

CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, research questions, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

There are many speaking and reading materials at elementary school. In general, most of them are provided in song, short story and poem. Whitehead (2007:32-37) says that young children sense easy and enjoy playing with sound that they hear, short story forms, and thinking experience. It means that the students prefer those literature materials because the materials can be learned enjoyable.

The researcher had visited and interviewed the English teacher from five Elementary Schools (SD Muhammadiyah Manyar GKB, SDN Petrokimia, SD NU 1 Terate, MINU Terate Putri, MINU Terate Putera) in Gresik that have international class program. From those schools, there are two Elementary Schools that apply literature teaching in English lesson. They are SD Muhammadiyah Manyar GKB and SD NU 1 Terate Gresik.

In this study, the researcher is interested in literature teaching at Elementary school because literature teaching is one of materials to make students more imaginative and creative in learning English. In this case, the students can make kind of poem based on their imagination. Besides, the students can sharpen

their creativity to make some letters in literature lesson. Students are more interested in literature because they can get knowledge such as understanding short narrative text which makes them comprehend. For example there are questions based on the narrative text. The questions are about theme of the story, characters and characteristics, plot, setting, and message. It will help students enhance their ability in linguistic.

In short, the researcher chooses these schools as a subject of research because SD Muhammadiyah Manyar GKB and SD NU 1 Terate Gresik are two of favorite schools in Gresik that have ICP (International Class Program). Not only ICP program, those schools also apply literature teaching in English lesson. In addition, those schools use Cambridge International Curriculum. The Cambridge International Curriculum contains about literature materials that are used by the teacher to teach literature for the students. Those are the reasons why the researcher chooses SD Muhammadiyah Manyar GKB and SD NU 1 Trate Gresik as a subject to do research about literature teaching.

1.2 Research Question

According to the explanation above, researcher decided two problems that will be answered later, they are:

1. How is the implementation of literature teaching at SD Muhammadiyah Manyar GKB and SD NU 1 Terate Gresik?
2. How are students' responses in implementation of literature teaching?

1.3 Objective of the Study

Based on the problems above, there are two objectives that can be seen later, they are:

1. To describe the implementation of literature teaching at elementary school.
2. To know the students' responses in implementation of literature teaching.

1.4 Significance of the Study

The finding of this research is hopefully to be beneficial from both theoretical and practical aspects.

For theoretical significance, first, the researcher expects that this research will generate idea on the literature teaching at Elementary School. Second, it can give an alternative teaching literature.

Furthermore for practical significances, first, the researcher expects that this study can give evidence about the effectiveness in teaching literature. Second, it can give evidence about successful of literature teaching at elementary school. Third, it can give information for English teacher in improving their teaching skill in literature.

1.5 Scope and Limitation

The scope in this research was the writer focused on the literature teaching at at SD Muhammadiyah Manyar GKB and SD NU 1 Terate Gresik. Literature was as an additional material in English subject. The types of the materials were short story and poem.

The limitation in this research was teaching literature implementation. It had three aspects: 1) Pre literature teaching: It was the step where the teacher prepares the teaching of short story and poem. It included how the teacher gave brainstorming, introduces the topic of short story and poem. It also included objectives of learning. 2) Whilst literature teaching: It was about how the teacher presented and delivered the material about short story and poem to the students, trained the students to read discuss about short story and poem, and also asked the students to practice and perform the short story and poem. 3) Post literature teaching: It was about how the teacher evaluated and gave feedback to the learners related with the literature material.

1.6 Definition of Key Terms

In this study, it is important to know the definitions of related terms in order to make this study clearer. The definitions of the related terms in this study are stated as follows:

1. Literature is one of materials in English subject that consists of literature with some types of material such as short story, poem, drama and novel.
2. Teaching is activities which consist of pre-teaching, whilst teaching and post-teaching that is done by the teacher in the classroom.
3. Students' response is opinion from student about teacher's pre teaching literature, whilst teaching literature, and also post teaching literature in the classroom.

4. ICP (International Class Program) is a form of education which is established at elementary school in that the process of teaching learning uses two languages that are English and Indonesian or it is called by bilingual.