

**A STUDY OF THE USE OF CHILDREN'S LITERATURE
IN THE TEACHING ENGLISH TO YOUNG LEARNERS
AT CHILDREN'S HOUSE SCHOOL**

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ABSTRACT

Key words: children's literature, teaching English to young learners

This study aimed at investigating: (1) how children's literature was prepared incorporated into the lesson plan; (2) how children's literature was applied into the classroom; and (3) the quality of children's books used as the learning media in the teaching and learning process.

The subjects of this study were the young learners (children at the age of 5-6) and the teachers of Butterfly Morning class of Children's House Kindergarten School. There were 15 young learners and 2 teachers involved as the research subjects. This study was a descriptive study using a mixed method of data collection and analysis. There were two types of data collected, namely: quantitative and qualitative data that embedded one within the other so that one type of the data provided a supportive role for the other datasets. The data were collected using some types of instruments, such as lesson plan checklist, observation sheet, children's book checklist and interview guidance. The method of data analysis followed the concept of Miles and Huberman Model (2010) (data reduction, data display and conclusion) in which the analysis of the data used the formula of Nurkencana and Sunartana (1992).

The results of the study were as follows: (1) the incorporation of children's literature into the lesson plan was excellent as the lesson plan made by the teachers obtained the score of 44. The lesson plan was excellent because the format had worked in accordance with the guideline of government format in the Permen Diknas No.58/2009 and the content had followed the APKCG of Undiksha supported by the concept of literature-based instruction. (2) The implementation of children's literature in the classroom was excellent as the score was 46 for Language subject, 45.3 for Language Enrichment subject and the last for Moral subject was 49. The implementation followed the lesson plan prepared and the strategy of story reading in the classroom was also excellently applied. (3) The quality of the children's books used in the classroom was excellent as it obtained the score of 15 for Language subject, 19 for Language Enrichment subject and 20 for Moral subject. The books had appropriate genres and text types, used simple and realistic dialogue and attractive illustration.

Based on those findings, the study concluded that the use of children's literature at Children's House school, especially in Butterfly Class was excellently implemented. It could be seen from the lesson plan prepared for each lesson, the strategy chosen to be applied in the classroom and the children's books used as the media of learning to help the children achieve the lesson objectives.

**SEBUAH PENELITIAN TERHADAP PENGGUNAAN SASTRA
ANAK-ANAK DALAM PENGAJARAN BAHASA INGGRIS UNTUK ANAK-ANAK
DI SEKOLAH “CHILDREN’S HOUSE”**

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ABSTRAK

Kata Kunci: sastra anak-anak, pengajaran bahasa Inggris untuk anak-anak

Penelitian ini bertujuan untuk mengetahui: (1) cara penggunaan sastra anak-anak dalam Rencana Pelaksanaan Pembelajaran (RPP); (2) cara pengaplikasian sastra anak-anak dalam pengajaran; dan (3) kualitas buku-buku sastra anak-anak yang digunakan.

Subjek penelitian ini adalah siswa berumur 5-6 tahun yang masuk dalam kelas “Butterfly Morning” di sekolah Children’s House beserta guru. Terdapat 15 orang anak dan dua orang guru dalam kelas “Butterfly Morning” yang dilibatkan sebagai subjek penelitian. Penelitian ini merupakan penelitian deskriptif yang menggunakan penggabungan metode kuantitatif dan kualitatif (*mixed method*). Ada dua jenis data yang dikumpulkan dalam penelitian ini, yaitu data kuantitatif dan data kualitatif. Kedua data ini kemudian digabungkan sehingga masing-masing data dapat mendukung satu dan yang lainnya. Data dikumpulkan dengan menggunakan daftar cek untuk RPP dan buku-buku sastra anak-anak serta lembar observasi kelas dan wawancara. Metode analisis data menggunakan model Miles dan Huberman (2010) (reduksi data, penampilan data dan kesimpulan) dan analisis data yang digunakan mengikuti formula dari Nurkencana dan Sunartana (1992).

