USING LITERATURE-BASED APPROACH WITH *TALES WITH GIGI* APPLICATION TO IMPROVE LITERACY ACHIEVEMENT OF THE ELEVENTH GRADERS OF SMA NEGERI 1 TANJUNG BATU

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Abstract

Literature-based approach is also named as a whole language. A whole language is an approach to learn that sees language as a whole entity, and writing, speaking, reading, and listening should be integrated when learned. This study focused on reading and writing as literacy. The aims of this study were to find out whether or not (1) there was a significant difference in literacy achievement before and after the treatment by using a literature-based approach with *Tales with Gigi*, (2) there was a significant difference in students' each sub-skill literacy achievement before and after the treatment, (3) there was a significant contribution of each sub-skill of reading comprehension and writing narrative paragraph. This study applied time series design and involved 30 eleventh graders of SMA Negeri 1 Tanjung Batu as the sample. The researchers used test in collecting the data. The finding of the study revealed that 1). The mean differences between pretest and posttest were 22.5 for reading and 20.4 for writing at the significance level of $p < 0.05$. Since t obtained was higher than t table (12.579>2.023) for reading and (18.333>2.023) for writing, it meant that H01 was rejected and there was a significant improvement in literacy achievement after they were taught by using literature-based approach, 2) the mean difference of each sub-skill of literacy achievement between pretest and posttest showed that each sub-skill was improved, and 3) the highest contribution of literacy sub-skills was given by detail (62.8%) in reading and then it was followed by the organization (41.7%) in writing. In short, this study showed a significant improvement and contribution to students' literacy achievement by using a literature-based approach with *Tales with Gigi*.

Keywords: Literacy, literature, application, literature based approach.

1. Introduction

Modern people who live in the 21st century need to prepare themselves to face global challenging. They must meet technology and scientific advances. It is in lined with Kiyici

and Kiyici (2007) who said that people who will live in a society, in which scientific and technological innovation and advances occur, should communicate with others effectively, follow up scientific developments, and evaluate the probable results of these developments. It could be said that technology is the center of the globalization process and impacts education and culture (Graddol, 1997).

Moreover, this era could be called the information society in practice which means a huge rise in informational activities due to the internet and other ICT (information and communication technology) related activities. More people in the world need to enhance literacy skills to be able to find, select, interpret, analyze, and produce that information. World Economic Forum (WEF) in 2015 issued a report on skills that must be mastered to face the 21st century. These skills include literacy, competence, and character. Because of this crucial reports of WEF, literacy becomes a national issue in Indonesia and it is being concerned by scholars and government to be developed frequently (Antoro, 2017).

Based on the WEF report, it makes the researchers get interested in doing research about literacy. Literacy could be defined into modern and old point of view. Literacy in modern definition means as the ability to use language and images in rich and varied forms to read, write, listen, speak, view, represent, and think critically about ideas (Ontario Ministry of Education, 2006). It is tied to technology and culture, and the ability to become and remain literate requires a long term commitment (Cordes, 2009). Literacy is the flexible and sustainable mastery of a repertoire of practices with texts of traditional and new communication technologies through spoken language, print, and multimedia (Luke & Freeboy, 2000). In addition, an old definition of literacy could be defined by (Hornby & Crowther, 1995, p. 783; Blake & Hanley, 1995, p. 89) state that literacy is an ability to read and write to an appropriate level of fluency. It also means the quality or state of being literate; knowledge of letters; condition in respect to education, especially ability to read and write (Simpson, 2010). Regarding, Cunningham (2000) shares the most literacy definition of past and present commonalities: a) the ability to engage in some unique aspects of reading and writing, b) contextualization to some extent within broad demands of society, and c) some minimal level practical of proficiency. Based on the explanation above, literacy means a crucial ability to read and write which makes a person 'literate', with varying degrees of fluency.

In literacy, the involvement of reading and writing skills cannot be separated as mutually supportive elements to have an understanding of literacy itself. In other words, the role of reading and writing in literacy have a synergy. Rosenblatt (1988) and Aksnes (2007), state that the strong relationship between readings and writing results from a similar process of reading and writing in terms of making meaning audience analyzing and monitoring. Therefore, reading and writing influence each other, give linguistic competence and influence further linguistic development (Tonne, 2015). It could say that reading and writing are integration skills which one of the skills is learned, it would affect another literacy skill.

However, the fact shows that Indonesia has a low rank in reading. It can be seen from EF EPI 2017 (EF English Proficiency Index). Indonesia has ranked 39th out of 80 countries, but the result is not better than other South-East Asia Countries such as Singapore is in 5th rank better than Finland, Malaysia is in 13rd, the Philippines is in 15th and Vietnam is in 34th. Among these, on the other hand, Kirin (2010) found that for the high reading group the reading comprehension ability, which was proved to be statistically enhanced, did not facilitate writing skills whereas, for the low reading group, their inability to understand texts even at the beginning level over the 15 weeks of study, was only found to boost their written work to a certain level. According to those studies, some the researchers claim there is a

correlation between writing and reading and another researcher claims that students who have high proficiency in writing are unlikely to have a high ability in reading. Inderawati and Sofendi (2018) put forward that presenting literature properly for teachers in English language teaching is still a big question. Many teachers refused to teach literature; they are not able to present the lesson. This happens because their reading interests (especially literature) are very low.

Based on the explanation above, this study used an approach to improve literacy achievement using literature and technology. Nodelman (1996) claimed good literature does not only educate but also offers access to a vast spectrum of ways human being. In particular, literature and language teaching are one of the good combinations to get students to interest in learning a new language because it provides authentic material and which has the ability to have an enormous influence on a language learner. It means that through literature students imagine how the story is going, how they act, what moral value is in the story and the students will read more and more. Based on the problem, this present study focused on the narrative text as additional in teaching English because it is interesting to learn especially for students who learn English as a foreign or second language. Caine, Caine, McClintok, and Klimek (2005) state that the use of story in the narrative text as a way to make students ready to learn, and activate what they consider an optimal learning state, "relaxed alertness." According to Caine and Caine (1991), relaxed alertness is the optimal state of mind for meaningful learning. People in this state experience low threat and high challenge. Essentially, the person is relaxed and excited or emotionally engaged with the learning experience.

