

# Literature for English Learning Materials in Muhammadiyah Elementary Schools: An Innovation in Indonesia

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## Abstract

This article aims to examine the use of literature in the form of learning materials in English classroom in Muhammadiyah elementary school. Muhammadiyah as one kind of Islamic-based schools in Indonesia have different needs from other kinds of schools. One of the different necessities here is this school needs something that can infuse and integrate the Islamic doctrine in the form of values and characters in the learning process. Literature may answer the needs of this school. Moreover, this paper carries on the descriptive quantitative research which is a partial part of research and development design. The result of this research is the students gave 3.35 and 3.37 score for the quality of the product which means very good or they were strongly agree that the literature-based English material is appropriate for them. The teacher also have 3.5 score, it means strongly agree or very good. These scores proved that literature in English materials is appropriate for English learning in the Muhammadiyah elementary schools. The conclusion is the literature-based of English materials for Muhammadiyah elementary schools could be used to create a better learning process for English classroom. Moreover, it also answer the needs of the Muhammadiyah schools in the term of English learning.

**Keywords:** Literature, English Materials, Muhammadiyah elementary schools, Literature-based English Materials.

## Introduction

Literature has proven its existence in the world of language teaching and learning. The term teaching relates to all language teaching in both mother tongue, second language and foreign languages. In English teaching, literature also might be used to teach the language indirectly. Literature can also reach all ages, from a child to an adult. However, language teaching through literature in children is slightly different from that of adults. Related with English teaching, the students in Muhammadiyah elementary school have different necessary than the common school. The Islamic-based school in Indonesia nowadays has achieved a different level on the term of the growth. This term relates to the growing of Muhammadiyah and integrated-Islamic schools in several provinces which grows rapidly. Moreover, at the elementary level, the Islamic-based schools, especially Muhammadiyah schools gain more attention from the society. In the several provinces, there are many Muhammadiyah schools that are established by

Muhammadiyah organization. Muhammadiyah schools base all the activities on the Al Quran and Al Hadith in order to build an Islamic generation with faith and piety towards God. Additionally, Muhammadiyah school integrates Islamic preaches and values in the curriculum, program, and extra-curricular. This integration is aimed to develop the students' understanding in Islam. This school still uses the rules from national education standard (Indonesia education system). Moreover, this standard uses in synergy with the school's standard. Muhammadiyah schools are also under the ministry of culture and education. This paper investigate whether literature in the case of Islamic literatures could be used in English materials or not for creating a better learning process in Muhammadiyah elementary schools.

## **Literature Review**

### **The Nature of Literature**

The word 'literature' can be found in a number of different kinds of a statement from many experts. This suggests that literature's definition is not simple. Commonly the term "literature" has always related to the genre of literature such as prose, poem or drama. Huck, Helper & Hickman (2006) note that literature is the shaping of life and thought in the imaginative world into structures and forms of language. Literature also gives the wider insights for the human to imagine the human condition from different perspectives.

Mckay (1982) write that traditionally a literary text can be used in teaching the language because it provides examples of the use of certain languages in the text. In addition to providing language teaching indirectly, literature is also considered to be able to accommodate cultural language understanding. Furthermore, in addition to those proposed by Mckay (1982), Moody (1972) also explains that literature is capable of teaching knowledge such as history or natural science, and literature is also capable of developing a sense (social, and religious), intelligence, and the feelings of the students. Even more great literature can develop their character according to what is contained in the literature. These opinios may plaussible to be concluded that literature can be a teaching material that can teach not only language sasasaran (function of language), but also other things such as experience and knowledge, character, and sense. In addition, literature can also make teaching and learning more interesting for students, so it is possible for students to be more motivated to learn the target language.

Related to teaching and learning of second language as well as foreign language to children, literature is also appropriately used as a material in learning. Children are different from adults, children have criteria that differentiate their learning needs from adults. Children are still at a stage where they want to know the world, knowledge, society and other things. The children are physically and mentally still developing and growing so that in the learning of foreign language and the second language, especially English, teachers and stakeholders should consider these factors.

### **The Nature of Children's Literature and Islamic Literature**

Children's literature is referred to the literature for children. It is closely related to the development of children's learning, from infancy through adolescence, in the days of teaching and thinking on child development. Tomlinson and Lynch-Brown (2002) in Baron (2011) write that children's literature involves to children age and development. This literature can be defined as literature for children between the ages of infancy to adolescence, including the books "qualified" good for children, prose and poetry, fiction and nonfiction. Huck, Helper & Hickman (2006) writes that the children's literature contents are restricted by the understanding and experience of children. These statements indicate that children's literature is limited to the children development.