Hasil penelitian menunjukkan bahwa: (1) penggunaan sastra anak-anak dalam RPP sangat baik karena terlihat dari perolehan nilai pada kualitas RPP tersebut sebesar 44. Hal ini disebabkan oleh format RPP sudah mengikuti aturan yang berlaku dalam Permen Diknas 58/2009 dan isi RPP yang sudah mengikuti APKCG Undiksha dan konsep pembelajaran berbasis sastra. (2) Pengaplikasian sastra anak-anak dalam pengajaran di kelas sangat baik sebab nilai dari kualitas pembelajaran tersebut adalah 46 untuk mata pelajaran “Language”, 45.3 untuk mata pelajaran “Language Enrichment” dan mata pelajaran “Moral” memperoleh nilai sebesar 49. Dalam prosesnya, pengaplikasian sastra anak-anak sudah mengikuti RPP yang telah disusun dan strategi pengajaran yang berupa pembacaan buku cerita diterapkan dengan sangat baik. (3) Kualitas buku anak-anak yang digunakan sebagai media pembelajaran sangatlah baik sebab telah memperoleh nilai 15 untuk mata pelajaran “Language”, 19 untuk mata pelajaran “Language Enrichment” and 20 untuk mata pelajaran “Moral”. Kualitas buku yang digunakan, terutama pada jenis teks sudah sesuai dengan karakteristik anak-anak, dialog yang sederhana dan realistis serta dengan ilustrasi yang menarik.

Berdasarkan temuan tersebut, dapat disimpulkan bahwa penggunaan sastra anak-anak di Children’s House telah berhasil dengan baik. Hal ini terlihat dari RPP, strategi pembelajaran yang dipilih and juga kualitas buku cerita anak-anak yang baik.

I. INTRODUCTION

Nowadays, communication is an essential element in human's lives. Communication is the process of transmitting information from one person to another (Roel and Ross, 2011). To transmit information successfully, the language arts are all important taken to the process. On the other hand, if people cannot master the language, failures to communicate will cause serious consequences to the people involved. For instance, it can happen in educational field, teachers who fail to communicate may have learners who cannot perform at appropriate levels in school. Hence, it can be said that language mastery takes the most important part in communication.

Recently, English as an international language has become a primary need by people all around the world. It causes a high demand of English fluency to communicate with other people from different parts of the world. Considering this need, English as a foreign language is taught at the early age, and in Indonesia, English is generally taught since kindergarten. The regulation for the early age education programme has been created and standardized for all the kindergarten school in Indonesia, that is in Permen Diknas No.58/2009.

Teaching young learners are special and different from teaching junior or even senior high school students since all of the students have distinguished characteristics from one group to another. Thus, for the successful teaching at the early age, it is essential for the teacher to understand the young learners' characteristics, instincts and interests in their cognitive, linguistics and emotional aspects, because this will play a crucial role in how the teacher builds a lesson, how he or she can make sure that the young learners are fully involved in the learning process and in achieving the objective of the lesson.

Related to the characteristics of young learners, to know who actually young learners are firstly needs to be clarified in this research. McKay (2006) defines young language learners as those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling. In the education system of most countries, young learners are children who are in primary or elementary school. In terms of age, young learners are between the ages of approximately five and twelve.

Farwaniya (2011) mentions important characteristics of young learners that can guide the teachers prepare the lesson. First, young learners have short attention span, hence, variety of techniques is needed to break the boredom. Second, they are imaginative but may have some difficulties distinguishing between imagination and real world, therefore, realia or pictures to teach new vocabulary related to concrete meanings. Third, they will be enthusiastic if they are taught using fun activities or being involved in activities. Knowing

those characteristics of young learners, teachers will be eased to choose the strategy appropriately. Moreover, the characteristics of young learners include their ways of thinking, their attitude and their aptitude. They can also influence the children's ways of learning language. This definitely influences the ways of teaching them.

One of the effective strategies that can be applied considering the characteristics of young learners is by involving children's literature in the teaching and learning process. Children's literature can be an effective and enjoyable way to teach language as young learners who are enthralled by a story can forget their worries and anxieties about the new language. It is also supported by Shurman (1994) in Chang (2008), who says that, "The best way to teach is not to impose teaching, but to allow the listener to become so involved in hearing a story that his 'defenses' are no longer active." It can be said that the involvement of sense of enjoyment, excitement, and emotional is a necessary condition for learning, and using literature in the classroom can provide the content base for the magic. Hence, the learners will not feel boring and become passive since young learners are very active and enthusiastic learners who need to be involved in activities conducted using children's literature.