Therefore, this present study applied a literature-based approach as a strategy to improve literacy achievement for eleventh-grade students of SMA Negeri 1 Tanjung Batu. Therefore, a preliminary test, interview, and observation were conducted to know about students' literacy skills through the students and the teacher. Based on the interview, it was found that literacy became one of the problems which also faced by eleventh graders. The English teacher of the school said that the students had difficulties in narrative text and some of them did not know many narrative stories. It could make the students hard to find the appropriate words and good structure sentence to develop their writing and also got difficult to understand about the questions in the reading test. Furthermore, it showed from the sub-skills of reading and writing skill, most of the students had the same problem in vocabulary and inference of reading skill, they got difficult time while they were reading the text and trying to understand. It also had the same problem with students' writing, their writing was not good enough for eleventh graders in learning English because they were lack vocabulary and did not have enough prior knowledge about writing in English. It showed from the writing sub-skills which are focus, elaboration, and conventions, those skills gave a picture of how hard the students dealing with their own writing.

Moreover, the teacher's statement was supported by the data about the reading level the eleventh-grade students of SMA Negeri 1 Tanjung Batu were on an average level (level 3). It was because the data showed that 17% (N= 30) of the students were in level 4 and 5. 27% (N= 24) of the students were in level 3. 18% (N= 17) of the students were in level 2. 21% (N= 19) of the students were in level 1. Through the data, it could be seen that the most of students were in average level (level 3), and the teacher also gave an explanation that most of the students did not achieve the KKM/standard minimum score which was 70. Then, the writer chose eleventh graders because the teacher taught that class and she also added the students could have a better English than tenth-grade students. That was because the tenth-grade students who just graduated from different junior high schools which they could be get hard in learning English. On the other hand, SMA Negeri 1 Tanjung Batu gets

A accreditation as school grades, this school also has good facilities to support teaching and learning process such as the internet, computer, projector, laboratory, and so on.

For these reasons, this study was conducted in this school and it used a literature-based approach as the treatment. In this case, *Tales with Gigi* was collaborated to support the use of strategy which is a literature-based approach. Also, the study is inspired by Morrow (1996) from her study which she found that children in the experimental groups did significantly better on all literacy measures except for the standardized test, where no differences were found. No differences were found in the performance of the children in the home- and school-based program and the school-based program alone. As Gambrell, Morrow, and Pennington (2000) state, a literature-based program across the content areas, nothing that stories amplified children's opportunities to learn about the world and how they will navigate the world. Literature-based instruction is the type of instruction in which authors' original narrative and expository works are used as the core for experiences to support children in developing literacy in which it is appropriate to this study's aim. Practically, the teacher needs some changes to make teaching and learning more fun and practical thus, mobile learning is used in this study to support the teaching and learning process. Sung, Chang, and Liu (2016) report that mobile technologies have great potential for facilitating more innovative educational methods. Through the statement, the researcher believes that mobile learning could be used as a tool in teaching English. One of the mobile learnings is an application, this application is one of the media that become a choice for the teacher to teach. The benefit of using application is explained by Gikas and Grant (2013), whereas much of the literature has been focusing on the affordances of mobile devices to replicate old methods, strategies, and practices that are mainly teacher-centered and transmission-oriented. Through the application and website, teachers and students could also find books that are related to literature and make the students more interested in learning English.

Then, the use of the application as a media here is an application named *Tales with Gigi*. This app is used for helping students to improve their literacy because it is based on the observation and interview that the students' lack ability in writing and reading English properly the researcher used the application called *Tales with Gigi* to support the strategy as the literature-based approach in improving the students' literacy skills. *Tales with Gigi* application provides Tales program which is suitable for students' necessary. It is a mobile storytelling app with over 30 professionally narrated fairy tales giving the readers 100% as-in-book experience. This app is also created to challenge the readers' creative thinking, use their imagination and motive to find and appreciate the moral of the story.

Referring to the explanation above, there are three problems found by the writer such as 1) is there any significant difference in literacy achievement of the eleventh graders of SMAN 1 Tanjung Batu between before and after they are taught by using a literature-based approach with *Tales with Gigi application*? 2) is there any significant difference of each sub-skill of literacy achievement of the eleventh graders of SMA Negeri 1 Tanjung Batu before and after being given the treatment by using the literature-based approach with *Tales with Gigi application* ?, 3) isthere any significant contribution of each aspect of literacy to the literacy achievement?

2. Literature Review
2.1 Literature-Based Approach
Literature is writings valued as works of art, especially novel, plays, and poems (Hornby & Crowther, 1995). It means that literature is about art that could be written or oral. Everything has a sense of art, but some people have different taste to enjoy art. For example,

some people like music, poetry, plays or drama, painting, etc. Those are art, it can make people feel the greatest value behind the art. In this case, this study talks about literature. Literature is really helpful for students who want to learn a language, it also helps students to get interested in the teaching and learning process.

According to Patzelt (1995), a whole language is an approach to learning that sees language as a whole entity, and writing, speaking, reading, and listening should be integrated when learned. In addition, learning a language needs help from any media that can support to make the students interest. Through literature, the students will get so many new vocabularies that can be used in daily activities or understanding the language. The whole-language, literature-based approach, has also been referred to as the "top-down or inductive approach" because it begins with the whole world, not the letter-sound symbols that make up the word (Reyhner, 2008). Thus, reading- and literature-based approach to enhance or improve writing helps ELL students gain more confidence in their writing skills, especially with the increased exposure they have to a variety of age-appropriate literature and stories (Chen, 2014).

2.2 Mobile Learning

Discussing mobile learning, it is about the learning process using a medium. Mehdipour and Zerehkahfi (2013) say that the term M-Learning or "Mobile Learning", has different meanings for different communities, that refer to a subset of E-Learning, educational technology, and distance education, that focuses on learning across contexts and learning with mobile devices. They also tell M-learning, U-learning, E-learning, personalized learning, learning whole mobile, ubiquitous learning, anytime/ anywhere learning, and handheld learning.

Obviously, mobile learning focuses on the mobility of the learner or simplicity in the learning process. From book Promoting active learning through the integration of mobile and ubiquitous technologies (as cited in Vishwakarma, 2016) tutors who have used M-Learning programs and techniques have the following value statements in favor of M-learning (Vishwakarma, 2016, p. 1).