Hunt (2002) explains that children's literature is closely related to the development of children's learning, from infancy to adolescence, on the days of teaching and thinking on the development of children, it is related both to literature and spoken language and writing. It can be said that

child literature carries a specific message for the child's teaching and learning about the world and life. Children's literature contains moral values, ethical values, aesthetic values, values and socio-cultural society. The goal is to illustrate to the child how the world works. Then about the literature of Islamic children, this is closely related to the value of the value of the child's literature. Literally, Islamic literature composed of two words namely literature and Islamic. Literature can be defined as an expression of human feelings, thoughts, and ideas which used the language as a medium, formed as oral and written. Fang (2013) also states that "Islamic literature is a literature about Muslims and their priours deeds." It means that Islamic literature refers to tales of Islamic teaching, figures and personality. These opinions imply that Islamic literature is a real description of the Islamic world both in terms of teaching, worship, personality, a way of life, culture and attitude.

Besides containing the teachings of Islam, Islamic literature is also defined as a literature manifested from the revelations in Islam. This statement is also supported by Nasr (1987) which stated that Islamic literature as the part Islamic art which forms as the manifestation of forms in the world of the spiritual realities (*al-haq'u'iq*) of the Islamic revelation itself. Then, the term of Islamic literature for children is related to literature based on Islamic teachings or beliefs which may take a form as drama, prose, or poetry which entertains children. In Islamic literature for children existing content is about Islamic values in the written and spoken form to provide Islamic teaching, in examples like Abu nawas's story, the story of the Prophet, stories of *walisongo* (Islamic preacher in Indonesia in old times) and many else which suited the children's development in language and experience.

### **The Nature of Materials**

Materials play a crucial role in teaching language. A teaching material provides a source of input in the process of teaching and learning. Materials usually used in the classroom for students and teachers' needs. Furthermore, in the term of language learning materials, the material is often related to textbook or coursebook.

Cunningsworth (2008) writes the role of materials, by means of the learning materials, in English learning is a material resource which can be formed as spoken or written; a source of stimulation and ideas for the activity of lerning in the classroom; a activities sources for both students' communicative interaction and practice ; a reference source for students on on some English competence such as vocabulary, pronunciation, and grammar; a syllabus (where it reflects to the aims of the learning that have already been determined); a support of less experience for less experienced teachers who have yet to gain in confidence. So, materials have many functions in English learning process that makes it crucial for learning.

### **The Nature of Muhammdiyah Elementary School**

Muhammadiyah schools are under the Muhammadiyah organization possibly have a similar perspective with the movement of Muhammadiyah organization. Muhammadiyah is an Islamic organization which the movements are based on Al Qur'an and As Sunnah with its *tajdid* character. It is always *istiqomah* and active in carrying out Islamic preaching of *amar ma'ruf nahi munkar* in all fields in an effort to realize Islam as *rahmatan lil 'alamin* towards the creation / realization the true Islamic community. These are the vision of the Muhammadiyah movement which are realized through the efforts of the community. One of those efforts is the emergence of the Muhammadiyah school from the elementary until university level.

Furthermore, in Islamic educational philosophy, Nasution (2013) writes the description of the human's intelligence orientation in the process of learning and teaching. In other words, it is a process of searching knowledge. Nasution deliberates a conception that explains Allah is the knowledge sources in Islamic religion. He shares the knowledge with His messengers through the revelation then human as a gifted creature has intelligence in learning and utilizing the revelation of God.

Brewster (2002) states that children, especially children at the primary school level are very active and have a lot of energy. They are also easily bored and great at mimicking and following an example. Related to this, Huck, Helper & Hickman (2006) suggests that in the selection of a literature that can be used in language-to-child teaching must take into account certain factors such as (1) age and sex difference, (2) developmental perspective, and (3) the growing concept of the story. Next, the literature commonly used in language teaching and learning can be called children's literature. Lukens (1999) note that the literature of this child is no different from that of literature for adults, a literature that gives an impression and a sense of worth. However, for children this literary election should be noted the complexity of the story. Those factors should also considers to make a better achievement for students especially in the elementary school in English language teaching.

Related to English at the elementary level is also required to be able to provide lessons based on Law number 20 of 2003. This law relates to the education system which in paragraph 3 explains that the purpose of learning in primary schools is to actualize the teaching and learning process to do active students and can develop competence, personality, intelligence, religious values, noble character and life skills in nation and state. Furthermore, related to Muhammadiyah elementary school, English is also expected to actualize the needs, as well as the vision of this school mission. So, not only have to realize the ideals of national education through Law number 20 of 2003 but also must be able to realize the vision of the mission of the Muhammadiyah elementary school that is different from general elementary schools. The word of different here refers to the needs of these Muhammadiyah elementary schools that need to integrate Islamic values in every activity held in school, whether teaching-learning activities, extraculliculler, additional subject or other activities. Not only Islamic values that must be integrated but also the teachings, personality, character, and behavior of Islam.

