Developing a competency-based of language skills and literary abilities in the primary school

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Abstract. The competency-based (CB) 1994 (Supplement 1999) curriculum is a milestone of an efforts to improve the Indonesian education quality. Regarding this matter, this study wants to reveal the CB development of language skills and literary abilities in the primary school (PS) and the influencing factors. This ethnographic study was carried out in the fifth grade of PS in Surakarta from 2004 to 2015. The phenomenon of literacy learning (LL) in the classroom as a source of evidence was explored through cases, interviewees, archives. The evidence is collected through an observation, question-answer, content analysis. The evidence legality is checked through adding participation, careful observation, triangulation, checking key informant techniques. The data are analyzed using domain analysis, taxonomy, and theme. In conclusion, literary subject is a part of Indonesian language (IL) lessons. Its achievements are integrated through listening, speaking, reading, and writing as well as understanding and using linguistic elements using various forms of literary works (LW). The verbal and writing students' skills of IL can be fostered and developed nicely. However, LL has not optimally introduced students to the various values of LW through literary appreciations, expressions, and creations. These result are influenced by the teachers, students, learning techniques, learning materials, evaluation systems, facilities, environments, and socio-cultural factors.

1. Introduction
In the Supplement 1999 (1999), 2004’s curriculum (2004), 2006’s curriculum (2006) and 2013’s curriculum (2013) in the PS, the main purpose of LL is to improve students' ability to appreciate LW. Appreciation has the meaning of a response or sensitive understanding toward something [1] introduction to a higher field of values [2], and as someone, activity to seize the meaning after finishing reading literary works (RLW). The meaning can be found in the activity of RLW is carried out seriously, such as the active-critical readers and able to apply relevant knowledge provisions. The readers should use all of the information to draw a conclusion and read figurative creative-critics, assess the presented ideas and apply them in reality, and explore the author’s intention [3].

If it is handled wisely, appreciation can bring students into contact with various thoughts, imaginations, and national characteristic values reflected in selected LW [4]. The introduction of values through listening literary works (LLW), expressing and speaking literary works (SLW), RLW, and writing literary works (WLW) can give pleasure, enhance reasoning, foster fantasy, increase knowledge, spread insight into human attitude, and shows the universal knowledge to the students.

As for to make the students understand an LW, it must be done in-depth. If the students' states
that the LW is good or not good it must be supported with a strong reason so that they think reflective and make themselves broad-minded with no superficial values. The students’ who lack fantasy background, they cannot understand the complexity of the LW content [5] which are rich in various imagination about life. However, as of now – the purpose of competency-based literary learning (CBLL) in PS have not provided encouraging results. The learning of LW appreciation is considered a difficult and uninteresting job. Consequently, the students’ interest in RLW is less supportive to increase the appreciation LW. If the students are given the task to give an appreciation toward an LW, they will do it carelessly. This might be based on the learning process which lacks in-depth stripping and assessment of LW that can enrich students’ life experiences. Thus, the result of CBLL in Surakarta PS and their influencing factors need to studied.

2. Methods
The research to understand the phenomenon of the literary learning process (LLP) in this class uses a micro-ethnographic approach. Ethnography is used to examine human behavior in a special natural setting [6] and education ethnography is the study of learning procedures conducted inside and outside the class [7], with a focus on the interpretation of LLP in the classroom. The results records and documents of learning activities are used as a foundation to develop inductive theory.

The research was conducted in a single social institution, which is in Surakarta’s PS. The researchers involved three PS, they are PS of Cemara 2, PS of Kleco 1, and PS of Kemasan 1 with the research base on fifth class students. The study began in July 2004 to December 2015. The observation of the LW learning process was conducted twelve times. The observation of each meeting is in harmony with the presented material and the lesson schedule that run in the schools.

The main data source of this research is the phenomenon of LL traced according to variations. The data are obtained from events, respondents, archives. Furthermore, the data are collected using an observation, question-answer, and content analysis. In the interview referring to Spradley’s opinions [8] because the researcher included the elements of the explicit objectives, explanations, and questions to help the informants giving answers. The analysis technique is referring to Guba's & Lincoln's opinions [9] because the researcher uses it to describe the manifestation of a communication objectively and systematically.

The checking of the evidence legality uses an additional participatory technique, a careful observation, triangulation, and checking the key informants [10]. The technique of data analysis is referring to Spradley’s opinion [11], they are domain, taxonomy, and these analyses. The domain analysis is used to find out the cultural knowledge units in a larger domain according to their similarity. Taxonomy analysis is used to organize a more detailed and in-depth cultural domain that has the same domain. Theme analysis is used to find the meaning between domains and draw a whole conclusion on the research problems focus. During the process of data collection, those three data analysis techniques are used simultaneously.

3. Result and discussions
3.1. The CB development of language skills and literary abilities
The CBLL (1999, 2004, 2006, 2013) are integrated intrasubject and between other subjects. The method of integration is greatly influenced by the used model. According to Forgaty, the model that can be developed in integrated learning (IL) include; fragmented model, connected model, nested model, sequenced model, shared model, webbed model, integrated model, threatened model, immersed model, and networked model [12]. There three models that can be developed in the PS, they are connected model, webbed model, and integrated model [13]. The CB integration of LL used in Surakarta PS is the webbed model.

The model of LL is carried out using certain themes based on the agreement between the teachers and students or the discussion between the teachers. A unifying theme becomes a link and a combination of several languages teaching topics, such as language skills and the elements of languages or other subjects, such as Science and Social. The theme as unifying learning of literature with IL lesson has been stated explicitly in 1999.

The integration of LL with language skills can be given an example as follows, listening to the
stories readied, telling the folktales by talking, finding the detailed information on folktales reading, turning a drama script into prose by writing. LL with languages, such as explaining words and sentences contained in poetry and the use of spelling in folklore texts. The integration of LL with language skills can shape the students’ language skills.

