking skills in developing their competencies because textbooks have artificial situations that cannot maximize the development of students' skills and competencies (Rochman, 2013). In addition, the motivation of young learners to learn several languages may decrease because one of the characteristics of young learners is that they are easily distracted and bored

(Puspitasari, 2016). Piscayanti (2010) stated that student motivation has a good relationship between decreasing or increasing due to monotonous or dynamic teaching strategies and the media used.

Literature-based instruction (LBI) is one way of teaching English using authentic materials (Puspitasari, 2016). Tomlinson (2007) placed authenticity as one of the requirements for suitable teaching materials. This term is related to the application of Literature-based instruction, which gives students more opportunities to know the target language because authentic materials provide original expressions, vocabulary, grammar, values, and culture used in countries where Literature-Based Learning is used. In applying Literature-based instruction, literary works such as short stories, poetry, plays, and novels are the main instruments (Norland & Pruett-Said, 2006). Through LBI, where they practice communicating, collaborating, and being creative and critical, students are also involved in learning activities (Kirsch, 2016; Masie et al., 2018; Amran et al., 2019), which are essential in field education and are considered to implement LBI in the classroom. Short stories are exciting learning materials for students because they are drawn into the plot and their imagination; especially for young learners who are learning English, engaging learning is undoubtedly provided by the teacher (Santosa et al., 2020). Through these original works, the teacher does not only develop students' language or cognitive abilities as material to be studied, especially knowledge in acquiring new vocabulary. *“Literature-based teaching can promote certain*

developmental stages from spoken language writing and reading to ESL”
(Wilson, nd).

In its development, many studies on literature-based instruction have been carried out. For example, regarding literature-based instruction, several study developments were carried out by (Dewi et al., 2020) and (Wardhani et al., 2019). These studies focused on reading and writing skills, some in experimental, qualitative and quantitative research and design and development. They had results from previous studies that showed the successful use of literature-based instruction. Those studies improve students' skills and understanding and show a significant change. However, the study found that several things still need to be explored and developed further in terms of literature-based instruction, which is the research gap, such as speaking and listening skills.

Another study entitled by Sinta Ary Gasella (2021) used nine short stories formulated as literary works equipped with supporting learning activities in the classroom for implementation and learning activities in the classroom (literary-based teaching materials) that the development of materials that integrate learning themes that have been determined in thematic subjects and English for fifth-grade primary school students in Bali whose validity test results are classified as very good from education experts and teachers who can have a positive influence on the development of student learning processes.

“Rabadi and Bataineh (2015), in their article, contained research about the implementation of LBI in Jordan, which involved participants conducting several interviews and observations with qualitative data analysis. This article focused on writing and speaking skills. Quoted from the findings of this study, it was found that most of the participants were able to organize three types of learning strategies, namely cognitive, social, and affective. According to Rabadi and Bataineh (2015), cognitive strategy is divided into critical thinking and creative writing abilities, while social and affective strategy is divided into cooperative learning and self-confidence in learning languages with different backgrounds. However, it can be seen that the setting of the research is applied to the university level.

Has been seen above, the use of literature-based instruction still holds a crucial place because of its benefit and probability of promoting students' 4 skills. The previous studies show many gaps; either the expectation or the reality appeared as the result of literature-based instruction. As the focus on the 4-basic skill, the previous studies showed good affection for the students' learning process. Many studies explained how reading and writing skills were improved rather than reporting listening and speaking skills, even though several studies still exist. As Novasyari (2019) stated in his article, students still need to learn how to listen and speak properly regarding listening and speaking comprehension. In this way, literature-based instruction can be a good option to explore further students' abilities and another possibility to promote students' needs and skills.

In understanding the balance of the four skills that must be gained by students, the teacher plays an important role in determining student achievement in learning indicators that need to be reached. The quality of teachers mainly determines the quality of the education system in a country (Huang et al., 2020). However, problems in education often stem from teaching factors. In Indonesia, there are problems with unskilled English teachers as educators and incompatibility of mastery of the field with what is being taught with the reality that is happening in Indonesia education terMs This phenomenon is supported by the research of Tjabolo and Herwin (2020), which examined the effect of English teacher certification on the performance of primary school teachers in Gorontalo, Indonesia, that teachers who already had an English educator certificate showed quality results. Teachers without English educational certificates showed low results and needed further improvement. In addition, Huang et al. (2020) studied the struggle to recruit good teachers in Indonesia. Huang et al. (2020) stated dysfunctional factors in teacher recruitment, political economy, and superiority of seniority over teacher performance were found to be the reason for the difficulty of finding good teachers in Indonesia. There was a paradigm where society and teachers in Indonesia recognize that being a teacher is an easy job to manage, as a result many teachers do not really receive their knowledge when teaching teachers (Jabri, 2017). Much attention has been paid to the professionalism of teachers in Indonesia (Kurniasih, 2016). In essence, the teaching profession

is a responsibility that plays an important role in determining educational development, including helping students to be competent in various skills.