Through literature, teachers and children come to know more clearly who and what they are while reaching out, imaginatively, for what they might become (Chang, 2008). As the child wonders at the lives lived in story, he/she comes to know both himself/herself and the world and begins to see that world as something over which he/she, as a character in life, might exercise some control. It means that by the events of story, child can explore the world, help him/her to confirm, to illuminate, and to extend his/her own life experiences, in ways that give him/her power over them. This idea is strongly supported by Jalongo (2007) who says that children's literature is the ideal learning medium for the young child because it stimulates the intellect as well as the imagination.

Besides, there are some other reasons concerned by Jalongo related to the use of children's literature in the class. First, it begins with enjoyment meaning that the teachers and learners use language in surprising and satisfying ways and teach children to associate pleasure with literacy events. Second, it increases vocabulary, comprehension and thinking skills. Picture books introduce new words in meaningful context, supply children with pictorial clues and give them the opportunity to ask questions and explore answers. Third, it enriches children's vocabulary and thinking skills. The language used in stories often differs from that used in children's every day verbal interactions. Begin with enjoyment, increase and enrich children's vocabulary are the strengths of this language medium.

One additional strong point is that story also gives public form to private meanings and thus helps those who receive its messages to reach out to other human beings in the world, knowing that they share some of the same concerns and feelings. Informational narratives are also important forms of children's literature and ways for young people to understand and appreciate their world and those who share it with them. We all need to learn about life both literally and literarily, efferently and aesthetically. It can be concluded that the use of children's literature in class is not only great for children's academic development but also their attitude towards life (their better personality's development).

As it is mentioned above that children's literature provides many benefits for children's language development, yet in general, the use of children's literature nowadays has not been widely applied in the teaching practice, especially in teaching English for young learners since the teachers do not aware of the usefulness of involving children's literature in the teaching and learning process, especially in developing children's vocabulary. In fact, there are some researches that support literature in the school curriculum that can make the teachers realize the importance of literature. Senechal et al (1996) cited in Credaro (2006) who undertook a research of 47 first-grade children investigated the effects of storybook exposure. It was found that language skills and emergent literacy were enhanced. Literacy is closely related to the learners development in understanding about how reading and writing work. It is also supported by the research conducted by Caldwell (1991) that the use of children's literature emphasizes the dynamic process of constructing meaning from text. Moreover, previous researchers in US stressed that good literature for children cannot only help English native speakers but also young ESL learners acquire English effectively (Allen, 1989) quoted in Credaro (2006).

Besides, Asia especially Taiwan has also introduced children's literature as one essential reference of teaching English materials for young learners. Taiwan has included literature in the *Nine Year Integrated Curriculum Guidelines* (Ministry of Education (Taiwan), 2004 in Chang, 2008). It is explicitly encouraged to use stories, poems, rhymes, drama, riddles, humorous in the language class. In addition, Chang in his research entitled "The Role of Children's Literature" experienced to introduce his children to children's literature in English from an early age and it was found that they became enthusiastic readers. It is clearly seen that children's literature plays important role in the success of teaching English for young learners.

Knowing many strong points of children's literature, the researcher was interested in conducting a research on the use of children's literature in the classroom. From a preliminary

interview with one kindergarten teacher of Children's House School, this school already uses children's literature as one teaching medium in its teaching and learning process. Hence, the researcher conducted the research in the kindergarten of Children's House School. Another important consideration was that kindergarten teachers and children uses English in their daily communication both inside and outside the classroom. In this research, the researcher investigated the use of children's literature in terms of the teachers' preparation and implementation as well as the analysis of the children's books used.

