



Designing Literature-based Instruction Materials for Sixth Grade Students of Elementary School

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ABSTRAK

Pembelajaran bahasa Inggris khususnya di kelas enam kurang inovatif dan didominasi oleh hafalan kosakata. Penelitian ini bertujuan untuk mengembangkan bahan ajar berbasis literatur untuk siswa kelas VI sekolah dasar melalui cerita. Metode penelitian ini adalah Design and Development. Dalam pengembangan bahan ajar berbasis literatur, penelitian ini menggunakan model DnD oleh Richey dan Klien. Beberapa proses yang dilakukan antara lain: 1) Menganalisis silabus tematik siswa kelas VI untuk mendapatkan topik materi. 2) Merancang untuk mengembangkan cetak biru bahan ajar berbasis literatur dan merancang cerita pendek bahasa Inggris dan rencana pembelajaran mini dengan menggabungkan hasil analisis dan pemetaan dari silabus tematik. 3) Mengembangkan cerita pendek bahasa Inggris dan rencana pembelajaran mini menjadi buku bahan dasar untuk siswa kelas VI sekolah dasar. 4) Mengevaluasi hasil cerita pendek bahasa Inggris dan rencana pelajaran mini. Hasil penelitian ini mengungkapkan sepuluh cerita yang dibutuhkan, yaitu: The Snail Race, Master Brawa, The Sun, Bobby and friends, The Good Lion, The Peace Jungle, Three Neighbours, The Winning Team, Prince Panji, dan The Fisher. Hasil evaluasi dari para ahli menyimpulkan bahwa kualitas buku yang dikembangkan materi sangat baik

ABSTRACT

Teaching English especially in sixth grade was less innovative and dominated by memorization of vocabularies. This research aims to develop literature-based instruction materials for sixth grade students of elementary school through story. The method of this research is Design and Development. In developing literature-based instruction materials, this research uses DnD model by Richey and Klien. Some several processes were carried out, such as: 1) Analysing thematic syllabus of sixth grade students to get the topic for materials. 2) Designing to develop blueprint the literature-based instruction material and designing English short story and mini lesson plan by combining the result of analysis and mapping out from the thematic syllabus. 3) Developing English short story and mini lesson plan to become printed materials book for sixth grade students of elementary school. 4) Evaluating the results of English short story and mini lesson plan. The result of this research revealed ten stories needed, namely: The Snail Race, Master Brawa, The Sun, Bobby and friends, The Good Lion, The Peace Jungle, Three Neighbors, The Winning Team, Prince Panji, and The Fisher. The results of evaluation from experts concluded that the quality of the books developed was very good material.

1. Introduction

Modern paradigm of teaching English emphasizes on the use of literature as the basis of the instruction (Reslan et al., 2017; Schulz & Bahník, 2019; Swuste et al., 2020). 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. The use of literature-based instruction through short stories makes the students more enjoyable than common text (Keshavarzi, 2012; Küçüköğlü & Arikan, 2011; Zainal, 2012). Learning English become interesting for the students.

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 (Prinsloo, 2018; Sayfour, 2014). It grows the students to think critically on the text content. Entering a literary text, under the guidance of appropriate teaching, brings about the kind of participation almost no other text can produce (Azhar, 2014; Karma, 2015; Montón, 2017). When we read, understand, and interpret a poem we learn language through the expansion of our experience with a larger human reality.

Language learning requires acquiring four skills of reading comprehension, writing, listening and speaking (Azhar, 2014; Keshavarzi, 2012). 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. Further analysis was done on the textbook, it is found some weaknesses for developing students' English ability and character building. First, it is just on vocabulary. There is no stories existing in the book which can attract the students' attention. Second, the exercise is more on matching or multiple choice. There is lack 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 directs the students to find characters in the book. The texts are just for materials not beyond on it.

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

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

Several studies on literature-based learning, including conducted by (Albaladejo Albaladejo et al., 2018) state that provide some evidence to suggest that incidental vocabulary learning through stories offers higher gains in comparison to listening to songs or through the combination of both resources. The other research conducted by (Keshavarzi, 2012), state that literature is intellectually stimulating because it allows a reader to imagine the worlds they are not familiar with. Then the research conducted by (Küçükoğlu & Arıkan, 2011) states that literature in ELT classes help prospective teachers improve their personalities while educating them as whole persons. As well as its academic appropriateness, it also helps personality growth of the students. This research aims to develop literature-based instruction materials for sixth grade students of elementary school through story.