1. It is important to bring new technology into the classroom.
2. Devices used are more lightweight than books and PCs.
3. Mobile learning can be used to diversify the types of learning activities students partake in (or a blended learning approach).
4. Mobile learning supports the learning process rather than being integral to it.
5. Mobile learning can be a useful add-on tool for students with specific needs. However, for SMS and MMS, this might be dependent on the students' specific disabilities or difficulties involved.
6. Mobile Learning can be used as a 'hook' to re-engage disaffected youth.

As the explanation above, the goal of using m-learning can be achieved. It helps students dig information deeper, have courage in learning, help students to raise self-confident, etc.

2.3 The Application: Tales with Gigi

Tales with Gigi is a mobile storytelling application with over 30 professionally narrated fairy tales giving children 100% as-in- book experience. All of the tales are specially designed to challenge children to think creatively, use their imagination and motive them to find and appreciate the moral of the story. This app can be found in the Play store, website, and YouTube. The address of the website is http://www.taleswithgigi.com, and the address of YouTube can be searched on the YouTube website with keyword *Tales with Gigi*. Therefore, there are some advantages when the user uses this app that is it provides the children's stories

which the students could read or watch and it is easy to use. If the students prefer to watch, there will be a subtitle in the video, the subtitle could help the students to be more understanding about what the characters say and know how to pronounce the word right. Other advantages from this app or website that the pictures in every story could make students interest in reading, also listening about the story. Moreover, it also helps students to familiar with the English language, intonation, grammar, vocabulary, and finding the moral value. And as a user, we can decide between only reading the text or reading while listening to the story. The app provides some title of the stories familiar with children or adult, for instance, *Cinderella, Beauty and the Beast, Red Riding Hood, Alice in Wonderland, Tom Thumb.*

Therefore, this study utilizes this application to teach senior high school students who do not live in a big city. Hopefully, through this study, it could make a student like to learn English. This app also will collaborate the literature which is more identified with a book to technology. There are some previous related studies which have the same research. It is supported by Pearman who conducted a study (2003) on second grades students with oral retellings, his results of the study indicate that interactive, electronic text may facilitate reading comprehension for students that are reading below grade level or are struggling with developing reading skills and strategies. Some students did indicate an improved sense of their writing abilities from the beginning of the study to the end. She would theorize here 'Book Creator' gave some of those students more ways to demonstrate and share the ideas they already had (Goundouvas, 2017). Furthermore, classrooms are using a variety of formats and technologies; many of them loosely structured as some form of a technology-enhanced peer-led discussion group. Some have integrated technology into the process of selecting and reading texts (Larson, 2008), some have utilized technology as a means of preparing for literature discussions (Caricon & Logan, 2004; Larson, 2009; Simpson, 2010).
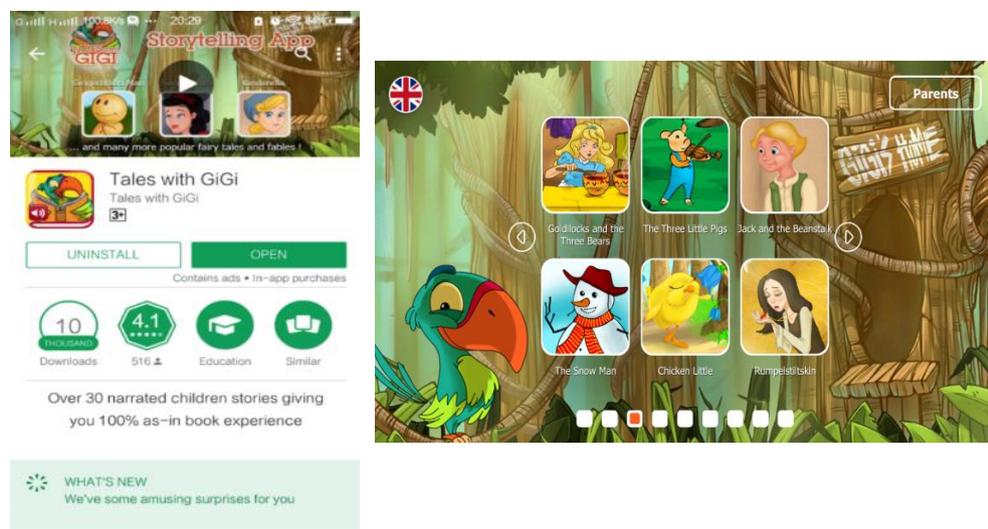

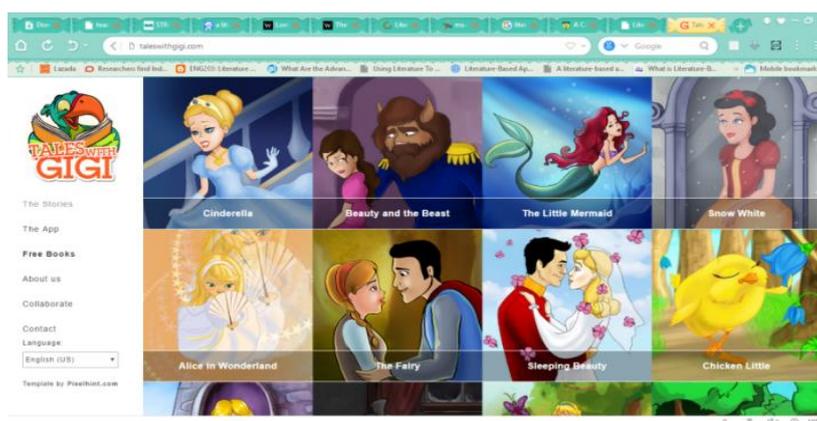**Figure 1.** Tales with Gigi application (Source: play.google.com).

Figure 2. Tales with Gigi website (source: www.taleswithgigi.com).