Bali, Indonesia is one of the capital's tourist destinations that recognizes English as an important thing that needs to be mastered from an early age. However, because of this regulation, public primary schools in Bali have a similar condition that recognizes English as a non-compulsory subject (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 79 of 2014 concerning Local Content of Curriculum 2013, 2014). In fact, many international and national plus primary schools that are running well in Bali use Literature-based instruction as a medium for their teaching and learning process with an overseas curriculum oriented such as the *Oxford* or *Stanford standard curriculum*, both pure and integrated with the education curriculum in Indonesia.

Considering the findings of the implementation of Literature-based instruction to learn languages as mentioned above, we found gaps that have not been filled. The main issue is the implementation of literature-based instruction in primary school students in Indonesia, especially in Bali, has not been found by exploring the four basic skills in language learning. We propose research on the implementation of literature-based instruction in *national plus primary schools* in Bali, which is expected to be used as literature teaching materials and teaching strategies for implementing literature-based instruction in learning English

based on national curriculum integrated with international curriculum or international teaching method.

In 2020, online learning was determined due to the COVID-19 pandemic, which has impacted many sectors, including the education sector in Indonesia. The number of learning adaptations that must be carried out by several educational actors opened up many opportunities for the renewal of teaching processes and stages. "Online and Remote Learning in Higher Education Institute: A Necessity in the light of COVID-19 Pandemic" by Ali (2020) stated the phenomenon of closing face-to-face learning and causing emergency conditions in the world's education system. The finding of this article stated that all educational institutions continue to move forward to run the wheel of education by using E-Learning. Research by Ali (2020) focused on the behaviour of education actors in higher education and stated that staff readiness, institutional member confidence, motivation, and student access abilities played an important role in integrated education with ICT in Online Learning. Face-to-face learning was abolished during the pandemic until it was finally reopened in 2022 based on a decree of 4 Ministers in Indonesia. 4 Indonesia Ministers (Number: 05/KB/2021, Number: 1347 of 2021, Number: HK.01.08/MENKES/6678/2021, Number: 443-5847 of 2021) with the decrees number 420/974/SKRT/2022 to start face-to-face learning in January 2022 were followed by government policy in Buleleng (SE Buleleng SK Nomor: 360/01/Pem/I/2022) in order to follow up on the decrees.

Considering the novelty of the research, this research is purposed to find out the implementation of Literature-Based Instruction, which was applied face-to-face in the classroom to promote four basic skills in learning English for students. This study also examined the challenges encountered by an English teacher in Singaraja Montessori Primary School.

Through this research, it is expected that we are able to find out how the perspectives of national plus primary school teachers in promoting their 4 (four) Basic English learning skills by utilizing Literature-based instruction and literature works in *face-to-face learning* before the pandemic and limited offline learning after the pandemic. From these findings and discussions, it would be important to consider how important literature as an authentic learning media were applied to support the English learning process in all primary schools in Indonesia.

1.2 Problem Identification

From several previous related studies, we found something interesting to explore where the average previous research only targeted junior high school and high school education levels. These gaps raise the question of how literature-based instruction is applied at the primary school level. As for the target type of school, we finally decided on national plus primary schools that use English as the language of daily communication and literature as a learning material to get a more intense portion or position. Therefore, figuring out and studying how the implementation of

literature-based instruction in national plus primary schools has finally become the focus of this research to maximize the results of data collection in a more suitable place, specifically at national plus primary schools.

