THE EFFECT OF LITERATURE-BASED INSTRUCTION ON STUDENT'S ENGLISH ACHIEVEMENT WITH DIFFERING ACHIEVEMENT MOTIVATION
AN EXPERIMENTAL STUDY ON THE EIGHTH GRADE STUDENTS OF SMPN 1 SINGARAJA IN ACADEMIC YEAR 2009-2010

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ABSTRACT

This study was aimed at investigating the effect of teaching instruction and achievement motivation on English achievement. The research design was Posttest Only Control Group Design with 2x2 factorial arrangement. The findings of the study were: a) there was a significant effect on student's English achievement between the students treated by literature-based instruction and conventional instruction, b) there was a significant interactional effect between teaching instruction and student's achievement motivation towards the student's English achievement, c) there was a significant difference on English achievement of the students with high achievement motivation treated by literature-based instruction and the students with high achievement motivation treated by conventional instruction, d) there was a significant difference on English achievement of the students with low achievement motivation treated by literature-based instruction and conventional instruction, e) there was a significant difference on the student's English achievement between the students with high achievement motivation treated by literature-based instruction and the students with low achievement motivation treated by literature-based instruction, f) there was a significant difference on the English achievement between the students with high achievement motivation and students with low achievement motivation treated by conventional instruction.

Keywords : literature-based instruction, achievement motivation, English achievement.

ABSTRAK

Penelitian ini bertujuan mengetahui pengaruh metode pengajaran terhadap prestasi belajar bahasa Inggris dengan pembedaan motivasi berprestasi. Desain penelitian adalah *posttest only control group design* dengan faktorial 2x2. Instrumen yang digunakan untuk mengukur motivasi berprestasi adalah kuesioner motivasi berprestasi, sedangkan instrumen yang digunakan untuk mengukur prestasi belajar bahasa Inggris adalah tes prestasi membaca dan menulis. Analisis data menggunakan anava dua jalur dan pengujian tindak lanjut (*post hoc testing*). Hasil penelitian adalah sebagai berikut: (a) terdapat pengaruh yang signifikan pada prestasi belajar bahasa Inggris antara siswa yang diajar dengan *literature-based instruction* dan siswa yang diajar dengan metode konvensional, (b) terdapat interaksi yang signifikan antara metode pembelajaran dengan motivasi berprestasi terhadap prestasi belajar Bahasa Inggris, (c) terdapat perbedaan yang signifikan pada prestasi belajar Bahasa Inggris antara siswa yang mempunyai motivasi berprestasi tinggi yang mengikuti pembelajaran *literature-based instruction* dengan siswa yang mempunyai motivasi berprestasi tinggi yang mengikuti pembelajaran konvensional, (d) terdapat perbedaan yang signifikan pada prestasi belajar bahasa Inggris antara siswa yang mempunyai motivasi berprestasi rendah yang mengikuti pembelajaran *literature-based instruction* dan yang mengikuti pembelajaran konvensional, (e) terdapat perbedaan yang signifikan antara siswa yang mempunyai motivasi berpretasi tinggi yang mengikuti pembelajaran *literature-based instruction* dan siswa yang mempunyai motivasi berprestasi rendah yang mengikuti pembelajaran *literature-based instruction*, (f) terdapat pengaruh yang signifikan pada prestasi belajar Bahasa Inggris antara siswa yang mempunyai motivasi berprestasi tinggi dan siswa yang mempunyai motivasi berprestasi rendah yang mengikuti pembelajaran konvensional.

Kata kunci: *literature-based instruction*, motivasi berprestasi, prestasi belajar Bahasa Inggris

1. INTRODUCTION

Reading and writing are skills that need to be developed in early ages. The reading and writing skills are parts of literacy skills that become the urgent need in the perspective of the global world. In this era of globalization where technology of information and communication are growing in a great speed, people of the world need to be 'literate'. Literate, literally means to be able to read and write, but nowadays, it is widened and deepened, becomes literate in terms of being aware of the global change. Competence in literacy is essential if an individual is to participate fully in society—able to take part in the workforce, engage in democratic processes, and contribute to society (Winch, et al., 2006). In the very tight competition of global world, where communication and information take the main role in life, literacy competence is an absolute need. People need to interact and exchange information with others to survive. The global competition requires people to be more open, competitive and communicative. Those who are not 'literate' will be left behind. Therefore, language skill must be developed from the early age to face the challenge in this era.