2.4 Literacy Achievement

Literacy is as the word 'literate' meant to be 'familiar with literature' or, more generally, 'well educated, learned' (UNESCO, 2005). Moreover, Morrow (1996) reported that a classroom literacy center is essential in giving children immediate and enjoyable access to literature. Its usefulness and positive influence in the classroom show up most dramatically during periods of independent reading and writing. At least four specific shifts accompanying this movement have had an influence on the way we think about assessing literacy growth and achievement and are reflected in the following instructional portrait: (a) emphasis on personal response, (b) appreciation of social and cultural aspects of literacy, (c) recognition of the fundamental and interrelated nature of language, and (d) concern for the meaningfulness of materials and tasks. (Bisesi, Brenner, McVee, Pearson, & Sarroub, 1998). Adolescent literacy is particularly important because literacy demands such as vocabulary acquisition and accessing and managing information become more complex across subjects and disciplines in the intermediate grades (Ontario Ministry of Education, 2016). According to Ravitch (2010), literacy achievement is congruent with the current focus on accountability movements in education that seek to monitor progress through the establishment of performance benchmarks.

2.5 Teaching Procedure

There were 16 meetings including pretest and a posttest. The first meeting was for pretest and the last meeting was for posttest. Each meeting last 2 x 45 minutes, consists of pre-activity, whilst activity, and post activity. The reading materials were in the form of narrative text, taken from www.taleswithgigi.com and textbook. The example of the teaching procedure was explained as follows:

Pre-activities:
- The teacher greeted the students.
- The teacher checked the attendance list.
- The teacher explained the learning objectives of the students.
- The Teacher prepared the material to teach, download the video from the website *taleswithgigi.com.*
- The teacher asked about the short story or children's story that they had been read.
- At the first meeting, the students were introduced about *Tales with Gigi* application as the media to support teaching and learning process and the teacher explained about a narrative text, the purpose, and the generic structures.

- The teacher gave an explanation to the students how to use the application and what the contents are in the application.

Whilst-activities: (40 minutes)
Reading and Writing

- The students chose the books they liked. They should choose books based on P.I.C.K (Purpose, Interest, Comprehension, and Know the Words) in order to find the book easily. Then, the students started to read their chosen a story in the Tales with Gigi application. While they were reading, they needed to read and find out the vocabulary. If the vocabulary was hard and unfamiliar to them, they could put down one of their fingers until all of their five-fingers turned down. They were being allowed to choose another story until they found a comfortable story to be read.
- The students started reading without disturbing others. If the students needed help to find the difficult word from the story, the teacher should encourage them to find out by themselves first before they asked the teacher or their friends. They were allowed to consult with their dictionary.
- The students prepared themselves to do a conference with the teacher, it was for sharing what they had been read and found out in the app. The students were being asked by the teacher to know how to enjoy does they read a story because they liked it.
- The students were made a group, then the teacher gave them the same story. The teacher read the story to the students and she explained about vocabulary, specific character and meaning based on the story. At the end of the passage, the teacher and the students had a general discussion usually centered on the problem of the story and if and how it was resolved.
- The students were guided students to categorize information they got
- The students were discussed with the student techniques for compiling and analyzing their reading information from the text
- The students started making draft narrative text from the information they get before
- The students were given a task which was given by the teacher.

Reading and Writing

- Every student retold the story that they have been written in their group in front of the class with some information of the story (e.g. characters, moral value, quotation, etc.) to the other students.
- The teacher asked the students to give comment or suggestion about the story that other students had been written and told.
- The teacher helped them by giving some comment and feedback.
- The teacher gave a preview and exercise about how to make narrative text.

Post-teaching activities

- The teacher gave time for students to ask some questions related to the material.
- The teacher asked the students about the conclusion from the material.
- The teacher closed the teaching and learning process.

2.6 Previous Related Studies

In relation to the related work, there are some works that have been done by the researchers that can be reviewed. The first study is written by Lester (1993). Her study examined the impact that a primarily literature-based reading program had on a third-grade class in becoming proficient independent readers and writers. This study focused on a

reading program that is primarily based on children's literature and supplemented with necessary basal skills and whole language development. The result of the study showed that the strength of increased grade equivalent scores, and the progress in percentile rankings, do indicate to the writer that her reading program does allow her students to make greater strides in reading progress than one would usually expect.

Second, the study has written by Martono and Nurhayati (2014). Their study used development and research method to build and develop m-learning that can be used as a flexible learning media. Meanwhile, for the design of software, this research uses a waterfall method. For the sample, this study was conducted in Diponegoro University and 30 college students that have been involved as the users. The result of this study obtained that 95% of the user from university students enjoy in using the application of mobile learning and it is only 5% does not enjoy. At last, it can be concluded that the use of the mobile learning application can make the learning process more flexible.

Third, this study is written by Abdalla (2017). His study was about the status of technology integration in teaching literature at the University of Khartoum, Department of English. There were two objectives for this study that are investigating the teachers' and students' attitudes and uses of technology, the approaches used in teaching literature and the impact of technology integration on the teaching process. Based on the objectives, this study found that technology had a positive impact on students' engagement in learning literature. Despite the highly positive attitudes towards technology integration reported by teachers and students, traditional techniques are still dominant when teaching literature.

Fourth, a study has done by Morrow (1992). Her study was about the impact of a literature-based program on the literacy achievement, use of literature, and attitudes toward the reading of children from minority backgrounds, meanwhile it was also as an objective. According to the Morrow's study, she found that 166 children (66% minority) from 9 2nd-grade classes were assigned to 1 control group and 2 experimental: 1 in a school-based program only and 1 in a school- and home-based program. Standardized and informal written and oral tests of comprehension were used to determine growth in literacy. The children in the experimental groups did significantly better on all literacy measures except for the standardized test, where no differences were found. No differences were found in the performance of the children in the home- and school-based program and the school-based program alone.

Fifth, the last study has been done by Genlott and Grönlund (2013). This research was about the improvement of literacy skills through learning reading by writing: The iWTR method presented and tested. Based on this study, the test group comprised of two 1st grade classes in Sollentuna, Sweden, were using the iWTR method (described in Section 4) and two other 1st grade classes at the same school were used as a control group. The test group included 41 students, the control group 46. The children were 7 years old. Where they found while reading skills were improved considerably the biggest improvement in concerned writing skills. Students in the test group wrote longer texts with better structure, clearer content, and a more elaborate language.

