

A Systematic Review: Local Literature in Integrated Skills for English Teaching

Leni Kicha*

MTSN Bolaang Mongondow Timur, Boltim, Indonesia

***Corresponding Author**
Email: lenikicha@gmail.com

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Abstract

The potential of local literature as a source of language learning which is rich, vibrant, and more spontaneous to teach and as a medium to develop literacy as well as to instil local values is overlooked in teaching English in Indonesia including teaching English for young learners. This study intended to understand how local literature can be used in integrated skills of teaching English. This study also discusses the incorporation of local cultural material in a teaching material developed for the students. In this article, the writer focuses only on systematic review from some articles that related to local literature in integrated skills of teaching English. Finally, this article reviews the past and current approaches to teaching literature in language teaching classes. Through local literature, the writer hopes to improve students' abilities in reading, listening, writing and speaking skills, all of which are summarized in an integrated skills approach.

Keywords: *systematic review, local literature, integrated skills.*

INTRODUCTION

Teachers in general and English teachers specifically, are always concerned with the kind of material they are going to present to their students. One of the most challenging kinds of material for English classes is literature. Although some scholars have pointed out to the shortcoming of literature use in practice, it is so vast and so practicable that instructors cannot stop using it. Language learning requires acquiring four skills of reading comprehension, writing, listening and speaking. Some sources provide materials that can meet some of these abilities, but literature has proved a good source that fulfills these four skills. Also, language learning deals with culture, and hence with social understanding. It is this feature of language that demands materials dealing with culture. Literature is culture; that is, it is not to say that literature deals with culture, but it should be said that literature is the culture of the people using that language. Besides, it can be claimed that the use of literature in language classes encourages more thoughtful and purposeful language learning. In this respect, the learners are not only exposed to the real use of language, but also they become critical thinkers. As such, the present paper will debate the reasons behind using literature as a good source in teaching English language (Keshavarzi, 2012).

The local culture has a long history and is full of the wisdom of the Chinese nation. As an important part of the culture, folk tales have been passed down, collected and organized by countless generations. They are the crystallization of the collective wisdom of the working people and an important factor in the culture, nourishing countless children. Most of the folktales are born from the ordinary life of all ethnic minorities. After thousands of years of word of mouth, they gradually take shape. These moving stories with mythology not only tell us the simplicity of the ancient people, but also show us their indomitable spirit of struggle. These magical and beautiful stories bloom like blooms in our hearts, enriching our spiritual life (Huiyu, 2018).

The teaching of English as a foreign language (henceforth TEFL) in Indonesian junior and senior high schools has been focused on developing the four language skills with various degrees of proficiency. In my observation, techniques, methods, approaches; listening, speaking, reading, writing; proficiency and accuracy have been the most discussed issues in EFL discourse in Indonesia. Only recently did a few EFL educators problematize the issue of types or genres of text. Teaching is essentially a matter of engaging students with text. Thus, meaningful and authentic text selection is a key to success in EFL teaching. The 2004 English curriculum, which aims at developing literacy competence rather than communicative competence, underscores the importance of providing the relevant genres of text for developing speaking and writing skill on junior school levels and senior school levels respectively. Conversation gambits are believed to be a head start for developing speaking skills. Likewise, appropriate genres of text are inevitable for developing writing skills. Conversations gambits and genres are numerous if not infinite. The teacher's job is to select purposefully the basic and commonest ones used by native speakers (Alwasilah, 2006).

While the more urban primary schools have lesser problems at using English literary texts as classrooms teaching materials, rural areas are challenged in terms of pupils' reading exposure and interest (Mohaideen, et.al, 2020). Hence, By using local literature, teachers can use it as a chart to hone students' abilities so that integrated approaches can be reflected in the teaching and learning process.

LITERATURE REVIEW

Research and books on the use of local literature as a material to teach English in Indonesia is hardly found. One of a rare study which addresses the potential of using local literature in English teaching in Indonesia is done by Riyandari (2017). The research is based on an on-going study which aims to (1) find out TEFL students' familiarity with Indonesian local literature, (2) know TEFL students' perception on the local literature, (3) develop English language skill materials based on local literature, and (4) utilize visual aid to present the material. The respondents were 15 students of TEFL class prepared to be Primary School English tutors. Data for objectives (1) and (2) were collected via survey and discussed descriptively. Data for objectives (3) and (4) were a proposed prototype developed by teacher and students. Results show that 33.3% of the students know only one local story, 26.7% know three local stories, and the rest (40%) know between four to nine local stories. The stories chosen by the students as their favourite are stories

containing moral values such as respect to parents, loyalty, and compassion. The story chosen to develop as learning material is Malin Kundang.