Literacy is crucial to children because literacy is the first key to open their mind. By having a competency in literacy and language skills, every access to information is open. By knowing the information, people know what to do, what to face, and what should be done in the future. In the very tight competition of global change, those who can survive are people who are able to cooperate with others, think critically, skillful, creative, understand cultures, communicate well, and are able to learn independently (Trilling and Hood, 1999 in Wardana, 2009).

The literacy learning should be introduced as early as possible to familiarize children with meaning and context. James Gee (in Winch et al., 2006) says: "Literacy-related social practices almost always involve a good many other things besides written language. They almost always include and integrate, along with written language, specific and characteristics ways of talking, acting, interacting, thinking, feeling, valuing, and using various sorts of symbols and tools." It means that learning English is not only about learning for speaking, but also about thinking, valuing, and giving meanings. Literacy is the fundamental right of human being that will lead them to a better life. According to Denise Lievesley and Albert Motivans (in Winch, et al. 2006), literacy plays an essential role in improving the lives of individual by enabling economic security and good health and enriches societies by building human capital, fostering cultural identity and tolerance, and promoting civic participation. UNESCO

sees literacy as a 'fundamental human right'. Teaching children to be literate is the most fundamental thing at school. It should involve teaching them about how to participate in, understand and gain control of the social practices of their society and the literacy practices that are embedded in them (Winch et al., 2006).

Literacy learning involved two basic skills, namely reading and writing. English literacy should be taught from the early age. In Indonesia, English is a subject taught at school from elementary education until university level. Formally, students who took an education from elementary school up to university level, at least have learned English for almost ten years. But the fact shows that the English ability of students at higher education or university level is not really good. It means that the years of studying English does not guarantee people to be able to communicate English effectively. Those students who have studied English for ten years or more, still cannot communicate in English. They are not ready to speak English. They are not prepared to apply English in their daily life. English that are taught in schools is theoretical English that leads the students to theoretical knowledge only, not the practical use of English.

The teaching of literacy at school used basal reading instruction for many years. Basal reading instruction is a reading instruction which used textbooks that combined previously published short stories, excerpts of longer narratives and original works. The core material of this instruction involves a student reader, a teacher's manual, student workbook, ditto masters, and tests (Lynch-Brown & Tomlinson, 2005 in Oktaviani, 2007:1). The activities in basal reading instruction like reading basal series, fill-in the blank tasks, and comprehension questions about the text are applied. The criticism on basal reading instruction has increased in the early of 21st century. The critics argued that the activities in basal reading instruction have isolated the reading enjoyment and excitement since the students work more on the exercise rather than reading authentic texts. The natural language learning does not happen since the students are busy working on their workbook instead of using language to communicate the ideas they have gained from the reading. The failure of basal reading technique indicated that there must be a new reading instruction which fosters student's enjoyment and excitement during the language learning process.

Reading and writing are both constructive process that are mutually supportive (Pearson&Tierney, 1984; Tierney&Shanahan, 1991 as cited in Cooper, 2000). Reading is a perceptive skill that needs a complex process. According to The Commission on

Reading of The National Council of Teachers of English (2005 in Piscayanti, 2006), reading is a complex and purposeful socio cultural, cognitive and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning with text. It means that the background knowledge of the reader will lead to the reader's comprehension. Reading comprehension means a process that depends on the reader's cognitive intellectual skills, background experience, and also language skills (Devine, 1984 in Utami, 2005:9). So, the activity in reading class must also help the students to comprehend the material better. Students from any level must be conditioned in a good atmosphere of learning. For beginner readers, fun activity in reading class is a must to lead the students to comprehension.