3. Research Method

3.1 Research Design

This study applied time series research design. Wallen and Fraenkel (2013, p. 523) state that time series design is an experimental design involving one group that was repeatedly pretested, exposed to an experimental treatment, and repeatedly post-tested. There was one group in this study and this group was given a pretest.

$$O_1\ X_{1\text{-}4}\ O_2\ X_{5\text{-}8}\ O_3\ X_{9\text{-}12}\ O_4\ X_{13\text{-}16}\ O_5\ X_{17\text{-}20}\ O_6\ X_{21\text{-}24}\ O_7$$

Where:

O_1: Pretest (Reading comprehension and writing summary of the narrative text)

$X_{1\text{-}4}$: Treatments of meeting 1 to 4 about reading comprehension

O_2: Giving the formative test reading

$X_{5\text{-}8}$: Treatments of meeting 5 to 8 about reading comprehension

O_3: Giving the formative test reading

$X_{9\text{-}12}$: Treatments of meeting 9 to 12 about writing a narrative text

O_4: Giving formative test writing

$X_{13\text{-}16}$: Treatments of meeting 13 to 16 about writing a narrative text

O_5: Giving formative test writing

$X_{17\text{-}20}$: Treatments of meeting 13 to 16 about writing a narrative text

O_6: Giving formative test writing

O_7: Posttest

3.2 The Procedure of the Study

The pretest measures the observation to diminish the effect of testing, after that the group was given the treatment as the strategy of this study to improve literacy achievement (reading and writing skills). Before giving them the treatment, the post-test for reading and writing skill was conducted. When the treatment had applied, the group was given a formative test in order to know the progress of the students. These steps were applied for 20 meetings. The last step of this design was post-test for reading and writing skill which was given to know the progress after the treatments.

3.3 Population

The population of the study was eleventh graders of SMA Negeri 1 Tanjung Batu in the academic year 2018/ 2019, the total of the population of this study was 90 and the sample was 30 eleventh grade students, which was the experimental group. This study applied the purposive sampling technique to choose the sample of the experimental group. There were 4 criteria for choosing the sample: (1) Most the students have the same reading level, (2) the students have the same English prior knowledge, (2) the students have passing grade (KKM) 70, and (4) the students have been taught by the same English teacher.

3.4 Data Collection and Analysis

According to Arikunto (2010), the test is a series of questions or exercises used to find out the students' skill, knowledge, and intelligence, attitude, of an individual or group. As previously described, the writer gave the test before selecting the sample that had an instructional reading level and reading achievement. This study applied the test from IRI (Independent Reading Inventory). According to Stark (1981) the Informal Reading Inventory (IRI) is a diagnostic instrument to be used in assessing the reading ability of those students for learning English is a second or foreign language. It could say that this instrument helps the researchers to know the reading level of the students before selecting the material or giving them the pretest and posttest. The IRI test included 5-grade levels of reading the text (1, 2, 3, 4, 5) consisted 10 questions of multiple choice in each level which consists of six aspects of reading; main idea, inference, vocabulary, cause-effect, detail, and sequence. Each text consists of three reading levels which are frustrational, instructional, and independent.

For pretest and posttest, the writer gave the multiple choice questions consisted of 30 questions from collective questions of UN Bahasa Inggris SMA (2011-2017) that includes five options (A, B, C, D, E).

Flesch- Kincaid Method was also used to find the readability of the reading test. To check the validity of the reading questions, the writer conducted the try out to non-sample students in a different class. In addition, the validity of the test would be calculated by using Pearson Product Moment. The validity of the reading test could be said valid if r-obtain was higher than r-table. In this case, the r-table with N= 30 was 0.349. It was found that there were 21 questions were not valid or it meant that the corrected total- item correlation number was lower than r-table.

For writing, the criteria of the test used from the booklet from City and Guilds IESOL, it was said that the writing narrative was 70-100 words in 40 minutes. The students wrote the story based on the story that they had read for pretest and posttest. They also did a formative test every 4 meetings which the story could be used from the application of *Tales with Gigi* and they rewrote it.

The score of pre-test and post-test would be analyzed by using the T-test formula. There were two raters who were experts to check the pretest and posttest of the student's writing. The raters checked the students' writing content validity and test content. This study used the scoring rubric from NCTE/IRA (2004) for writing scoring. The scoring rubric had six indicators each feature, the features were Focus, Elaboration, Organization, Conventions, and Integration. Each feature had score 1 to 6 based on the indicators.

After being collected, the data were analyzed by using SPSS 21 application. The writer statistically analyzed the scores of the pretest and posttest for each skill of reading and writing to infer the pattern of improvement. The statistical analysis of the paired samples T-test was implemented to figure out whether there was a significant difference of literacy achievement from the pretest to the posttest score before and after the students were being taught by using the literature-based approach with *Tales with Gigi application*.

Then, to know the contribution of each sub-skills in reading and writing literacy, the writer used stepwise multiple regression in SPSS 21.0 version. To know whether the null hypothesis was rejected or accepted, there are two ways, based on the ratio of t-obtained and t-table; and the ratio of the probability value. Hence, t-table should also be found. If the t-obtained < t-table and the p-value > 0.05, then the null hypothesis is accepted and if the t-obtained > t-table and the p-value < 0.05, thus the null hypothesis is rejected.

4. Results and Discussion

4.1 Results

4.1.1 Descriptive statistics

The result of pretest showed the lowest score was 33 and the highest score was 70. The mean score was 55.77. In the posttest, the lowest score was 57 and the highest score was 94. The mean was 78.30.

Table 1. The score distribution of reading comprehension.

Score Interval	Category	Pretest		Posttest	
		N	Percentage	N	Percentage
90-100	Excellent	0	0	3	10
80-89	Good	0	0	15	50
70-79	Average	0	0	6	20
<69	Poor	30	100	6	20
Total		30	100	30	100

Minimum Score	33	57
Maximum Score	70	94
Mean Score	55.77	78.30

Source: SMA Negeri 1 Tanjung Batu 2018/2019

The result of pretest showed that no student (0%) was in Excellent, Good and Average categories. All the students (100%) were in the poor category. The result of posttest showed that 3 students (10%) were in Excellent category, 15 students (50%) were in Good category; 6 students (20%) were in Average category, 6 students (20%) were in Poor category.

Table 2. The score distribution of writing narrative paragraph.