II. RESEARCH METHODOLOGY

This research was a descriptive research using mixed method of data collection and analysis. As a method; mixed method involves philosophical assumptions that guide the direction of the collection and analysis data and the mixture of qualitative and quantitative approaches in many phrases in the research process (Creswell and Clark, 2007). Mixed method focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single research or series of studies. Hence, in mixed method research, the data, both qualitative and quantitative will be mixed. By mixing the datasets, the researcher provides a better understanding of the problem than if either dataset had been used alone. For this research, the researcher embedded one dataset within the other so that one type of data provided a supportive role for the other dataset. This research had two types of data, namely quantitative and qualitative data. The quantitative data was gathered from the lesson plan (teacher's preparation) and children's books analysis and the implementation observation. Meanwhile, the qualitative data collected from the interview conducted with the teachers.

This research was intended to find out the use of children's literature in terms of its preparation and application and the books used. Since the researcher considered the language used in the process of teaching and learning was English as a foreign language, the researcher decided to conduct the research in one national plus school in Jimbaran, named Children's House. And Butterfly class was chosen to be the subject of the research because in the curriculum, supported by the syllabus, children's literature was applied regularly in the Butterfly classroom. In addition, the characteristic of the children in butterfly class is that they are all at the age of 5-6 years old. By that age, related to their language development, they can speak clearly and have conversation among their friends about every day activities. They can say their name, age, birthday and address. They can describe something by the way it is used. They are able to tell stories and give short talk to other children at school. While learning, they are enthusiastic to listen to stories and recite or sing rhymes and songs.

For collecting the research data, there were two kinds of methods applied. First, to gather the quantitative data, the methods that had been chosen appropriately were document analysis and classroom observation. Document analysis is related to the analysis of some records or the capturing of some events. Some records that were going to be collected were lesson plans made by Butterfly teachers and children's books applied in the teaching and learning process. Marshall (1995) quoted in Sugiyono (2010) highlighted that through observation, the researcher learns about behavior and the meaning attached to those behavior. Moreover, Spradley (in Stainback, 1988) divides participant observation into four, such as passive participation, moderate participation, active participation and complete participation. And for this research, passive participant was applied as passive participant means the research is present at the scene of action but does not interact or participate. Second, to collect the qualitative data, interview guidance was used to obtain supporting data that support the main data. The researcher used interview, especially for semi-structured and unstructured interview for gathering the data from the teacher and children.

As it was already mentioned above that there were two main methods used by the researcher to gather the data required. The first main method was related to collecting quantitative data, namely document analysis and observation. The instruments for document analysis were lesson plans and children's books used. The last was the instrument for doing the observation. The observation used was passive participation. The observation conducted was to investigate the process on how children's literature was applied in the teaching and learning process in the classroom. The second main method was related to collecting qualitative data; that was interview guides. The researcher had prepared interview guides in which contained open-ended questions for the teachers. The information about kinds of instruments used to collect the data was shown in the table below.

Table 2.1 The Instruments of Data Collection

Data Collection	Kinds of Instruments	Purpose
<ul style="list-style-type: none"> • Lesson Plan • Children's Books 	<ul style="list-style-type: none"> • Document analysis Checklist 	<ul style="list-style-type: none"> • To get information about the material, strategy, books used in the class
<ul style="list-style-type: none"> • Classroom Observation 	<ul style="list-style-type: none"> • Observation Sheet • Interview Guide 	<ul style="list-style-type: none"> • To obtain information about the situation at the classroom • To get deeper information that is needed to be clarified

The checklists employed in this study were as instruments for collecting the data of the quality of the lesson plan and the quality of the children’s books used. Here are the checklists used.

Table 2.2 The Checklist (modified with rating scale) on the Incorporation of Children’s Literature into the Lesson Plan

No	Aspects	Score					
		5	4	3	2	1	0
1	Subject Identity						
2	Standard competency						
3	Basic competence						
4	Lesson objectives						
5	Teaching material						
6	Time allocation						
7	Teaching strategy						
8	Teaching and learning activities (general)						
9	Teaching and learning activities (reflected the use of children’s literature)						
10	Assessment						
11	Learning media or sources						

Table 2.3 The Checklist (modified with rating scale) on the Quality of the Children’s Books used.

