

CHAPTER II

REVIEW OF RELATED LITERATURE

In this study, there were many related theories that had to be reviewed in order to know the related literature. The researcher defined the problem and obtained the definite idea. Those were about definition of International Class Program, literature, literature teaching, teaching English for young learners and previous study.

2.1 Definition of International Class Program

To expand the students' ability in teaching learning process, many schools have different ways. One of them is creating International Class Program (ICP). In this case, the researcher focuses on International Class Program. ICP is a form of education in which information is presented to the students using bilingual. It means that in teaching learning process the teacher uses two languages that are Indonesian and English as a tool of communication. It is supported by Grosjean (2010:4) in Hidayah (2012), he said that bilingual are those which use two or more languages in their everyday lives. The function of bilingualism concerns on when, where, and with who people use their two languages.

2.2 Literature

Literature is the artistic expression of life or reality which is expressed in a beautiful and complex language. It is a branch of art. Without literature, human cannot increase their think because literature can encourage them to be more

imaginative. Abulhaija (1987) in Chen (2006) says that we can never learn or teach English in EFL situations in isolation from literature because literature is a vehicle through which we can get contact of all roots with other cultures, people, and societies, and language is the means to carry out.

2.2.1 Types of Literature

Literature falls into two major types that are written and oral literature. Oral literature includes ballads, myth, jokes, folktales and fables; whereas written source has drama, novel, poetry and nonfictional literature.

2.2.2 Kinds of Literature

According to Satwase (2011) there are two kinds of literatures, they are: fictional literature and nonfictional literature.

2.2.2.1 Fictional Literature

Fictional literature consists of seven types, those are: drama, prose literature, myth, short story, novel, folk tales and poetry. First, drama is the theatrical dialog performed on stage, it consists of 5 acts. Tragedy, comedy and melodrama are the sub types of drama. Problem play, farce, fantasy, monologue and comedy of manners are some kinds of drama.

Second, Prose literature consists of history, journalism, philosophy, fiction and fantasy writings, scientific writings, children's literature authors and writers are included in prose literature. Third, myths are the fairy tales with lots of adventure, magic and it lacks scientific proof. Nursery rhymes, songs and lullabies are forms of myths that strike the interest of children.

Fourth, short story is the small commercial fiction, true or imaginary, smaller than a novel is known as short story. Short stories are well-grouped that followed the sequence of easy and no complexity in beginning, concrete theme, some dialogs and ends with resolution. They are oral and short-lived which have gossip, joke, fable, myth, parable, hearsay and legend.

Fifth, novel can be based on comic, crime, detective, adventurous, romantic or political story divided into many parts. The major kinds of novels are: allegory, satire, feminist, gothic fiction, realism and romantic novels.

Sixth, Folk tales are traditional stories that have been creating interest since ancient times. The children and old persons like religious story, magic and superstition as well. Fable, tall tales, cumulative, trickster and proverbs are the sub categories of folk tales. Mythology or legend is the ancient religious stories of origin and human civilization.

Seventh, poetry is the spontaneous overflow of powerful feelings recollected in the tranquility. Greek poetry is found in free verse and we have rhymes in the Persian poem. Here are the followings forms of poem: Sonnet is the short poem of 14 lines grouped into Shakespearean and Italian sonnets. Ballad is the poems that are on the subject matter of love and sung by the poet or group of singers as telling readers a story. Elegy is the lamenting of the death of a person or his near one. Ode is the formal and long poem serious in nature. Allegory is the famous form of poetry and is loved by the readers because of its two symbolic meanings. Epic is

the narrative poems that convey moral and culture of that period. Lyric has Greek origin that gives a melody of imagery.

2.2.2.2 Nonfiction Literature

Nonfiction Literature is opposite to fiction as it is informative and comprises the interesting facts with analysis and illustrations. There are ten types of nonfiction literature, those are: autobiography and biography, essay, literary criticism, travel literature, diary, journal, newspaper, magazine, frame narrative, outdoor literature and narrative form of literature.

From two kinds of literature above, the researcher observes fiction literature because literature materials in English subject which are taught at elementary school are short story and poem. They are included in fiction literature.

2.3 Literature Teaching

Literature and English language teaching have relationship. According to Khatib (2011) literature is considered as promising tool for language learning purpose. Literature teaching in EFL classroom is the teacher uses various forms of short story, poetry and even novels. Khatib (2011) also states that to teach literature for EFL students there are nine aspects to concerned: authenticity, motivation, cultural/intercultural awareness and globalization, intensive/extensive reading practice, sociolinguistic/pragmatic knowledge, grammar and vocabulary knowledge, language skills, emotional Intelligence (EQ) and critical thinking.