Score Interval	Category	Pretest		Posttest	
		N	Percentage	N	Percentage
90-100	Excellent	0	0	0	0
80-89	Good	0	0	22	73.3
71-79	Average	1	3.3	7	23.3
<70	Poor	29	96.7	1	3.3
Total		30	100	30	100
Minimum Score		50		70	
Maximum Score		77		87	
Mean Score		60.63		81.03	

Source: SMA Negeri 1 Tanjung Batu 2018/2019

On the tables above, the result of pretest showed that there was no student (0%) in Excellent and Good categories. There was only 1 student (3.3%) who was in Average category and 29 students (96.7%) were in Poor category. The result of posttest showed that there were no students (0%) was in the Excellent category. There were 22 students (73.3%) who were in Good category, 7 students (23.3%) were in the Average category, and 1 student (3.3%) was in Poor category. Table 11 shows the score distribution of the students' writing test.

The results of the paired sample t-test of literacy achievements had 6 paired sample t-test of reading and 6 paired sample t-test of writing. It meant that there was 12 paired sample t-test. Based on the table, both paired sample t-test reading and writing had a significant difference that t-obtained score was higher than t-table and the level of significance of -2 tailed was lower than 0.05. The t-table was 2.042.

So, there were 3 formative tests in reading test and writing test which there was 3 times test during the treatment. It could be seen in the methodology design which the researcher applied time series design. It meant that after 2 times treatment the students were given a formative test to know the progress. For the formative test of reading, the result of formative 1 showed that the lowest students' score was 20 and the highest was 80, out of the six sub-skills of reading comprehension, the bottom two of reading sub-skills were vocabulary and inference. Then, these two sub-skills were mostly exposed to the students in the next treatment. The writer gave many questions related to vocabulary and inference and also asked the students about the type of questions to make the students more understand. As a result, in the formative test 2, each sub-skill result showed an improvement but vocabulary still made the students confused about how to find the right answer. In the formative test 2, the lowest score was 50 and the highest score was 100. In the next treatment, vocabulary was exposed to help the students more understand every single English word with asked the students to translate the story and the question into Bahasa Indonesia which the writer also asked them to bring a dictionary. Because of that, the result

of reading sub-skills got improvement, most of the students were capable to find the answer to reading comprehension test correctly. In the last formative test, the lowest students' score was 60 and the highest students' score was 100, and all of the sub-skills got improvement significantly.

Then, there were 3 formative tests of writing, the result of formative test 1 showed that the lowest students' score was 33 and the highest score was 70. As a result of formative test 1, the bottom 3 sub-skills of writing narrative paragraph were elaboration, conventions, and focus. In the next treatment, the writer focused to improve those sub-skills with giving them a simple story and asking them to retell the story in order to help them more understand what they had read. After that, the writer asked the students to analyze every characteristic of each sub-skills such as focus includes main idea, point of view, unifying event or theme. As a result of formative test 2, the sub-skills were improved significantly. The score result of formative test 2, the lowest was 50 and the highest was 100. The last treatment, the writer only gave a repetition of learning material and some questions to the students about the story that they wanted to write. Consequently, the students were easier in writing a story and they knew a lot of new vocabularies while they were reading and writing a story. The students' improvement was showed from the score results of formative test 3, they got 60 as the lowest score and 100 as the highest score.

4.1.2 *The results of paired sample t-test analysis, regression contribution test*

To find out the statistical analysis on pretest and posttest of the experimental group is described in the Table below:

Table 3. The result of paired sample t-test (N= 30)

Achievement	Test	Mean	Mean Difference	t-obtained	Sig. (2-tailed)
Reading Comprehension	Pretest	55.77	22.533	12.759	.000
	Posttest	78.30			
Writing a Narrative Paragraph	Pretest	60.63	20.400	18.333	.000
	Posttest	81.03			

Based on the result of paired sample t-test of literacy achievement through SPSS, the mean score of pretest of reading comprehension was 55.77 and the mean score of posttest of writing narrative paragraph was 78.30. Then, the mean difference of pretest and posttest was 22.533 and the significance level (sig. 2-tailed) was 0.00 which was lower than 0.05. For another literacy achievement was writing a narrative paragraph, the mean score of the pretest was 60.63 and posttest 81.03. The mean difference of pretest and posttest was 20.400 and the significance level (sig. 2-tailed) was 0.00 which was lower than 0.05.

Since the value of t-obtained was exceeded the critical value of t-table, (12.759>2.042) and (18.333> 2.042), the p value<0.05, it meant that the null hypothesis was rejected and the research hypothesis was accepted. Therefore, it could be declared that there was a significant difference between the students' literacy achievement after they were taught by using literature based-approach with *Tales with Gigi*.

There were two literacy achievements conducted in this study, they were reading and writing. Both of skills had their own aspects, for aspects of reading; main idea, cause, and effect, inference, vocabulary and sequence, and detail. For writing, the aspects were focus, elaboration, organization, convention, and integration.

As a result in Table 4, the paired sample t-test of two skills showed that Literature Based-approach with *Tales with Gigi* significantly improved students' literacy achievement in

its aspects. All the aspects showed significant achievement lower than 0.05. Hence, all aspects had any significant improvement by Literature Based-approach with *Tales with Gigi.*

Table 4. Mean difference between pretest and posttest.

Variables	Mean Pretest	Mean Posttest	Mean difference of Pretest and Posttest	Sig. Value
Reading Comprehension	55.77	78.30	22.533	.000
Main Idea	3.34	4.97	1.621	.000
Detail	5.03	7.34	2.310	.000
Inference	2.76	3.41	.655	.006
Cause and Effect	1.97	2.59	.621	.002
Vocabulary	1.31	1.76	.448	.007
Sequence	2.24	3.24	1.000	.001
Writing a Narrative Paragraph	60.63	81.03	20.400	.000
Focus	4.00	5.10	1.100	.000
Elaboration	3.93	5.03	1.100	.000
Organization	3.53	4.77	1.233	.000
Conventions	3.27	4.63	1.367	.000
Integration	3.47	4.70	1.233	.000

4.1.3 The results of literacy achievement's sub-skills by using Stepwise Multiple Regression

Multiple regression analysis with contribution stepwise method was used to find out which aspect of literacy achievement; reading comprehension and writing a narrative paragraph that gave a contribution to the reading comprehension and writing narrative paragraph. The results of stepwise regression analysis showed that six aspects of reading comprehension gave significant contribution to reading and writing a narrative paragraph, the highest aspect of reading was Detail (62.8%), and then followed by Sequence (14.8%), Main Idea (8.6%), Vocabulary (3.9%), Inference (2.9%), Cause-Effect (3%). Meanwhile, the highest aspect of writing was Organization (41.7%) and then followed by Convention (18.2%), Elaboration (22.6%), Integration, (9.4%) and Focus (7%).