2. Method

Research Design

The research was Design and Development (D&D). Richey and Klein (2007, as cited in Ellis and Levy, 2010) defined Design and Development research in the framework educational research as "a systematic study of design, development, and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products". The research design that was used in this study is a framework stated by Richey and Klein (2007). Since this study literature-based instruction material for the sixth grade elementary students in Bali, this study was conducted in some elementary schools in Bali.

The subjects of this research were teachers at elementary in Bali. While the object of the study is the literature-based instruction material. The detail of 4-phases model D&D research that was conducted can be explained as follow:

Analysing Process

Here in this phase, document analysis was done to analyse thematic syllabus and book of the sixth grade students to get the topic for materials.

Designing Process

First step in this stage developed the blueprint. The blueprint developed the literature-based instruction material (English short story). It consisted of theme, literature material, and literature-based

activity. Second step in this stage designed English short story and lesson plan by combining the result of analysis and mapping out from the syllabus and thematic book.

Developing Process

After designing literature-based instruction material, the researcher developed them all become printed materials book for sixth grade students of elementary school.

Evaluating Process

The product was judged by four experts in their fields

Research Instrument

There were several instruments in collecting the data for this research, namely: questionnaire and expert judgement form. The questionnaire was used to collect data about the target situation analysis. This questionnaire was distributed to the teachers who teach English in sixth grade. The questionnaire was developed based on the theories of literature based-instruction, learning materials and stories. Expert judgment method was used to collect data about the quality of the developed literature-based instruction material. There are two experts involved in this study. This validation and quality analysis was conducted in the development step. They were two experts on English Language Teaching (ELT).

Data Analysis

Since there are various data collected in this study, some different data analysis methods are used to analyse those data. Those data analysis methods are interactive data analysis method by [Miles and Hubberman \(1987\)](#), inter-rater agreement model by [Gregory \(2000\)](#), and ideal theoretic reference by [Nurkencana and Sunartana \(1992\)](#).

3. Result and Discussion

Finding

Appropriate Stories for Literature-Based Instruction Materials for Sixth Grade Students of Elementary School

The stories in the product was designed to teach character values for the students. The character values were based on curriculum 2013 as used in Indonesia. There were 10-character values in the product, namely honesty, responsibility, discipline, cooperation, hard-working, democratic, tolerance, communicative, peace-loving, and care for the environment. Each of these characters were inserted into the story. So, the story was created based on these character values. The placing of the values into the story can be seen in the Table 1.

Table 1. The Placement of Character Values in the Story

No	Theme/Story	Character Value
1.	The Snail Race	Honesty
2.	Master Brawa	Responsibility
3.	The Sun	Discipline
4.	Bobby and friends	Cooperation
5.	The Good Lion	Hard-working
6.	The Peace Jungle	Democratic
7.	Three Neighbors	Tolerance
8.	The Winning Team	Communicative
9.	Prince Panji	Peace-loving
10.	The Fisher	Caring for the Environment

Appropriate Activities in Supporting Literature Based-Instruction Materials for Sixth Grade Students of Elementary School

Some activities were used in teaching 6th grade students, as well as in this product. Some appropriate activities were mentioned to be used in this product such as listening to story read by teacher, reading story aloud, describing pictures, drawing, making conversation, playing drama, writing, retelling story, remembering pictures, and identifying meaning of words. Each of the chapter/story was completed with minimum 1 activity. Various activities were designed to make the students not to be bored. The activities in each story can be seen in the Table 2.

Table 2. Activities in the Story

No	Theme/Story	Activities
1.	The Snail Race	- Listening to the story - Read aloud
2.	Master Brawa	- Describing animal - Drawing animal
3.	The Sun	- Describing picture - Making conversation
4.	Bobby and friends	- Telling story about a picture - Playing a drama
5.	The Good Lion	- Listening to the story - Drawing animal
6.	The Peace Jungle	- Writing the best character and moral value of a story
7.	Three Neighbors	- Listening to a story - Retelling a story
8.	The Winning Team	- Describing character in story - Retelling a story
9.	Prince Panji	- Identifying meaning of words - Remembering pictures - Writing poem
10.	The Fisher	- Telling a story based on a picture - Retelling story

Quality of the Stories for Literature-Based Instruction Materials for Sixth Grade Students of Elementary School

The result of the questionnaires was quantified and the mean score of the data was classified based on the following criteria that were adopted from [Nurkencana and Sunartana \(1992, as cited in Winasari, 2010: 99\)](#).