### **Literature-Based English Materials**

The term of literature-based is referred to the using of literatures. This literature in this case can be formed as the children's literature and Islamic literature for children. Furthermore, the notions of English materials has been an issues in English language teaching Indonesia particularly elementary school. Considering the needs and condition of students. It has also considers the criteria of th literature will use in the English material.

The literature that is enabled to answer the needs of students is Islamic literature. Islamic literature is one of literature treasures in Indonesia that contains many Islamic values, teachings, characters and personality. Islamic literature is a literature based on a true story going on in the Islamic world. Additionally, Fang (2013) states that Islamic literature is also a literature closely related to the Quran and haveith which always teaches the truth of one God or Tawheed. Islamic literature is also common with regard to the story of the prophet, the story of Rasullulah and family, stories of companions of the prophet, the story of the spreaders of Islam in Indonesia, and so forth. In every Islamic story will always be found moral values as well as religious values.

### **Methodology**

#### **Data Collection Techniques**

The data are collected used questionnaires. This paper carries the quantitative descriptive form analysis which is a part of research and development design. The research developed English materials based on the literature for Muhammadiyah elementary schools as Islamic-based school which have already conducted in two schools of Muhammdiyah elementary school in Yogyakarta city. The research and development design have 5 steps, they are 1) step 1 is called research and information collecting which is consisted of three main activities namely reviewing literature, conducting needs analysis, and analysing the existing materials. The results obtain from the step 1 are used as the fundamental development of literature-based English materials for

Muhammadiyah elementary school; 2) step 2 is developing preliminary form of product which is included developing the products (book, syllabus and teacher's guide) and revising the product based on the experts and practitioners' evaluation; 3) Step 3 is field testing through preliminary and main field testing; 4) step 4 is the final product. This step is also included revision based on the field testing result; and 5) step 5 is disseminating the final product to the users.

The data will elaborate in quantitative descriptive form. The research had done in October to November 2017. Before doing the research, researcher has arranged the blueprint of questionnaire that used in field testing of developed materials of literature-based English materials for Muhammadiyah elementary schools. There were 81 students in grade V. This step has done after four meeting in two classes, they are V A and V B class. After those steps, the students are gave the questionnaire. The questionnaire consists four aspects that is evaluated by the students, they are content aspect, task aspect, language aspect, and design and graphic aspect.

### Data Analysis Techniques

The data analysis technique uses to measure the result of the the field testing. Data are analysed by Likert-scale in scale 4. The mean value is the value of the materials. Sugiyono (2006) notes that likert-scale used for measuring the overall of the topic, opinion or experience. In research and development, likert-scale can use to measure perceptions, attitudes, and opinions of someone or group of people through the developed product. Hence, the categorization is used in determined the analysis. Those data are conversed based on the following data conversation theory noted by Suharto (2006) as follow.

Table 1. Quantitative Data Conversion in Scale 4

Scale	Categories	Equivalent	Internal of the mean values
1	Bad	Strongly disagree	1.00 – 1.75
2	Fair	Disagree	1.76 – 2.51
3	Good	Agree	2.52 – 3.27
4	Very good	Strongly agree	≥ 3.28

The conversion guidelines in Table 1 are used to determine the quality of literature-based English materials development products for Muhammadiyah elementary school. If the field testing results obtained minimum criteria "good" or "agree", it meant that the product can be used for English learning in Muhammdiyah schools.