No	Aspects	Score						Note
		5	4	3	2	1	0	
1	Genres and text types of the books used							
2	Dialogue in the books							
3	Text of the story in the books							
4	Illustration							

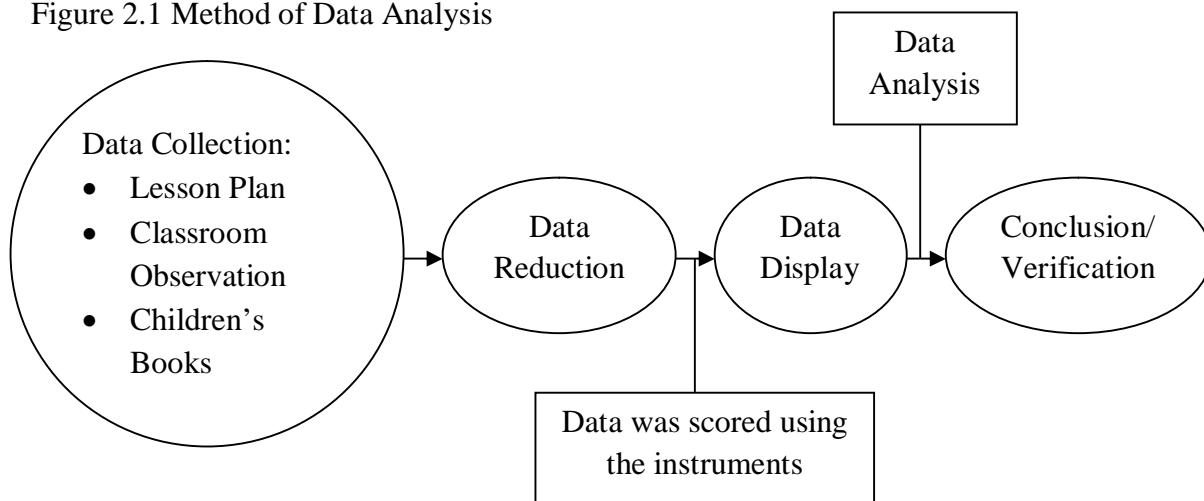
Next instrument was observation sheet that was the form of graphical rating scale, where the aspects of the observation were described qualitatively. The observation sheet was adapted from Alat Penilaian Kemampuan Calon Guru (APKCG) (Undiksha Singaraja, 2011), Permen Diknas 58/2009 and from the Literature-Based Instruction concept in which the content of its items was adjusted to the principles of the use of children’s literature as one learning medium in the teaching English to young learners. It was served for collecting two kinds of data, namely the implementation of the lesson plan in general (Alat Penilaian Kemampuan Calon Guru (APKCG) (Undiksha Singaraja, 2011) and Permen Diknas 58/2009) and the implementation of the lesson plan reflected the use of children’s literature within the characteristics of literature-based instruction concept. The form of the observation sheet is shown in the table 2.4 below.

Table 2.4 The Observation Sheet on the Application of Children’s Literature

No	Aspects	Score						Note
		5	4	3	2	1	0	
1	Pre activities							
2	The implementation of learning material							
3	Teaching and learning strategy							
4	The use of teaching and learning media and sources							
5	How is the children’s book introduced and presented?							
6	Techniques used while working with the book							
7	How is the presentation of the book followed up							
8	The learner’s involvement							
9	Learner’s performance							
10	Confirmation							
11	Post activities							

According to Stainback (1988), data analysis is critical to research process. Here, to analyze the gathered data, Miles and Huberman Model (Emzir, 2010) of data analysis was used in this research. In Miles and Huberman Model, there were three main activities in analyzing the collected data, namely data reduction, data display and conclusion drawing/verification. Followings are the detail steps conducted in analyzing the data using Miles and Huberman’s Model.