Based on the latest related studies above, the researcher concludes that the writer can also apply local literature to the students in implementing learning programs. One of the local literature that can be used in teaching class IX students is a folk tale called Sangkuriang. By studying using local literature, students are expected to improve their skills in reading, writing, listening and speaking.

DISCUSSION

The paper explores local literature in integrated skills of teaching English by highlighting the aims and the conclusion of the past studies on some articles. According to Riyandari (2017), Indonesian local literature is narrowly defined as traditional literature which is part of folk narratives including folk tales, fairy tales, myths, legends, and fables which have been passed from generation to generation orally.

O'Neill (in Dawood, et. Al. 2022) stated that the most of the students said that Literature helped them improve their English language skills. It has been agreed that studying Literature in English helped students improve their English language skills. Because of this, Literature has been placed in the English as Skills quadrant.

Based on the research of Ismail, et. al. (2017), they found that local literature has many benefits, as illustrated by the table below:

Items	Yes	No	Items	Yes	No
Literature may provide motivating materials	92.1	7.9	Literature can motivate students' interest in learning the English language	82.2	17.8
Literature may expand students' vocabulary	83.0	17.0	I learn many new words when I read literary texts	92.8	7.2
Literature can enhance language proficiency	95.0	5.0	I can improve my proficiency in the language through literature	85.7	14.3
Literature can provide access to other cultures	76.4	23.6	I can learn about other culture and values through literature	86.3	13.7
Literature can inculcate reading habit among students	100	0	I like reading literary texts in English	63.5	36.5

From the results of this study, we can conclude that local literature is very useful to be used as material in teaching English. Mahardika (2018) added that Appealing colors and pictures in a material is important. A teaching material should be able to achieve impact on the students. The term impact here means that the material is able to arouse students' interest and curiosity. This is achieved by using appealing pictures and color scheme. The pictures and colors will reduce students' boredom when studying the book. The pictures and color scheme can also act as a sort of landmark, which helps the students navigating the material. students can use a certain picture to mentally bookmark certain part of the material, such as the last part that they read or worked on.

Literature is full of examples of real-life language in different situations as Hill (in Gosh, 2002) has pointed out, and offers a variety of models for written communication. Literary text then just forgotten because it just for the representation of old tradition. Besides, Llach (in Giyatmi, et.al, 2018) state that literature is forgotten since most of the method of language teaching after Grammar Translation Method are focused on communicative approach and literature has no communication function or to be authentic examples of language used. Actually, Teaching English through literature is not a new thing in language teaching. At the beginning, it is not quite popular. The use of literature in language teaching can be trace back to the nineteenth century (Khatib, et. al, 2011).

Here Widdowson (in Robinson, 2015), conceives that story can mean much more to development than is often given credit for, explaining how story can not only engage children's imagination; it can also aid their language and communication growth. Children are. Numerous stories that we use today originated from decades or even centuries ago. They are based around historical events or morals and life lessons that are passed down from our ancestors and have survived several generations. Previously, some stories were primarily used for their purpose of teaching and sharing customs and values (Little Bear in Robinson, 2015). Literature in language teaching has got long tradition and it has been an academic subject in many countries. Once teaching English meant teaching English literature. For example, it was central to classical teaching whose aim was to understand high culture. Grammar Translation Method used literature as the content to translate sentences from mother tongue to English and vice versa. Literature played an important role in English language teaching during the early 20thcentury. However, literature gradually started losing its role in English language teaching because of the popularity of audio lingualism in 70s and Communicative Language Teaching after 80s. Recently due to the globalization, the focus of English language teaching has changed from "the small scale production of scholarly elites to the mass production of large numbers of functionally competent users of the language, literature came to be regarded as, at best, an irrelevant and, at worst, positively harmful" (Maley in Chalikendy, 2015).

From some of the discussions above, we can draw the conclusion that local literature is very useful in increasing student competence, especially in integrated skills. With local literature, we can improve the students' skills in reading, writing, listening and speaking. In this article the writer also attaches a lesson plan for teaching students about Sangkuriang as one of the local literature. From the lesson plan, we can see how far the

teachers' planning is successful in using local literature in improving students' ability with integrated skills approach.

CONCLUSION

This paper has shown that local literature in teaching English is important to the generations today to help the learners in improve the skills in reading, writing, listening and speaking that it can be practicing in daily interaction with people. Similarly, the proficiency in using local literature in context builds better confidence. Hence, local literature should not be taught or learnt in isolation but through meaningful methods where the learners can relate easily to its usage. Last but not least, it is believed that local literature will help the educators to create the weighty materials to arouse learners' interest, fluency and motivation as well as to suit their proficiency level and learning styles. It definitely makes learning English easier and more relatable for the learners.

APPENDIXE

LESSON PLAN

Objective of the lesson:

The lesson aims to help the learners are able to:

- ✓ Comparing the social function, text structure, and several linguistic elements spoken and written narrative text by giving and asking for information related to the folk tales, in short and simple way, according to the context in which they are used.