Meanwhile writing is a systematic series of actions leading to the composition of a text (Donald Graves, 1983 in Winch et al., 2006). In relation to that idea, Hairston and Ruszkiewicz (1993) state that writing must be viewed as a process. Writing is a process that moves through stages almost anyone can manage. Writing source is around, of many kinds, that we just need to pick it up and write it. Everything about life can be learned through writing. Writing is a social activity, a way of interacting with other people; thus every time you write, you try to say something, to somebody, for some purpose (Hairston and Ruzkiewicz, 1993). It is very important skill that will help us to be sensitive about our social life and to communicate it to other as to share the knowledge we have. As it is very important to help us remember, understand and think critically about a problem, therefore, writing skills should be taught from early of age. Through writing, the learner can record what they see, hear, share their experience to the reader. Therefore, the writing activity could be better done together with reading activity, since reading activity will help the students to get more ideas to explore and to develop the student's critical thinking. Moreover, reading and writing are two interrelated skills. Writing can not be done without reading skills. On the other way around, students' comprehension will be better if the students could write their own ideas and develop their own way of thinking. Therefore, the teaching of reading and writing should be done together.

Aside from the effect of reading and writing instruction on the English achievement, student's achievement motivation is also an important factor in determining the student's achievement. Students with high achievement motivation

have several characteristics, such as, enjoy life and feel in control, set a high but obtainable goal, work for personal achievement rather than the reward for success, and prefer to work on problems and challenging tasks (Romando, 2007). Students with those characteristics will enjoy doing their tasks because they work for their own personal achievement. In relation to reading and writing, the students with high achievement motivation enjoy the whole challenging process of reading and writing and finally will get the maximum result. On the other hand, the students with low achievement motivation do not work for personal achievement. They prefer to work on an ordinary task. They are more concerned on the rewards of success rather than personal satisfaction. Their orientation is more on the product rather than process. In fact, in the principle of language learning, process is the most important thing. Without having a good process in learning, the product will not be good. So it is assumed that the students with high achievement motivation will perform better in English achievement than the students with low achievement motivation.

Therefore, the teaching of reading and writing should foster enjoyment and stimulate the student's achievement motivation. Here, the literature-based instruction is worth considered. Literature-based instruction is the type of instruction in which author's original narrative and expository works are used as the core for experiences to support children in developing literacy (Sorensen and Lehman, 1995). This kind of instruction relies on literature (text written to be read) instead of basals (text written to teach reading). Literary works used in teaching and learning contexts include a wide range of materials: picture books, big books, predictable books, folk tales, fables, myths, fantasy, science fiction, poetry, contemporary realistic fiction, historical fiction, nonfiction informational books and biographies (Routman, 1988 in Oktaviani, 2007:2). Literature-based instruction provides authentic learning experiences and activities by using literature to teach and foster literacy (Scharer, 1992 in Gambrell, et.al., 2002). Literature-based instruction for second language learner has been practiced by teachers and has resulted in a good literacy achievement. One of the research done regarding to the effect of literature-based instruction in the second language learner was a research by Roser, Hoffman and Farest (1990 in Gambrell, et al, 2000). The result showed that the literature-based instruction can be implemented successfully in the elementary school that serves primarily limited English speaking children. Another research done by Kim (2009) showed that literature-based instruction worked well in an adult ESL

classroom. Kim stated that the power of literature-based instruction was found in the power of stories. As the core material of literature-based instruction, stories provide the 'whole world' to the students. Stories talk about life in a universal language. Stories also provide imagination that not many of writing types can have. The findings revealed that literature was used as the interactive teaching media that support student's collaborative works. Kim also found that the instruction help the students experience meaningful language learning that lead them to be better language users.

Definitions of literature-based instruction emphasize the use of high-quality literary works as the core instructional materials used to support literacy development. There are many different strategies that research has shown are effective in literature-based instruction (Cooper, 1993). These include scaffolding of instruction, modeling, cooperative learning, student choices, self-iniated reading and writing, using different modes of reading, activation of prior knowledge and student's responses to literature. This study focused on the use of different modes of reading and student's responses to literature to improve student's English achievement (reading and writing achievement).