Figure 2.1 Method of Data Analysis



First, the lesson plans made by the teacher were collected as well as the children’s books used and the record of the classroom observation. After that, the collected data was sorted and selected to be scored using the checklist for the lesson plans and children’s books

and the sheet for the classroom observation records. After that, the data was displayed in an organized way. Then, the data was analyzed using Nurkancana & Sunartana (1992) formula, hence, the results of data tabulation were calculated and classified to some categories. The categories were determined by using the following formulas:

Table 2.5 The Formula of the Categorization of the Data

Score	Categories
$X \geq Mi + 1.5S$	Excellent
$Mi + 0.5S \leq X < Mi + 1.5S$	Good
$Mi - 0.5S \leq X < Mi + 0.5S$	Average
$Mi - 1.5S \leq X < Mi - 0.5S$	Below Average
$X < Mi - 1.5S$	Poor

Taken from Nurkancana & Sunartana, 1992

The ideal mean (Mi) and standard deviation (S) were calculated as follows:

$$Mi = \frac{1}{2} (\text{score max} + \text{score min})$$

$$S = \frac{1}{3} (Mi)$$

III. FINDING AND DISCUSSION

As it was mentioned previously, there were three kinds of data in this study, namely the data of the lesson plan (preparation), the data of the implementation of the use of children's literature as the learning medium in helping children reach the lesson objectives and the data about the quality of the children's books used. The data of the lesson plan and the implementation were interrelated each other, especially in the teaching and learning activities including pre activities, whilst activities and post activities, in which they reflected the use of children's literature.

After collecting the data, data reduction was conducted and finally there were only six lesson plans used as the data to be analyzed. It was because those six lesson plans had different activities planned from others related to the topic and the use of children's literature in the class. From the six lesson plans, two of them were for Language subject, the next two numbers were for Language Enrichment subject, and the last two were for Moral subject.

After analyzing the gathered data, it was found that the average score for the quality of the lesson plans made by the teachers was 46.5 for the Language subject, 44 for the Language Enrichment subject and 44 for the Moral subject. As what was mentioned above, those three average scores from each subject was calculated again using the formula 1.1 and the result is 44.8. This score indicated that in general, the quality of the lesson plan in this school, especially from the three different subjects data was in the excellent level.

The excellent category refers to the format and content of the lesson plan made by the teacher for all the three subjects that had worked in accordance with the guide line of government format like what was instructed in the Permen Diknas 58/2009. And the content was followed the APKCG of Undiksha supported by some characteristics of literature-based instructions. Hence, it could be shown that their lesson plans were constructed based on the guidelines.

According to the government regulation in Permen Diknas 58/2009, there was mentioned the qualification of the teacher's competences. The teacher should have four competences to be mastered, namely personal, professional, pedagogic and social competence. Related to the competence of making lesson plans that followed the format from the government and the content from APKCG of Undiksha supported by some characteristics of literature-based instruction concept with excellent category, it can be concluded that the teacher already mastered the pedagogic competence as it was related to competence of planning the educational program, conducting the educational process and assessing the process of learning.

The data about the implementation of the use of children's literature as the learning medium in the teaching and learning process were acquired by the observation done by the observers. After the long process in gathering the data of the implementation, it was found that the implementation of the lesson plan conducted by the teachers of butterfly class could be categorized in the excellent level as it was obtained the average score of the implementation in the Language subject was 46, 45.3 for the implementation of the Language Enrichment subject and the last for Moral subject was 49.

From the observations conducted in three different subjects, it could be seen that all of the subjects delivered reflected the use of children's literature as one of the learning media. The activities applied already focused on reading, the material was from the story that was authentic and purposeful. Take an example from the story chosen for the moral subject, the story was related to the children's real life (authentic) and intended to give the children's life value on identifying correct ways in keeping the environment clean.

However, the strategy applied supposed to be varied in use. Although it is emphasized on reading, it does not mean that other strategies are ignored, for instance story telling or drama. The children will likely to act like the character of the story. After reading the story, the teacher can ask the children to perform drama. It would be beneficial to improve student's self confidence, imagination and creativity.

Concerning with the competence of carrying purposeful teaching and learning activities, the teacher in this school who obtained excellent level could be categorized that they could master the pedagogic competence from the four competences mentioned above.

The children's books were varied to be used by the teacher. It depended on the objective of the lesson that the children should achieve as well as the subject taught, namely Language, Language Enrichment and Moral. As there were three different subjects applied children's literature in this class, the kinds of the books used were also different and varied depending on the objective of the lesson. The length of the story also varied from the shortest one until the longest one. The book that was used in the language subject had the shortest story for each lesson. It was around 4 to 5 sentence. The main reason was because it was a language subject that children should focus on the language learnt until they could read it by themselves as well as writing the sound and the sound in the word.