Instructions for teaching the lesson:

Activity	Description
Preface	<ul style="list-style-type: none"> • The teacher greets students as the opening. • The teacher asks students to pray together. • The teacher checks the attendance. • Teacher prepares students psychologically and physically to participate in the learning process. • The teacher motivates students to learn contextually according to the benefits and application of teaching materials in everyday life, by providing local, national and international examples and comparisons. • The teacher proposes about the relationship between previous knowledge and the material to be studied. • The teacher explains the learning objectives or basic competencies to be achieved. • The teacher conveys the scope of the material and a description of the activities according to the syllabus.
Process	<p>Scientific Approach Step 1: Reading and Listening Skill</p>

Activity	Description
	<ul style="list-style-type: none"> • The teacher asks the students about the kinds of local literature. • Students observe folk tales of Sangkuriang from the textbook carefully. • The teacher asks the students to read it together loudly. <p style="text-align: center;">SANGKURIANG</p> <p>Once upon a time in West Java, Indonesia, lived a princess named Dayang Sumbi. She was beautiful and kind-hearted. Her hobby was weaving cloth. But sometimes she could be very lazy. One day her weaving tool fell, but she was too lazy to get it herself. She shouted out, “Can anybody help me get my tool? If you are a female, I will take you as my sister. If you are a male, I will marry you!”</p> <p>A male creature came, but it was a dog. His name was Tumang. He happily brought the tool to her. Dayang Sumbi was very surprised, but she kept her promise. She married the dog. Tumang was actually a man who had been cursed by a witch to become a dog. But at certain times Tumang could turn back to be a normal man. Their only son, Sangkuriang, was soon born, and he grew up to be a handsome and healthy boy. He always played with his very loyal dog, Tumang. He did not know that he was actually his father, because Dayang Sumbi hid the secret from him. Sangkuriang liked to hunt in the woods, of course with Tumang.</p> <p>One day Dayang Sumbi asked him to bring home a deer’s heart. But, after hunting for several days, he could not find any deer in the woods. He did not want to disappoint his mother and was thinking hard how to bring home a deer’s heart. Suddenly, he had a very bad idea. He killed Tumang! Then, he brought his heart home and gave it to Dayang Sumbi. Sangkuriang could not cheat her. She knew it was Tumang’s heart. So, she got very angry and hit Sangkuriang’s forehead with a piece of wood and told him to leave. With a bad wound on his forehead, Sangkuriang left the village.</p> <p>Many years later, Sangkuriang grew up to be a powerful man. One day he went back to his village. He met a beautiful young woman there, and he fell in love with her at the first sight. It was Dayang Sumbi! She never got older because she had been granted eternal youth by the gods. Sangkuriang did not know that she was his mother, so he came to her and proposed to marry her.</p> <p>When he walked closer to her, Dayang Sumbi got very surprised. She saw the scar in Sangkuriang’s forehead, and soon she knew that he was her son, who left her a long time ago. She told him the truth and tried hard to explain it to him, but he did not believe her. She did not want to break his heart, so she accepted his proposal but gave him an impossible thing to do. She wanted him to build a lake and a boat in just one night!</p> <p>Sangkuriang agreed, because he knew that he could make it with the help of his genies. By midnight he finished the lake and then started making the boat. Dayang Sumbi was thinking hard to find a way to fail him. Before dawn, she asked the people in the village to burn the woods in the East, and the light made all the cocks crow. Thinking that the night would be over soon, the genies ran fast</p>

Activity	Description
	<p>and left Sangkuriang before the boat was finished. Sangkuriang realized that Dayang Sumbi had cheated him. He got very angry and he kicked the boat upside down. It gradually became a mountain and it is now known as Mt. Tangkuban Perahu.</p> <p>Step 2 : Writing Skill</p> <ul style="list-style-type: none"> • With the guidance of the teacher, students are able to understand the meaning of the story of Sangkuriang. • The teacher makes some groups whose members consist of four students. • The teacher asks to each group to discuss and writes down the moral value in the story of Sangkuriang. <p>Step 3 : Speaking Skill</p> <p>With the guidance and direction of the teacher, all the students can present the results of their group discussions in front of the class.</p> <p>Step 4 : Communication</p> <p>The teacher asks the students to give questions or respond to the results of presentations between groups.</p>
Closing	<ul style="list-style-type: none"> • Students and teachers reflect on learning activities and their benefits. • Students and teachers provide feedback on the process and learning outcomes. • The teacher gives the assignments to each groups to search the other local literature from the internet for the next meeting.. • Students pay attention to information about the lesson plan for the next meeting. • Students and teachers pray together and say goodbye.

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