

CHAPTER I

INTRODUCTION

1.1 Research Background

Law No. 20 of 2003 about National Education System states that Indonesian education aims at developing the students' potential both academically and non-academically. In academic field, the students are expected to have knowledge and skill; while non-academic focuses on character buildings. By having both of them, they can become a whole person.

In line with the regulation, National curriculum referred to as Curriculum 2013 (revised 2017 edition) emphasizes on how to shape the students' characters. There are 18 characters which should be built in all subject lessons including in English. Characters should not be taught in a subject, but it has to be integrated in all subjects. The students are given freedom on how to learn the characters variously. It is hopefully that the students can have good character.

In this context, where teaching language means teaching English, competence with communication and character building can be constructed (Pantaleo, 1995). Language learning should not just focus on the linguistics components, but also the learners' psychology. It means that certain points of view and characters can emerge. To achieve it, children should be introduced to literature starting from elementary school (Rafik-Galae and Singh, 1995). In their research (siapa?), it is discovered that teaching English (ESL) for the students brings positive effect on students' comprehension on text.

Modern paradigm of teaching English emphasizes at the use of literature as the basis of the instruction (Galda and Culinan, 2003; Elsea 2001; Probst, 2004; Parkinson and Thomas, 2004). It is based on the thinking that through literature based-instruction, the students have better comprehension and language skill development, more involvement during learning process, and social enrichment. Chen (2006) discovers that the use of literature-based instruction through short stories makes the students more enjoyable than of common text. Learning English becomes interesting for the students.

Literature-based instruction is the type of instruction in which authors' original narrative and expository works are used as the core for experiences to support children in developing literacy (Martinez & Roser, 1991). The types of activities done with the literature are the natural types of things children and adults would do when reading and responding to any good books. It is much more than giving students quality literature; it is doing the authentic things with the literature that all writers and readers would naturally do, and giving students support with these activities as they need it (Cooper, 2003).

Literature-based instruction draws on reader response theories of textual understanding (Langer, 1990) that stresses the transactional nature of reading, including what readers bring to the text as well as what they take from it. Instruction based on reader response theory also highlights the evolutionary and personal nature of interpretation, as the reader takes different stances on the text and responds both aesthetically and efferently.

Through literature-based instruction, the students can get meaning of the text (literary works) from the interaction between the content and the structure of

the author's intention and experiences and prior knowledge of the reader. Each reader constructs meaning during the reading process or while listening to stories, guided by personal knowledge and experience (Golden, Meiners, and Lewis, 1992). It grows the students to think critically on the text content. Hess (2003) notes that entering a literary text, under the guidance of appropriate teaching, brings about the kind of participation almost no other text can produce. When we read, understand, and interpret a poem, we learn language through the expansion of our experience with a larger human reality.

To know how teaching English was done in reality, pre-observation was done in some elementary schools in Denpasar area. From the observation, it was discovered that teaching English especially in sixth grade was less innovative. English was dominated by memorization of vocabularies. It was done that because the teachers think vocabulary and tense as the basic foundation of mastering English. Sometimes, question-and-answer technique was used to stimulate the students to learn.

Besides that, the English materials were also reading, listening and writing (twice in one semester). The texts were short and simple and the students need to answer the questions from text. In listening, it was just matching picture and what the teacher said and sometimes true-false. For writing, they were assigned to write simple sentences relating to pictures or their experiences.

Further analysis was done on the textbook. It was found some weaknesses for developing students' English ability and character building. First, it was just on vocabulary. There were no stories existing in the book which can attract the students' attention. Second, the exercise was more on matching or multiple choice.

There lacked of exercise to retell or to communicate the text, for example, analyzing characters, retelling or listening on the story. Third, there is lack of exercise which directed the students to find characters in the book. The texts were just for materials not beyond on it.

As the consequence of the problems, four bad things happened. First, the students' English competency was low. It can be seen from their average score which is lower than passing grade. Second, competency to communication was low. The students only can answer questions by writing, they could not respond, retell or arguing on the texts. Third, learning English was less fun and attractive for the students. Fourth, the students just thought that English is just a subject not for learning characters.

Based on the problems, it was urgent to develop literature-based instruction in English for elementary school. It was as the way on how to integrate teaching of character building and English competency. The development of instruction was for three reasons. First, the availability of the English materials for building character was still unqualified yet. Second, developing literature-based instruction meant it built both character and communicative competence. Third, the paradigm of children learning recently was directed into building up literacy.

Researches on the area of literature-based instruction had been done previously by certain experts. Syofyan (2012) discovered that literature was rarely used to teach English second language in secondary school. It made the students see English as just a subject, not the way on how to see the world. Furthermore, Junaid (2012) discovered that a) literature is an authentic material/topic; b) literature is to encourage the students to be active in doing an interaction; c)

literature is to expand the language awareness; d) literature is to educate the whole person; and e) literature is to motivate the students in the classroom. The results of the two researches led to do a research on developing literature-based instruction for English in elementary school. Lastly, Ratminingsih and Budasi(2018) discovered that a developed culture-based story book has benefits, such as (1) to improve reading skill of young learners; (2) to build children English literacy through listening to the story read by the teachers and communicating interactively with them through dialogic reading; (3) to create a fun learning atmosphere which enhances motivation and participation to take part in understanding and using the language; and (4) to preserve local culture.