The five modes of reading are reading aloud, shared reading, guided reading, cooperative reading and independent reading. A guiding principle of the literature-based perspective stated that literacy acquisition occurs in a book-rich context where there is an abundance of purposeful communication and meaning is socially constructed (Cullinan, 1987 in Cooper, 2000). Through reading a story, the students could reflect the experience in the story with their own life so that it will be meaningful for them in the sense that they can conceptualize and contextualize the ideas presented in the story. A research has shown that children who are exposed at a young age tend to develop sophisticated language structures including vocabulary and syntax (Chomsky, 1972 in Morrow, 1992).

Several experimental have investigated the effects of storybook reading as a regular classroom practice on children's achievement in various aspects of literacy development. In these investigations, the children in the experimental classrooms who were read to daily over long periods of time scored significantly better on measures of vocabulary, comprehension, and decoding ability than did children in the control groups who were not read to by an adult (Morrow & Gambrell, 2000).

Reading aloud to children has long been advocated as a vital experience in literacy development both at home and in school. Clearly, storybook reading to young

children plays an important role in literature-based instruction. Empirical research by Morrow (1992) and Morrow and Weinstein (1982, 1986 in Morrow & Gambrell, 2000) suggests specific activities in recreational reading programs in preschool through third-grade classrooms that increase children's interest in literature. Story reading by teachers, parents, or adults, all was found to be valuable in creating interest in books. Discussions that focus on interpretive and critical issues within the stories also serve to heighten interest in books.

Other modes of reading used in this study were shared reading, guided reading, cooperative reading and independent reading. Structurally, the modes of reading have the same procedures, such as beginning, middle and end. At the beginning, the students were introduced with the knowledge of the topic in the book, followed by reading session (middle), and follow-up session (end). The difference is only on the activities. In cooperative reading for example, the students read in small group and discuss about the text, while in independent reading, the students read the text independently.

Writing strategy used in this research was response to literature. Response to literature was used to create such a creative thinking to write a response to the literature being read. The students must be active in reading activity, so that they will be able to get the ideas to be written in the response to literature. Response to literature was also an activity that can be linked into the writing. Response to literature can be oral, written, art drama, creative music etc. But in this study, the focus of the response to literature is in the form of writing. Writing in response to literature gives an open chance for the students to actively respond the literature. Their understanding will be better. From the facts above, it is clear that the literature-based instruction promotes the student's active participation which leads them to a higher English achievement especially reading and writing.

This research concerned on the effect of literature-based instruction and students' achievement motivation on students' English achievement. Generally, there were two positive contributions gained from this research. First, the positive contributions for the students, the teacher and the writer. Second, the positive contribution for other researchers. This study gave a great contribution to the teaching and learning process as well as to improve the student's motivation in learning English. The result of the study was significant to the development of learning theories especially the new paradigm of learning that is students-centered learning. This study

could be used as a reference for further research in the future, especially research in the same area.

2. RESEARCH METHODS

The research design used in this study was *Post-test Only Control Group Design* (Best, 1981). This design was used because the objective of the study was to find out the difference between the students' English achievement of the experimental and control group and not to find out the improvement of students' English achievement between the two groups, so this study did not use pre-test. The experimental group was treated by literature-based instruction and control group with no treatment. At the end of the study the students were given a post-test. This study used 2x2 factorial arrangement. There were three variables to be studied, namely independent variable, moderator variable, and dependent variable. The independent variable was teaching instruction (A) with two levels, namely literature-based instruction and conventional instruction. The moderator variable was achievement motivation (B) with two levels, namely high achievement motivation and low achievement motivation. The dependent variable was English achievement (Y). The population was students of the eighth grade of SMPN 1 Singaraja. There were eight classes in the eighth grade. The sample was recruited using multi-stages random sampling.