According to McNicholls in Paran (2006:83-84) in teaching literature for children, teacher should have the practical ideas. Those include specific ideas for classroom activities and provide a framework about children's literature in a syllabus and then the ideas are presented in terms of children's literature that adapted from a framework. These are the steps to make a framework:

1. Decide how much children's literature is appropriate for your context
2. Choose material according to level
3. Incorporate auditory, visual, and action features
4. Use stories even if they include difficult grammar/language
5. Do not worry about the abstraction of stories
6. Teacher has to understand about children's worlds
7. Make the most of prevailing favorable circumstances for children's literature

From those steps, in a primary school context, children's literature in English becomes a factor to increase the word of imagination and creativity.

2.4 Teaching Short Story

Teaching ideas in literature is also needed by English teacher. Brown (2004) states that teaching ideas of literature include of sequencing activities and types activities.

- Sequencing activities are:
 1. Students sing, recite, or read a passage from the story in teams.
 2. Students listen to the story from beginning to end.

3. Students get out of their chairs for some physical activity. Often, this can be acting out the actions from the story, but there are unlimited possibilities.
 4. Students sit back down and illustrate new vocabulary.
- Types activities are:
 1. Listen to the story on tape/as read by the teacher without looking at the text.
 2. Listen to the story and read along.
 3. Listen to the story and put illustrations depicting parts of the story in order.
 4. Read the book silently.
 5. Read the book to a partner, then switch.
 6. Write your favorite words/new words/words starting with A from the story in your notebook.
 7. Write a portion of the story in the workbook.
 8. Answer (or practice asking) simple who, what, when, where, and why questions about the story.
 9. Play Pictionary. Divide students into teams. One member of the team draws a picture on the board while team members try to guess what it is within a limited time period.
 10. Speed reading game. Call out a word from the text, then let students race to find it. The first one to find it reads the sentence aloud. A word of caution: this game is rather hard on books.
 11. Have students display the flashcards they made, let them be the teacher and ask the class, "What is this?"

12. Make up a dance or do actions to the words of the story. A good example of this kind of story is *The Foot Book*. The text repeats, "Left Foot/Left Foot/Right Foot/Right." Students can get out of their chairs and jump from left to right as suggested by the text.
13. Do the opposite of dancing. Have students "freeze" a moment of the text by acting out exactly what is described in the text at some specific moment, and holding perfectly still. You could photograph these moments if you have a digital camera.
14. Do a verbal fill-in-the-blank exercise. As you read, stop at random and have students shout out what word comes next.
15. Check comprehension of key concepts by asking students to draw pictures. For example, students could demonstrate understanding of the difference between "I like *kimchi*."/"I don't like *kimchi*." by drawing two different pictures.
16. A note about memorization. A lot of students really do enjoy memorizing the books. Allow them to recite what they've memorized in teams. Many students love to show off their English, and feel very proud of being able to produce a minute or so of non-stop English.

2.5 Teaching Poem

According to O'bein (2009) there are a few basic steps that can follow which will help teacher be comfortable teaching kid's poetry and will help the students get the most out of it. Those steps are: 1) Read the poem aloud. 2) Identify and define words the students do not know. 3) Read the poem aloud

again. 4) Summarize the poem. 5) Discuss the poem. 6) Ask students for their experiences. 7) Memorize the poem. 8) Recite the poem.

2.6 Teaching English for Young Learners

Children as young learners have different characteristics. To teach young learners, a teacher is expected to be creative and also understand about the characteristics of the students. According to Kismadi in Cahyono (2004), from 4 to 5 years, children become fluent in language when the language spoken in the environment, from 5 to 7 years children achieve fluency in language, from 8 to 14 years children know the advantages of language.

Here, there are three characteristics of children. Halliwell in Ridwan (2011) says that: 1) Children have good ability in interpreting meaning without necessary understand the words or phrases. 2) Children have great skill in using limited language creatively. 3) Children take great pleasure in finding and creating fun in what they do.

2.7 Previous Study

There are two previous studies that are done by Chen (2006) and Khatib (2012) that dealing with literature teaching. The title is 'Using Children's Literature for Reading and Writing Stories' and 'Literature and Language Teaching'.

The result of the study shows that; first, children's literature when selected carefully can be a valuable resource for integrative EFL learning. Second, sharing and publication with the assistance of computer technology can empower student

writers and develop a writing community in the class. Third, time, support, and practice can provide scaffolds for unskilled or low self-esteem writers. Fourth, narrative genre knowledge gained through explicit instruction can promote EFL students' narrative thinking and facilitate the task of reading and writing stories.

The result of the second study shows that: In the literature-based classroom, literature can be the primary material of teaching the target language, providing authentic and real contexts of communicative situations. It also provides the pleasure of learning a new language with and through interesting stories. Students can extend their knowledge and experience of the world by reading literature. The language teacher should encourage students to read literature for their own meanings and experiences instead of being forced to accept the teacher's perception of the text literature provided examples of effective and appropriate usage of the language for the students to learn. Literature also shows students new ways to view the world around them by constructing meaning from the text.

Based on the previous studies above, the first study focuses on the advantages of using literature in language learning. The second study focuses on the role of literature in language instruction. However, this study focuses on implementation of literature teaching at elementary school and students' responses. Therefore the discussion will be different from the previous studies.