Currently, the COVID-19 pandemic is ongoing in all parts of the world, including Indonesia, which affects several sectors. Yet, Indonesia is categorized as able to manage all the life sectors, including the education sector, to start face-to-face learning and conduct again at the school building by considering several factors of all students' aspects. This new regulation might open the possibility of new teaching and learning activity procedure applied in the education field. Therefore, the focus of the problem which is examined in this research is the application of Literature-based instruction in Singaraja Montessori Primary School, which is applied *Offline-Learning* or *face-to-face learning* before pandemic COVID-19 and *face-to-face learning* after the 4 Indonesia Ministries decrees released.

1.3 Research Question

Based on the identification of the problems described above, there are two research questions that can be formulated:

1. How were the procedures (preparation of lesson plans, teaching and learning activities, and assessments) of Literature-based instruction implemented by English teachers in Singaraja Montessori Primary School promote four basic language skills?

2. What were the challenges encountered by English teachers at Singaraja Montessori Primary School when implementing literature-based instruction to promote four basic language skills?

1.4 Research Objectives

Dealing with the research question mentioned above, this research aimed at accomplishing the following purposes, as follows:

1. To analyze how the implementation procedures (preparation of lesson plans, teaching and learning activities, and assessments) of Literature-based instruction applied by English teachers in Singaraja Montessori Primary School promote four basic language skills.
2. To investigate the challenges encountered by English teachers at Singaraja Montessori Primary School when implementing literature-based instruction to promote four basic language skills.

1.5 Research Significant

This study would determine to give some contribution, as follow:

1.5.1 Theoretical Significant

This study focused on how the implementation of Literature-Based Instruction was conducted in Primary School at Singaraja Montessori Primary School in Bali. The values of this research are expected to be able to spread some contribution in order to create references in the field of literature in Education.

1.5.2 Practical Significant

a. For general public

This study is expected to enhance public knowledge regarding literary works was involved in the implementation of literature-based instruction of Singaraja Montessori Primary School as a National plus primary school in Bali which can be used as an example or reference in terms of educating young learners

b. For education practitioners

This study is expected to provide some information as a reference for teaching materials, strategy, and approaches based on the experiences of a National plus primary school, especially in Singaraja Montessori Primary School.

c. For the other researchers

It is expected that this study is able to provide some input for subsequent studies focusing on the implementation of literature-based instruction in primary school.

1.6 Limitation

The situation was still strictly limited in order to keep the information and students' health where the subject may not be able to convey detailed and clear data or even miss things that are beyond the control of the researcher. The data will be supported by the evidence taken during the observation or the documentation taken by the school. Therefore, it is important to clearly define the scope of research and questions so that

the data obtained can be maximized. The research will be conducted for all classes in Singaraja Montessori Primary School. The limitation of this research is that LBI in Singaraja Montessori Primary School is teacher perception about implementing LBI. They are teacher preparation, class activity during LBI, four basic English skills, and teacher challenges.

1.7 Definition of the Key Term

1.7.1 Conceptual Definition

1. Literature, as cited in Syofyan (2005), had been drawn as literary writing in the form of human work recording history, which is a representation of aesthetic and moral achievements experience (Sage, 1988) which includes moral and aesthetic aspects (Syofyan, 2005). As a human work that records human development history, the literature contains a universal value and is able to be a major of study. The public is able to learn creativity, being imaginative, expressive, and valuable regarding the concept of literature.
2. Literacy works are a product of literacy and are considered expressive human works that reflect knowledge and history. According to Klarer (2004), several studies that belong to literary works such as poetry, song, drama, movie or films, novelettes, and short stories are able to be a guideline for a learning process because those are contained social motivation and values. This research proposed to investigate how literary works are used in certain instruction at the primary school level.

3. In the concept, literature-based instruction is defined as a learning approach have something to do with the literary works as the core media for the learning process. The learning process is aimed to explore the values contained in the literature works for each life aspect as an authentic learning medium.

1.7.2 Operational Definition

1. Literature is a literacy writing that utilizes language to deliver meaning to the public and a representation of aesthetic and moral achievements. The literature contains a universal value that able to be used to promote educational terMs The teacher is able to deliver literature terms as a topic for operational education purposes.
2. Literature works such as poetry, story, drama, songs, and movies are considered material and hold certain instruction in achieving goals and learning through literary works. Regarding the concept, this research aimed to explore how literature is used in primary school students' learning process.
3. Literature-based instruction was arranged by using literary works to gain new knowledge, culture, art, and social values. This research is proposed to analyze and investigate how the teacher implements literature-based instruction delivered by each procedure in the target primary school.