The LL is a means for teachers to foster and develop the skills and the students’ abilities to appreciate, express, and create an LW. Skills and abilities to appreciate the literature are such as, finding the meaning in poetry. Skills and abilities in expressing the literature are such as playing drama, reading poetry, and writing rhymes. The skills and abilities to create LW are such as changing the story of an image into a whole story.

Various disseminations’ materials are revealed [14] that 1999 and 2004 have similarities in the learning outcome indexes, factors, targets, teaching rules, teaching activities. The aims, scope, and learning activities in 2006 is also not different from 1999. In the syllabus, standards of competence and basic competencies are presented in an integrated manner [15]. The learning activities in low class (1-3 grades) are used thematic strategies and in the higher class (4-6 grades) carried out with subject strategies. The use of subjects’ approaches is intended so that the material presented in the high class has links with the level of education materials above or related to other similar programs and takes into account the development of science and is related to events in society. This condition is no different from 2013, the IL learning related to the acquisition of core skills and basic skills are carried out using an integrated approach. The learning materials are in form of texts actually give flexibility to the teachers in combining the learning materials. Learning at the class level is carried out with integrated thematic. Each class has many themes used to associate some materials and become a starter for other subjects.

The purpose of LL is in line with Moody’s opinion that the study of literature is able to contribute to education, such as to support the language skills, increase the knowledge about various things related to humans and the universe, develop creativity, taste, and intentions, and develop character forming [16]. Carter & Long [17] and Inderadewi [18] stated that LL is able to develop language skills and educate students’ morale. Zughoul concluded that through LL, students would be able to understand the language well [19]. In its implementation, the comparative burden between language teaching materials and literature materials should be equal and integrated and its integration must be reflected in those three special purposes.

3.2. The factors that influencing CBLL

The basic model of integration 1994 has not been revealed the problems of relating the concepts and skills possessed by the students are relevant to the learned concepts and skills. The understanding of this problem becomes a guide for the teachers in providing a meaningful experience to the students. To linking the ideas through possessed experiences could be done at the beginning of the discussion of the actual object, but the instructor must have information that the students already knew the object first [20]. The connection of these problems must be understood and based on the higher mental processes of students. The involvement of students' mental processes is building the knowledge itself.

The teachers’ weakness in the class has been addressed in 2004 [21], 2006, and 2013, it is the learning activities that must pay attention to the students' as the learning centers. In the perspective of contemporary learning, students as the learning centers are seen as not enough to create a conducive learning condition. In developing 2006, the teachers are encouraged to be able to create innovative and powerful teaching procedures so that they can facilitate the students to learn optimally by utilizing all the potential that is owned and adaptive to suit the situation and conditions.

The students’ involvement or discussion between teachers during the selection or determining the theme has not been practiced by the teacher during LL. Even though the way of involving the students can provide a developing LL outcome according to their interests and needs. In addition, the students’ involvement can train students’ responsibility during the learning process. A person’s interests influence his studies because through his attraction he will do whatever he likes.

The needs can be categorized as a need to be recognized, valued, and self-actualization. Therefore, fulfilling the interests and needs can be an effective way for teachers to realize children’s personality development. This is in line with the description of the purpose of the LL in 1999, such as students’
can appreciate and use literature as an effort to improve identity, increase biological knowledge, and increase knowledge and skills using language. The curriculum has changed, but the core description of the objectives of LL is not different from the description in 2004, 2006, and 2013. The teachers are acknowledging that this method is able to provide better learning outcomes and students are more responsive in solving the problems, but they rarely do. Because combining the material requires careful preparation. The materials in the textbooks have been arranged systematically and logically by the author based on the syllabus. The learning that centered on textbooks does not pay attention to individual differences, interests, and students' needs. The presentation of the materials using textbooks is tending to make the students in a passive class or just listen.

The core explanation above can be stated that the use of integrated literary learning (ILL) models is influenced by the ability of the teachers to design learning objectives and the condition of students and the environmental situation that supports learning in the classroom. Furthermore, the application of the model is influenced by the nature of the material, how to integrate, planning integration, implementation time, and triggers elements. In an ILL, the teachers have already practiced strategies in the subjects and between subjects, but the strategies they often use are with the subjects learning strategies. It is used because the ILL does not need special preparation and has run automatically. As a result, an ILL which tends to run spontaneously has an impact on temporary and situational implementation times.

4. Conclusions
The CBLL in the Surakarta PS become a part of IL subject. Substantially, the purpose of LL does not have significant differences. The purpose of LL supports the achievement of the objectives of IL learning. IL skills are achieved by the students by utilizing various forms of literature according to the age level. The IL ability is obtained by the students through understanding and using elements of language in various forms of LW. On the other hand, the literature is taught to the students to introduce LW and the beauty value of LW by appreciating, expressing, and creating literature. The introduction of the beauty values of LW can be an example of life for the students in schools, families, and communities. The ILL in the PS uses a webbed model because the theme becomes a unifier that connects and combines several topics in the learning materials. The ILL which is often practiced by the teachers is integrated into the lesson, no need special preparation and automatically running.

The success of CBLL in Surakarta PS is influenced by some factors, they are (1) The teachers in providing a meaningful experience to the students; (2) Students as the learning center to create a conducive learning situation; (3) Realizing the students' personality development as fulfillment of interests and needs; (4) The core description of CBLL objectives is stagnant; (5) The use of textbooks tends to make the students passive; (6) The teachers ability to design learning goals and students' condition also a supportive learning environmental conditions in the classroom that affect the subjects, the way to integrate, integration planning, implementation time, and the trigger elements, the implementation of integrated literary learning is more dependent to the teachers' wishes.

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