From the data gathered, it obtained that the average score for the Language Books used is 15 which can be categorized excellent, for the Language Enrichment Books used is 19 which is also in the excellent level and 20 is the average score for the books of Moral subject that is categorized excellent too. Hence, from the quality of the books used with such criteria decided, the score was all excellent for those three subjects.

Language books obtain the highest score was from the text of the story that was simple and easily understood. It also provided good models of language structures and provided repeated and predictable language pattern. Those aspects made the story that was interesting and motivated the children to read it as Jalongo (2007) stated that a good book for children never perfunctory, dull, meaningless or trivial; they do not contain a hidden sales message, do not moralize or preach and do not speak condescendingly to children.

Related to the good illustration of the books, language enrichment and moral books achieved this one. Those books provided children the story with the colorful drawings that were really attractive and interesting. Moreover, the illustration of the story contributed directly and unambiguously to the understanding of the text. More important one, the illustration of new vocabulary included in the text. And illustration is also taken into account in valuing better books for Children as Ciancolo (1984) in Jalongo (2007) stated that

illustration in children's book should be understandable, evoke emotional identification and intense emotional response.

From the three parts of the discussion above about the incorporation of children's literature into the lesson plan, the implementation of children's literature in the classroom and the children's books used as the learning medium, it can be seen that through children's literature, the children observed learnt with high enthusiasm as one of their characteristics is love to listen to stories. Their enthusiasm was shown when they learnt to read the story given, they were curious to know the about the story and the ending of the story. Even though they found difficulty when reading it, they were not ashamed to ask help from their teachers. With the illustration provided in the story, the children are also interested so much in reading it. In addition, through stories, the children developed their imagination when the teacher asked questions like "what will happen when all people in the village through the rubbish not in the proper place?". From the observation taken, the children imagine and using their knowledge, they could answer the questions with variety of answers, like "it will be so smelly or it will be so dirty".

In short, from the observation conducted especially in the implementation of children's literature in the classroom, it can be concluded that the children showed their enthusiasm on listening the story or reading the story by themselves as they were curious to know about the story. Moreover, children's imagination was developed through the stories in which this competence also helped the children in their language development.

IV. CONCLUSION

Based on the data analysis that had been conducted on the previous chapter, there are three major points: (1) the incorporation of children's literature into the lesson planning; (2) the application of children's literature in the classroom; and (3) the quality of children's books that can be concluded from this study.

The incorporation of children's literature into the lesson plan was excellent. It was in accordance to the guidelines instructed in the Permen Diknas 58/2009 and APKCG Undiksha 2011. Related to the use of children's literature, the lesson plan already considered some characteristics of literature-based instruction. It can be seen in the plan of teaching and learning activities (whilst activities) that were focused on the integration of speaking, listening and critical thinking with reading and writing, the emphasis was on purposeful reading activity. The activity was also focused on the children's engagement and involvement. From the assessment, the evaluation of the children's progress was

developmental. Finally, picture story books were used as the learning media/source in the teaching and learning process.

The implementation of children's literature in the classroom was excellent. In Children's House Kindergarten School, children's literature was applied in three different subjects, namely: Language, Language Enrichment, and Moral. The children's literature in the teaching and learning process was implemented through reading activity. Here, the main strategy applied was the story-reading activity which was followed up by the question and answer activities. The stories used and chosen were based on the learning objectives. The implementation also followed the lesson plan which had been previously prepared. Although the story reading activity was excellently applied in the classroom, it was not varied enough. It tended to be monotonous.

The quality of the books used as the learning medium was excellent since they had achieved almost all of the descriptors in the research instrument. The descriptors were related to the genres and text-types, the text of the story, the dialogue, and the illustration. It could be seen from the appropriateness of genres chosen with the text-types. In addition, the text of the story was picked up based on the objectives of every lesson plan applied in the classroom as well as the dialogue and the illustration of the book. The teachers of the school mentioned above understood well the importance of the illustration, hence, it was chosen the story with illustration that could help the children understood the text.

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