### Finding And Discussion

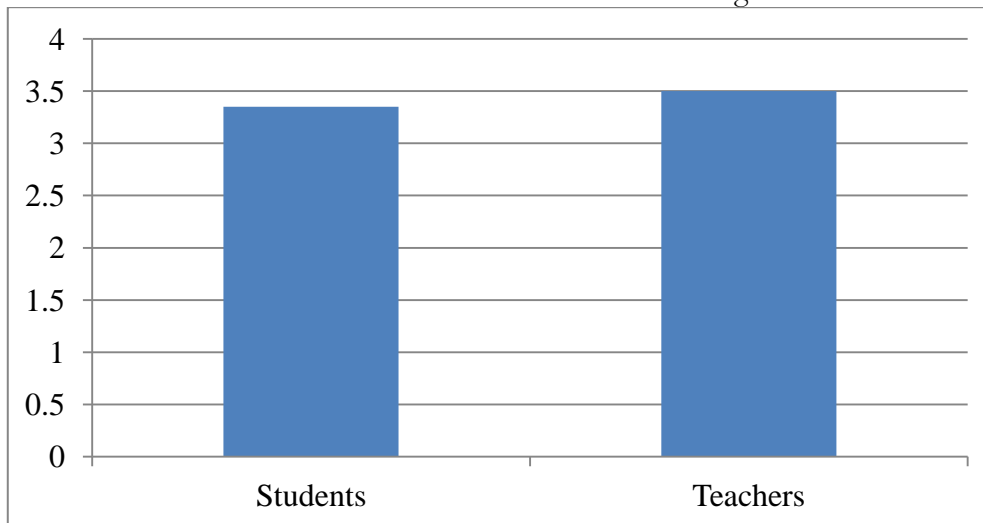
#### Finding

The results show that the responses of the students in the first class is "very good" category with the score 3.35 in the scale 4 of Likert scale. This score implies that the students are very agree that the literature-based English materials for Muhammadiyah elementary school is fulfil the needs of the students and the school. Furthermore, the contains of literature-based English material arere significantly encourage the students motivation in acquiring English and also make the learning process more enjoyment and better understanding the materials.

The responses of the students in the second class is in a "very good" category with the score 3.37 in the scale 4 of Likert scale. This score implies that the students are very agree that the literature-based English materials for Muhammadiyah elementary school is fulfil the needs of the students and the school. Furthemore, the questionnaires proved that the literature-based English materials for Muhammadiyah elementary school has made the learning process more better to comprehend and it gives more enjoyment because of the learning materials.

Then, the responses of teacher is very good with score 3.5. This score meant that the developed material is appropriate with the school and student needs and wants. This score also implied that literatures are appropriate to use in elementary school students especially Islamic literature. Then, the learning process also become more understandable and enjoyable. The field testing results are formed as ordinal data from the questionnaires which responded the students and teachers responses through the use of literature-based English materials for Muhammadiyah elementary school. For more explanation, the results will be described in the following chart.

Chart 1. The result of main field testing



The chart implied that the data result is in the range of more than 3.28 which has a “very good” category. The students respond with average score 3.36 from two classes in main field testing and 3.5 for the teacher’s responses score. These scores indicated that the learning materials that has developed are feasible to use in the English learning and teaching as a supporting materials in Muhammadiyah elementary schools as one of the Islamic-based schools in Indonesia.

## Discussion

The literature-based English materials for the fifth grade students of Muhammadiyah elementary schools are successfully developed. It can be concluded from the process of the teaching and learning and also the result of the field testing. The results of field testing both in teachers and students imply that the product of the English materials are suitable for the needs, wants, and lacks of the students and the schools. Furthermore, the students are enthusiastic while they are following the learning activities in the class. There are many students raised their hands and asked the teacher to give the turn to them to share their ideas, read the stories, or practice their skill. They are serious when they have to do individual activities and they are active when they have group or pair activities. They are laughs and smiles a lot during the class. The use of story and illustrations gave the process more interesting. The literature-based English materials could increase the students’ attention, motivation, enthusiasm, activities, and cooperation. It also helped the achievement of the indicator of learning.

From the activities conducted, there are the strengths and weaknesses of the learning materials and also the problem faced during the process of teaching and learning in the classroom using the developed materials. The descriptions of these matters as follow.

First, the benefit of the literature-based of English material is colourful and full picture. They became an attraction for the students that make them spiritul in the learning, The students showed their ineters while the process of tecahing and learning is conducting and after the process finished. Furthermore, the use of literature, especially Islamic literature, is indicated the increasing of students’ interesting in the learning process. The students also learnt some

personalities, preachings, and attitudes in Islamic doctrine through the English materials. Besides from the stories or conversation in the form of stories, students also developed their reading skills and writing skill also. The audio recording also gave the students to understand the correct spelling and pronunciation of words and sentences well. They are step by step develop their spelling skill and the speaking skill. The students are better in spelling and speaking after the use of literature-based English materials.

Second, the weakness from the learning materials, there is no teacher's guidelines book, it is only guidelines in the book that teacher can use. Unfortunately, the teachers claimed that the activities in the learning materials has already easy to understand.

From all the explanations, it can be concluded that the purposes of the research and development are successfully reached. The literature-based English materials, therefore, can be used as the standard English materials for Muhammadiyah elementary school, in this case Suronatan and Sagan Muhammadiyah elementary school.

### **Conclusion**

From the data analysis, it can be concluded that the literature-based English materials for Muhammadiyah elementary school is appropriate with the needs of Muhammadiyah elementary school as the Muhammadiyah elementary school. This argument proved from the score of field testing 3.35 from students in the first class, 3.37 from students in the second class and 3.5 from teachers' responses. These score implied that the developed materials have very good category.

The literature-based English materials for Muhammadiyah elementary school grade V is developed to answer the needs of English learning materials in Muhammadiyah elementary school which are successfully developed and evaluated based on the need, interest, and characteristics of the Muhammadiyah elementary school students. The material is specially designed for the fifth grade semester 1 of Muhammadiyah elementary schools.

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