4.2 Discussion

There was a significant improvement on the students' literacy achievement after they were taught by using a literature-based approach with *Tales with Gigi.* This finding means that the students' difficulties of literacy can be facilitated by teaching them using literature based-approach with *Tales with Gigi.* Perles (2018, para. 13) explains literature-based instruction encourages children to think deeply and share their thoughts about a story. She explains more about literature-based instruction that it can also open doors for students by introducing them to different cultures, social structures, and storylines. According to Kusmana (2017, 148), in the development of literacy in reading books, besides school's textbooks, literacy could help the students to create a foundation that they will be needed in their lives. He stated that this program could gain students' interest in reading. In the same vein, UNESCO (2005, p. 155) states literacy is crucial to the acquisition, by every child, youth and adult, of essential life skills that enable them to address the challenges they can face in life and represents an essential step in basic education, which is an indispensable means for effective participation in the societies and economies of the twenty-first century. Based on the finding of the study, the interpretations could be discussed.

The statistical analysis showed that there was a significant difference in all aspects of reading and writing as literacy achievement. First, the reading comprehension's sub-skills (main idea, detail, sequence, inference, cause and effect, and vocabulary) showed that Detail

(62.8%) gave the most contribution to reading comprehension achievement. In other words, a literature-based approach with *Tales with Gigi* could improved detail sub-skill in learning reading comprehension especially for learning the narrative text. It is in lined with Yimwilai (2009, p. 9) who stated that the structures associated with stories (story grammars) seem to facilitate comprehension by allowing readers to quickly construct a model of the text. Moreover, by considering the use of literature-based approach and the kind of text used in this study, it was no wonder if the detail gave more contribution than other sub-skills because in learning reading through narrative text students also learn more about the specific information which had in the story. In lined with Dole (2012, p.79), supporting details was the details that explain, support and proof for the author's point, It might consist of examples, statistics, facts, anecdotes, or expert opinion. To locate the supporting details, find the main idea and then look for the information the author used to explain it in more detail. Based on the result, it showed that the students had been given progress to find the specific thing in the reading. They could watch the video or read in the apps to support their reading comprehension. So, they were not just imagining how the character looked alike.

Next, the aspect which had improvement was sequenced. The sequence became the second position which gave (14.8%) contribution. It was supported by Coffman and Reed (2010) who stated that in reading the narrative text, people deal with a structure consistency and it was predictable. Cook (2008, p.123) adds a predetermined stereotyped sequence of actions, defining a well-known situation. It means when the students were doing writing, they had to know each event in the story. It could help them to connect the line of the story becomes a good paragraph. This sub-skill also helped the students to know every part of the story in orderly.

Another aspect was the main idea. The main idea is to allow students to find the topic of the story. In narrative text, the main idea becomes essential, since it draws an idea of the story. It is one of the sub-skills which has high difficulties to be found by the students. Mauli, Sutarsyah, and Suparman (2014, p. 12) found that the students felt confused in determining the main idea because they did not know the meaning of the main idea. It meant that the students were lack vocabulary and they also had difficulties to find the right main idea. Lestari, Rahayu and Kasyulita (2015, p. 3) also found that the majority of students were not able to differentiate the main idea and the supporting details, this was influenced because of less practice. In this study, the main idea gave 8.6% contribution to the improvement of reading comprehension achievement.

Then, vocabulary was an aspect of sub-skills in reading comprehension. It came out the third which had a bit contribution to reading comprehension because the students were lack vocabulary. Killian (2015, para. 3) gave three reasons why reading will not build students' vocabulary, the reasons were 1) guessing leads to many students come up with vague or inaccurate understandings of words, 2) incidental exposure is unlikely to improve vocabulary, and 3) many students don't work out unknown words – they simply keep reading. She also explained that good readers expand their vocabulary at a faster rate. Given the link between expanded vocabularies and reading comprehension, this actually increases the gap between proficient and struggling readers. From this situation, vocabulary had 3.9% contribution.

After that, cause and effect were in the fourth position which gave 3% contribution. Cause and effect were also one of the crucial parts in the narrative text which was usually asked in order to check students' understanding of the story they read. This also happened to a study done by Maris (2015, p. 53), she found that cause and effect had one of the lowest contributions to reading comprehension achievement. The cause of cause and effect skill had

low contribution because reading textbooks can be difficult for students, due to the way textbooks are constructed and their lack of connection between ideas and events. This can be particularly challenging for ELLs, who may struggle to understand connections between ideas in textbooks. (Beck, McKeown, & Gromoll, 1989; Beck, McKeown, Sinatra, & Loxterman, 1991). In other words, the students were lack vocabulary. Additionally, a researcher indicateed that students needed multiple exposures to 21 words before they were able to understand what they meant (Ebbers & Denton, 2008).

Next, the fifth position goes to inference. In narrative text, it is important to summarize the story because by summarizing the story, the students will know the whole point of the story and they also could grab the moral lesson in the story. Based on this study, inference did not give a big contribution to the improvement in reading comprehension achievement. It was seen from the result of the contribution, inference gave 2.9%. Calvo (2004, p. 62) concluded that during reading available vocabulary knowledge made a direct and specific contribution to inferences. One reason for the less skilled comprehenders' initial failure [to draw inferences] may be that they approached the task of reading with a different set of aims to the skilled comprehenders, focusing more on word reading accuracy rather than comprehension monitoring (Cain and Oakhill, 1999, p 501). Based on those statements, the inference might be affected by the students' who were lack of vocabulary. Then, it can make them did not focus on what was the text about but they only focus on finding an appropriate word in translating the words.

However, the result of paired sample t-test in posttest showed a significant improvement in students' reading comprehension, the data of formative test also gave an improvement, it was because the tests agreed with the IRI test, which those tests to see the student's reading level. Through the IRI test, the researcher collected the questions and reading based on the result of the IRI test before the question and reading gave to the students.

