

LITERATURE IMPLEMENTATION IN ENGLISH TEACHING READING MATERIAL TO BUILD STUDENTS' CHARACTER

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Abstract

Literature as reading material has two benefits in cultural and linguistic aspects that are important for the students. These two benefits help students not only in mastering English but also build their character as it's required. Therefore, teacher should provide related material to convey the message in order to facilitate students. The objective of the study is aimed on finding out and analyzing how teacher integrate the character aspects as well as deliver the content of the reading material. Independent and Instructional reading activities is used to teach reading and make the students get the message of the material based on their own understanding. Finally, students are guided to be able to find out the message that relates to character building aspects and apply them in their life. This activity is suitable to develop students' mastering in English as well as to build their character through the activities and materials.

BACKGROUND

Dealing with development in curriculum, character building raises as requirement in teaching and learning. There are nine pillars that are required to be integrated in teaching and learning. These nine pillars are faith and love in God, independence and responsibility, honesty, respect, generosity, confidence and hard work, leadership, kindness, and tolerance. Therefore, it is expected that every material and activities in the classroom are compiled with the purpose of covering those pillars of character. Character itself is assumed as the answer of the moral degradation I Indonesia. By seeing the number of corruption is most of government institutions, education is seen as the key to fix it. Through education, teachers are expected to be able to teach the character. Asyanti (2012) states that there is degradation of education in Indonesia when the main focus of education is academic, leave alone the moral value behind. Specifically, in *Buku Induk Kebijakan Nasional Pembangunan Karakter Bangsa 2010-2025*, in Siswanto (2011) the Indonesia government emphasizes the need of character education with several reasons; disorientation and lack of understanding of Pancasila, limitation on the sustainability of Pancasila, degradation of values and ethic in everyday life, the lost of cultural values, and lack of national independence.

Integrating character building in teaching learning material leads the English teacher to be selective in choosing material. In reading, the values in character building can be taught through literature as material. Most of the time, literatures are seen as independent course which deals with drama class or speaking class, more or less. However, the writer believes that literature has wide aspect that can be implemented in all skills

classes; Listening, Reading, Reading, and Speaking. Without putting aside other skills, the writer believes that Literature is a sufficient material to be integrated in Reading class. Literature as reading material has two benefits in linguistical and cultural aspects that are important for the students. For linguistical aspect, students can learn how to read in English correctly, understand the use of tenses for some particular texts, and know the part of a text itself. Students also become more familiar with the utterance, the expression in the target language. It also increases a learner's receptive vocabulary and facilitates transfer to a more active form of knowledge. As cultural benefit, students can comprehend not only the content but also the message in the text. It also provides a rich context in which individual lexical or syntactical items are made more memorable. Moreover, literature helps extend the intermediate or advance learners' awareness of the range of language itself. For these features, literature should be appreciated as an important aspect in learning English.

Since character building is not mentioned explicitly in the material, this is teacher duty to construct students' awareness. Selected material and strategy can help teacher to deliver the message deductively. Then it comes to independent and Instructional reading activities as one of the way. Independent and Instructional reading activities can facilitate the role of students as reader and teacher as instructor (Moorman & Blanton's, 1990). Therefore, the writer finds it useful to find out and analyze how the teacher uses this strategy in the reading class.

THEORETICAL BASIS

Reading can be classified into two types: initial reading and reading comprehension. Initial reading is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letter or simple words), whereas reading comprehension is an activity aimed to understand the message of a particular text (William, 1998).

Literature which is a term used to describe written or spoken material, is one of the material in reading. Literature is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and non-fiction (http://www.bukisa.com/articles/151414_literature-types-and-kids#ixzz1XsjJoqxm). Moreover, Lazaar (1993) stated the importance of literature in English teaching; as a study and as one of the material used for teaching the language.