$$MI = \frac{1}{2} (\text{ideal maximum score} + \text{ideal minimum score})$$

$$SDI = \frac{1}{6} (\text{ideal maximum score} - \text{ideal minimum score})$$

$$X = \text{Mean score of the questionnaire}$$

Table 3. The Classifications of the Result of the Questionnaire based on [Nurkencana and Sunartana \(1992, as cited in Winasari, 2010: 99\)](#)

No	Interval	Categorization
1	$MI + 1.5 SDI \leq X$	Very high
2	$MI + 0.5 SDI \leq X < MI + 1.5 SDI$	High
3	$MI - 0.5 SDI \leq X < MI + 0.5 SDI$	Average
4	$MI - 1.5 SDI \leq X < MI - 0.5 SDI$	Low
5	$X < MI - 1.5 SDI$	Very low

Based this calculation, the classification of the Result of the Questionnaire can be seen in the Table 3.

$$MI = \frac{1}{2} (5 + 1)$$

$$= 3$$

$$SDI = \frac{1}{6} (5 - 1)$$

$$= 0.67$$

Table 3. The Classifications of the Result of the Expert Judges

No	Interval	Categorization
1	$4.01 \leq X$	Very high
2	$3.34 \leq X < 4.01$	High
3	$2.66 \leq X < 3.34$	Average

No	Interval	Categorization
4	$1.99 \leq X < 2.66$	Low
5	$X < 1.99$	Very low

Discussion

The story book was chosen as the product for the literature-based instruction materials for 6th grade students of elementary school because children like stories. Besides that, it can be used as main material of reading activities as mentioned by (Karabacak & Erdem, 2015) in which instructors could use authentic fiction as a central feature of reading instruction. There were 10-made up stories in this product. Each of the stories were created to teach 10-character values demanded by curriculum 2013. The education character became the emphasis of this curriculum in Elementary School, so education character was inserted to the stories as the main reading material for the students.

The activities mentioned in this product was intended to make the students were able to practice their language. The activities were also used as evaluation for the students after reading or listening the reading of the story. The instruction in literature based should implement certain authentic assessment (Ansyari et al., 2020; Hu & Wu, 2020; Phillips et al., 2018) . The activities included four language skills such as listening, reading, speaking and writing. Most of the reading were conducted by the teachers in order to ease the students to read and understand the meaning of the story. The 6th grade students are still in the beginning level of mastering language and they go through a silent period. By reading aloud story, the students will have opportunity to listen and make sense of the language around them. Therefore, the activity of reading aloud the story by the teacher will foster this productive silence and focus on enhancing students' listening comprehension (Al-Mansour & Al-Shorman, 2011; Hayden et al., 2018; Whalon et al., 2019).

Based on the result of the expert judges, it was found that overall, the mean score was 4.8 which was categorized as "Very High". It means that the product had high quality and can be used to teach students of grade 6. However, some comments were delivered for the improvement of the product. One of the highlighted comments was about the insertion of activity which trigger the critical thinking and creativity of the students. It was considered important since the demand of today's education is not only about making the students to be able to master the English, but also making them to think critically to everything in their life. Besides that, creativity is considered one of the competences that should be mastered in today's life.

Literature is rarely given in the classroom. The students were let to get the experiences and observe life closely. This activity could make the students bored since they would not understand the story comprehensively especially for the beginner as in 6th grade students. By this product with the activity of reading aloud is expected to give a new material and option to conduct new literature-based reading activity. Several studies on literature-based learning, including conducted by (Albaladejo Albaladejo et al., 2018) state that provide some evidence to suggest that incidental vocabulary learning through stories offers higher gains in comparison to listening to songs or through the combination of both resources. The other research conducted by (Keshavarzi, 2012), state that literature is intellectually stimulating because it allows a reader to imagine the worlds they are not familiar with. Then the research conducted by (Küçüköğlü & Arıkan, 2011) states that literature in ELT classes help prospective teachers improve their personalities while educating them as whole persons. As well as its academic appropriateness, it also helps personality growth of the students.

4. Conclusion

The result of this research found that there are ten stories needed, namely: The Snail Race, Master Brawa, The Sun, Bobby and friends, The Good Lion, The Peace Jungle, Three Neighbors, The Winning Team, Prince Panji, and The Fisher. The results of evaluation from experts concluded that the quality of the books developed was very good material which developed into a book. The quality of the books developed is good according to the results of expert tests. Future research is expected to explore more deeply about this knowledge. In addition, to improve the quality of books developed in this study can also be used as study material for further research.

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