There were two kinds of data in this research, namely quantitative data and qualitative data. The quantitative data was the primary data for hypothesis testing, while the qualitative data obtained during the process of treatment was the secondary data which was used to support the interpretation of the hypothesis testing results. The quantitative data was gained from the result of reading achievement test, the result of writing achievement test, and the data of student's motivation questionnaire. While the qualitative data was gained from interview. The analysis of quantitative data was done by using two-way Anova continued with post hoc testing by Tukey test.

3. FINDINGS AND DISCUSSION

First, the value of F_A was 43.762 while $F_{cv(1;76;0,01)}$ was 6.981. Since F_A was higher than F_{cv}, then H_0 (1) which stated "there is no significant effect on student's English achievement between the students treated by literature-based instruction and

conventional instruction", *was rejected*. It means that H_1 (1) *was accepted,* which means "there is a significant effect in student's English achievement between the students treated by literature-based instruction and conventional instruction" where the mean score score of students treated by literature-based instruction 83.98 was higher than the mean score score of student's English achievement for students treated by conventional instruction (78.38). This is because the power of literature-based instruction gives the students a good atmosphere of learning that the students can enjoy the process of learning and make their own meaning. Compared to conventional instruction, literature-based instruction was superior since it gives the students the real opportunity to use the language in real and meaningful situation. The student's interview showed that the students loved the literature-based instruction better than conventional instruction.

Second, the value of F_{AB} on interactional effect was 7.86 while $F_{cv\ (1;76;0.01)}$ was 6.981. Since F_A was higher than F_{cv}, it means that the null hypothesis H_0 (2) which stated "there is no significant interactional effect between teaching instruction (literature-based instruction and conventional instruction) and student's achievement motivation towards the student's English achievement", *was rejected*. It means that the alternative hypothesis H_1 (2) *was accepted* which means "there is a significant interactional effect between teaching instruction (literature-based instruction and conventional instruction) and student's achievement motivation towards the student's English achievement". The interaction between literature-based instruction and student's high achievement motivation has resulted in the highest achievement. It is because the students with high achievement motivation will be challenged to use their fullest potential in literature-based instruction. This will significantly affect their achievement.

Third, the Q_{ob} found was 9.42 while the Q_{cv} on df = 76 at significance value 0.01 was 4.50. It means that $Q_{ob} > Q_{cv}$ so the H_0 was *rejected*. It means "there is a significant difference on English achievement between the students with high achievement motivation treated by literature-based instruction and the students with high achievement motivation treated by conventional instruction". The mean score of the group of students with high achievement motivation treated by literature-based instruction (88.45) was higher than the mean score of students with high achievement motivation treated by conventional instruction (80.47). It indicated that the students with high achievement motivation is best treated by literature-based instruction since it

helps the students to be a better reader, writer, and thinker. The students with high achievement motivation are challenged to be innovative, creative and dynamic, especially in their writing because writing needs a creativity and critical thinking. On the other hand, the students with high achievement motivation treated by conventional instruction will not be developed since the conventional instruction does not give them much chance to use their fullest potential. This will affect their English achievement.

Fourth, the Q_{ob} found was 3.809, while the value of Q_{cv} in df= 76 at significance level 0,05 was 3.68. It means that Q_{ob} was higher than dari Q_{cv} so the H_0 was *rejected*. It means that there is a significant difference on English achievement between the students with low achievement motivation treated by literature-based instruction and conventional instruction. The mean score of English achievement of the students with low achievement motivation treated by literature-based instruction (79.51) was higher than the students with low achievement motivation treated by conventional instruction (76.29). Students with low achievement motivation should be encouraged more and stimulated to be actively involved in the learning process. The power of literature-based instruction gives the wide chance for the students to interact with their peers. Students will not be hesitated to work with their peers and find togetherness during the learning process, so the students with low achievement motivation can feel that they are not left behind. The literature-based instruction also gives the students a wide chance to be the creator of their own ideas, such as in writing a story, or sharing the past experience. This can be done not only by the students with high achievement motivation but also the students with low achievement motivation. Even better, this strategy could improve the student's self confidence and self-motivation.