The developed literature-based instruction emphasizes on the use of short story as the literary works. A short story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a "single effect" or mood. The short story was selected because it is relatively appropriate to elementary students because of its lengths.

The literature-based instruction developed has four main features, namely: thematic organization, building connection and relation, and modelling and constructing meaning. The responding needed in the instruction includes: retelling, summarizing, analyzing, and generalizing. In terms of the content, it was based on the characters needed in civics, such as honesty, responsibility, discipline, cooperation, hard-working, democratic, tolerance, communicative, peace-loving, and caring for the environment.

The implementation of literature-based instruction was expected to achieve three stages of implementation, namely: accustoming, developing, and instructing. In the stage of accustoming, the students were helped to love reading and to be confident on their reading. In the stage of developing, the students were directed to be critical, analytical, creative, and innovative from their reading. The developed book was expected to achieve those targets. Lastly, in instructing stage, the students were able to communicate and interact with the others. They could share information from the developed book.

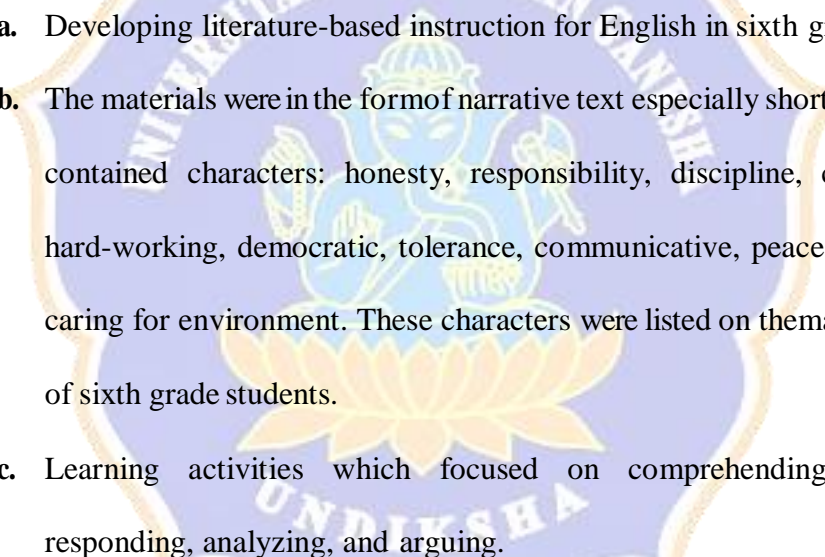
1.2 Problem Identification

Based on the result of observation done in some elementary schools in Denpasar, it was found that English teaching for elementary school was less innovative. The English teaching was still dominated by memorization and less on comprehension or ability for communication. In terms materials, it focused mostly on vocabulary, grammar and certain short text. The exercise was also matching and multiple choice which lacked of activity to guide the students understanding content of text. In other hand, the learning process was supposed to be interspersed with the context of language use naturally which the students could learn to understand the meaning in context. In addition, the material was also supposed to involve feelings of pleasure, enthusiasm, imagination, critical and creative thinking of the students. It was necessary to design supplementary materials, such as stories (literature) and literature-based activities that can develop an interest in learning and learning through context (CTL/Contextual Teaching and Learning).

Those phenomena did not fit the modern paradigm of teaching English which focuses on comprehension, competency for communication, integrated character building, and critical thinking. Besides that, the designed English materials also did not support the targets to be achieved and make the students fun to learn.

1.3 Research Limitation

It was impossible to research all the problems because of time, energy, funds and references to support. For that reasons, the problems were limited on the areas as follows.

- 
- a. Developing literature-based instruction for English in sixth grade.
 - b. The materials were in the form of narrative text especially short story which contained characters: honesty, responsibility, discipline, cooperation, hard-working, democratic, tolerance, communicative, peace-loving, and caring for environment. These characters were listed on thematic syllabus of sixth grade students.
 - c. Learning activities which focused on comprehending, retelling, responding, analyzing, and arguing.

1.4 Research Questions

- 1.4.1 What stories are appropriate for literature-based instruction materials for sixth grade students of elementary school?

- 1.4.2 What activities are appropriate in supporting literature-based instruction materials for sixth grade students of elementary school?
- 1.4.3 What is the quality of the stories for literature-based instruction materials for sixth grade students of elementary school?

1.5 Research Objectives

Based on the research questions, the research objectives could be formulated as follows.

- a. To analyze the stories that appropriate for literature-based instruction for sixth grade students of elementary school.
- b. To identify the activities that appropriate in supporting literature based-instruction materials for sixth grade students of elementary school.
- c. To analyse the quality of developed the stories for literature-based instruction for sixth grade students of elementary school.

1.6 Research Significance

The significance of this research can be seen from two points of view: theoretical and practical.

- a. **Theoretical Significance.** This research enriches the references relating to teaching English in elementary school, by using literature-based instruction.

b. Practical Significance

- **For teacher.** The developed instruction can be used to teach English which is integrated with character building for grade 6 in elementary school.
- **For students.** It can facilitate the students to study English well and develop their characters.