In model of independent and instructional learning activities, reading activities can be viewed from the perspective of the student (learning) and teacher (instruction). The two perspectives on reading are based on the conviction that reading activities can be divided into three phases: pre-reading, during-reading, and post-reading. Accordingly, student independent learning starts from planning, then monitoring whilst reading, and then evaluating activity concludes the learning process (Moorman & Blanton's, 1990:175).

Character education is considered important as it becomes the main concern of education in Indonesia. There are 18 values of character building in national character and cultural education such as; religious, honesty, tolerance, discipline, work hard, creative, independent, democracy, curious, nationality, loving the nation, sportive and respect,

inclusion / communicative, loving peace, love reading, care and compassion, empathy, and responsibility.

SAMPLE MATERIAL

One of literature materials that can be used in teaching reading is a short-story “Little Red Riding Hood”. The story contains not only parts of narrative texts such as orientation, complication, and resolution, but also good values that can be adapted by the students. Others text types are also appropriate as long as the topics are familiar for the EFL students especially in Indonesia. The material selection should also meet the character of the students. Teacher may use varied level of difficulties and varied text type of reading material.

TEACHING/LEARNING PROCEDURE

Current approaches to reading instruction usually divide a reading lesson into three parts; pre-reading activities, during-reading activities, and post-reading. Drawing on this model, teacher instructional activities conform to the students’ independent learning activities. Short-story as part of literature consists of many positive values that can be imitated by students. The role of the teacher is to guide them to achieve character building that is not mentioned explicitly in the text. Independent and Instructional reading activities repents as a model can be used. The following instructional stages have its own particular aims and procedure.

1. Pre-reading activities

In this stage, it is important to establish purpose before reading as pre-reading activities aim to make the learners ready to read. In addition, instruction should involve significant variable within the text that can support comprehension such as vocabularies and how information is organized in text. A survey of the content of the text may also be included in the pre-reading stage. Confidence, independence and responsibility as parts character building can be integrated in this stage.

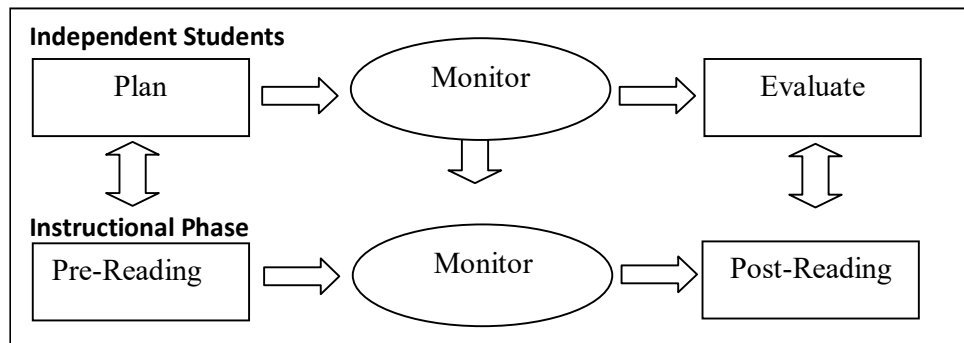
2. During-reading activities

In this stage, learners should be helped integrate new information with the existing knowledge and apply it to the new situation. Thus, the teacher should help students read effectively by involving them in an active participation. The learners may also be asked to read independently using specified learning strategy such as reading for significant facts or reading for details.

3. Post-reading activities

In this stage, teacher should provide students with opportunity to synthesize essential information from the text in order to gain an overall understanding of what they have read. Message in the material such as respect, generosity, and leadership can be achieved by students. Questions can be used to lead students’ comprehension.

The figure shows how the student and teacher's role are accommodated in reading activities.



Adapted from Moorman & Blanton's (1990:175) conceptual framework for information text reading activity

DISCUSSIONS

Three parts of reading lesson; Pre-reading, During-reading, and Post reading may be the most common approach in reading. However, when we integrate student independent and teacher instruction as in independent and instructional reading activities, it can be useful and suitable to construct students' character. Material related to values in character building can be gotten in short-story as part of literature. The collaboration, by not neglecting each component in teaching learning, will help not only the teacher but also students to be more independent, skillful and strategic readers.