Fifth, the Q_{ob} found was 10.533 while the value of Qcv on df = 76 at significance level 0,01 was 4.50. It means that the Q_{ob} was higher than Q_{cv} so the H_0 was *rejected*. It means "there is a significant difference on the student's English achievement between the students with high achievement motivation treated by literature-based instruction and the students with low achievement motivation treated by literature-based instruction". The mean score of the students with high achievement motivation treated by literature-based instruction (88.45) was higher than the group of students with low achievement motivation treated by literature-based instruction (79.51). The students with high achievement motivation really love an activity that challenge them to express their fullest potential. In reading session, the students with high achievement motivation

already got information from the stories (narrative) and recount (experience) being read. The ideas they gained from the reading text will be processed in a more comprehensive understanding. Here, the writing is a challenging activity that could stimulate the students with high achievement motivation to keep on expressing their ideas.

Sixth, the Q_{ob} found was 4.942 while the value of Q_{tabel} on df = 76 at significance level 0,01 was 4.50. It can be seen that the value of Q_{ob} was higher than Q_{cv} so the H_0 was *rejected*. It means "there is a significant difference on the English achievement between the students with high achievement motivation and students with low achievement motivation treated by conventional instruction." The mean score of the students with high achievement motivation treated by conventional instruction (80.47) was higher than the mean score of students with low achievement motivation treated by conventional instruction (76.29). The characteristics of students with low achievement motivation are the opposite of the students with high achievement motivation. They think that the process is not important, but the product is more important. It means that the students with low achievement motivation will never try the best effort to make the best achievement. The teacher-centered style made the students unmotivated. They do not have time to share their ideas with their friends. They also do not have chance to use their own creativity to build their own meaning. This will make the students with low achievement motivation even more unmotivated to learn. They do not enjoy the process, they do not get the meaning of the learning process, and at the end, they do not find that the learning is useful and meaningful. Therefore, the literature based instruction benefit more to the students with low achievement motivation rather than those who were treated by conventional instruction.

4. CONCLUSION

Some conclusions gained for the research were as follows. *First*, there is a significant effect on student's English achievement between the students treated by literature-based instruction and conventional instruction. *Second*, there is a significant interactional effect between teaching instruction (literature-based instruction and conventional instruction) and student's achievement motivation towards the student's English achievement. *Third*, there is a significant difference on English achievement between the students with high achievement motivation treated by literature-based instruction and the students with high achievement motivation treated by conventional

instruction. *Fourth*, there is a significant difference on English achievement between the students with low achievement motivation treated by literature-based instruction and conventional instruction. *Fifth,* there is a significant difference on the student's English achievement between the students with high achievement motivation treated by literature-based instruction and the students with low achievement motivation treated by literature-based instruction. *Sixth*, there is a significant difference on the English achievement between the students with high achievement motivation and students with low achievement motivation treated by conventional instruction.

Based on the findings which have been described above, this study has implications as follows. *First*, literature-based instruction is an effective instruction to be implemented in English class, especially to improve the student's reading and writing achievement. By implementing literature-based instruction, the teacher could stimulate student's creative and critical thinking. *Second,* literature-based instruction is proven to be an effective way to be used in teaching English for Junior High School. Actually, this instruction even better implemented in the lower level, for example in kindergarten or elementary school. The earlier the literature-based instruction was introduced, the better. *Third,* books of literature and expository works are the core material of literature-based instruction. The books of literature and expository works will be the source of how language is learned. By having a story read or written, the students will directly learn the language because the language learning must is real, useful and meaningful.

In relation to the conclusion above, some suggestions proposed in this study are:

1. The earlier the teacher starts with literature-based instruction, the better the result will be for the student's language development.

2. Further research is valuable to be conducted in the same field especially to find out the effectiveness of literature-based instruction in broader perspective of literacy.

3. The focus of this study was on reading and writing skills, so for further research, the other skills must be involved, such as listening and speaking. This brings the consequence to enrich the teaching material.

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