The teacher starts the lesson in the pre-activity by showing up the picture of Little Red Riding Hood. The picture of the little girl in a red cape holding a basket full of fruit and food with the wolf as the background builds students' awareness. They 100% can guess that the poster is Little Red Riding Hood. With the poster as the opening, teachers guide the discussion related to the topic of the reading. In this part, subconsciously students are setting the plan to read (see the figure). Teacher recalls the individual background knowledge related to the topic. The story of Little Red riding Hood is also familiar in the Indonesian society so the students are excited to express their ideas and version related to the topic. Students also discuss the characters in the story, the setting, the plot, ect. From the discussion, teacher writes down the related vocabularies with the synonym and antonym. Its goal is to develop students' vocabularies. After finishing the pre-reading activity, teacher guides the students to review their activities. Pointing out students' activities, they have gained the respect values through the discussion, inclusion / communicative, and the spirit of love reading as well as the confidence, independence and responsibility.

The next instruction goes to the reading activity. In this stage, students are guided by the teacher to check if their background knowledge is helping and sufficient with the reading material. At the same time, students independently monitor the reading material and integrate the new information from the text with their own background knowledge.

The students are assigned to read the first opening paragraph then discuss it together. Every paragraph is discussed thoroughly with teacher's guided questions. Students themselves conclude the story and compare it with their background knowledge. Some students have different form of evil in the story. There is wolf, like in the original story; others are fox, bear, etc. without deciding which one is the correct form of the antagonist character in the, teacher guides the students to use any strategies they find it easy to read. Some students read the whole text, others only read the specific information in the text. It reflects the independent learning stage where students are free to use any strategies they found suitable for them. Independence value, once again is emphasized in this post reading stage.

The last stage is the post activity in which the students are given opportunity to synthesize the important information from the material. The questions following the text is designed to reflect students' understanding to the text instead of the stated information to the text as it questions the series of the plot, the possible mood of the text and also the alternated ending of the text. Subconsciously, students can evaluate themselves through the questions. Students learn that from the questions, their understandings of the content of the text are carried through the intrinsic aspects. The explicit information such as characters, places and times are discussed together. The coda or moral values of the story is overviewed together. By discussing the characters and the plot, students can achieve the understanding of the moral values by themselves. Therefore, the values such as respects, love, caring (specifically to elderly), generosity, and leadership are achieved.

Each stage in the reading activity started from the pre-activity, during-reading activities, and post-reading activity are the integrated series to develop the whole understanding toward the text. Every stage plays an important stage from activating the background knowledge to concluding the text content. Integrating students' independence with the instruction gives a wide opportunity to the students to develop their sense of understanding and the coherence of the material. Moreover, the character involvement in all stages helps the students to understand that all activities in the classroom are aimed on developing their own character and to make them understand that the process of the learning is more important than the result of the evaluation. Students are taught by using the strategy where the process takes 90% of the total activity and the evaluation are also in form of activity and discussion. These values are hoped to be able to give a foundation to other classes to develop not only students' knowledge but more importantly the characters. It is also hoped that this study can give a fundamental contribution to those who are designing the similar activities in the classroom. The activities can be modified based on the purpose and the situation in the classroom without omitting the main message of the strategy.

CONCLUSION

Reading in Indonesia can be generally included in the teaching of reading comprehension. Related to character building as part of education in Indonesia, the teacher is required to be selective in choosing material dealing with the values in character building. Literature, such as short story, can be one of the materials that contain many

cultural aspects. Since the values are not explicitly taught in the material, then it is teacher's duty to set approach or strategy in order to deliver the values deductively to the students. Three parts of reading lesson integrated with Independent and instructional reading activities can be an effective strategy to be conducted in the class as well as to build students character, since it involves correct material, but also teacher's role as instructor and students as independent learners.

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