In terms of writing a narrative paragraph as the second skill in literacy achievement, writing got a good result. The results showed that writing made a significant improvement made by the experimental group. It could be seen through the score distribution of students' writing which increased 20.40%, from 60.63% (pretest) and 81.03% (posttest). In other words, the students' writing achievement was at a good level. In lined with it, Zamel (1992) claims that writing, because of its heuristic, generative, and recursive nature, allows students to write their way into reading and to discover that reading shares much in common with writing, that reading, too, is an act of composing (ibid, p. 463). Rouabah (2012, p.105) has the same statement, in her study she found reading developed students' writing skill, that is if students read frequently on the FL/SL, good writing will be produced.

The improvement of writing narrative was reasonable because the literature-based approach could provide a strategy to teach reading and also writing. This statement was supported by McKenzie (1985), he said that through shared writing, the teacher models all aspects of writing — grammar, usage, and spelling. By supporting students with such activities as shared reading, literature discussion circles, and response activities, the teacher plays the role of coach (Cooper, 1993). It could be meant that literature-based approach was one of the strategies to help students to gain score in reading and writing.

According to paired sample t-test, the writing aspect made a significant improvement. It could be seen from the score distribution of students' writing narrative paragraph (N=30) which increased 20.4 points, from a mean score of the pretest was 60.63 and the mean score of the posttest was 81.03. It can be said that the students' writing was at a good level. Before the treatment, there were all of the students in the experimental group on a poor level. Meanwhile, the treatment helped them to make an improvement to gain their score in

writing and it also helped them to write in English in a good way. Mackey (1982) argues that literature can be used to develop linguistic knowledge either on usage or use level. Muria (2005) also adds that the best way to improve students' knowledge and understanding of language in the second language classroom, literary texts help to enhance and imbibe the culture, language, and style of the people in the community.

Based on the result of *paired sample t-test*, literature-based approach with *Tales with Gigi* could make an improvement in all aspects of writing. It was because all the aspects showed significant achievement lower than 0.05. It was supported by the result of the Nyoman's study (2017, p. 81), he found that teaching writing through folktales based activities certainly enhances students' creative writing skills and develops their imagination, thought, ideas and opinion as well as their literature and culture knowledge. Billings and Mathison (2011) also explain that there are two reasons that educational technologies assist in raising learners' achievement. The first reason is that they perform a very good job of engaging the learners in the material. The second one is that they get learners excited to take part in educational tasks. From the statements, it means that technology and literature could help students' literacy improvement.

Furthermore, the result of the stepwise analysis showed the highest aspect of writing was organized and it contributed 41.7%. Organization means the clarity of the logical flow of ideas (coherence and cohesion). This aspect gave a big contribution because this study used an application named *Tales with Gigi*. In the *Tales with Gigi,* there was a video with subtitle whereas the students could see and read in the video, the students also knew the sequence of the story. The high contribution was also given by elaboration, it gave 22.6% contribution in improving writing skill. Elaboration or support is the main point or event is elaborated and explained by specific details, descriptions, and reactions. Actually, both organization and elaboration relate each other, Genlott and Grönlund (2013, p.98) found that while reading skills were improved considerably the biggest improvement in concerned writing skills. Students in the test group wrote longer texts with better structure, clearer content, and a more elaborate language. They also added that the fact of all the students, regardless of their different level of development concerning reading and writing, due to technology have published their texts, commented on each other of texts, and made improvements subsequently have made an important difference. This is also what students report in their assessment of the work.

Moreover, integration also one of the aspects which has a contribution for writing improvement, integration is an evaluation of the paper based on focused, the global judgment of how effectively the paper as a whole uses basic features to fulfill the assignment. Through the meaning of integration, it can be concluded that this aspect is to see the basic feature of writing, for example, topic, character, structure, etc. The result of the study from Cho and Brutt-Griffler (2015), they found that students improved in their ability to identify the main idea of a story with supporting details which can be meant through literature combine with technology affect students' literacy.

The next aspect which also gave a contribution was conventions. This aspect gave 18.2% contribution. Conventions mean the use of standard written English. It means the students could write using sentences with correct spelling, punctuations, part of speech, capitalizations, soon. Those statements are supported by Hişmanoğlu (2015) and Chen (2014), they wrote about the positive connection between helping children write and using larger themes and ideas. The content of the literature helps identify new ideas and perspectives. Literature can be used to identify grammatical patterns that are linked more to day-to-day language usage, rather than to isolated, exclusively phonics-based lessons. It

would be said that literature does not only offer influence to English grammatical, but it all gives influence to students' point of view when they analyze a problem.

However, the least aspect of the writing narrative paragraph was contributed by focus. It was presumably because the students failed to find the main idea of the story. Aragón Jiménez, Baires Mira, and Rodriguez (2013, p. 26) found that there was 10% of the students did not have any idea of what an outline is or how to write it. Although some of them said that they had studied that part in the English composition course, they still have problems with that. Another expert said that students' prior knowledge in writing has a strong effect on the way they realize writing (Gupta, 2006). It means some students lacked prior knowledge about writing or they had minimum vocabulary in English. Because of that focus only gave 7 % contribution to the writing skill.

Moreover, the result of the study clearly showed that literature-based approach with *Tales with Gigi* is one of the effective ways to help students to improve their literacy. As Ruoabah (2012, p. 105) discovered that concerning the analysis of the two questionnaires, the positive results that the researchers have obtained in relation to the contribution of reading comprehension to improve students' written productions have confirmed the hypotheses. This means that there is a positive relation between frequent readings and written productions. The relation is not only for reading and writing, but it also relates to the literature and technology as media to support students' improvement in literacy. It is supported by Martono and Nurhayati (2014), they obtained that 95%f the user from university students enjoy in using the application of mobile learning and it is only 5% does not enjoy. Another study reported that technology had a positive impact on students' engagement in learning literature (AadAlla, 2017).

5. Conclusion

Based on the findings, it can be summarized that the literature-based approach with *Tales with Gigi* application could help students in improving literacy achievement in terms of reading and writing. There was a significant difference in students' literacy achievement after they were taught by using literature-based approach with *Tales with Gigi*. It can be seen from the improvement of their score in the pretest and posttest. Referring to the finding in this study, there is a contribution which mostly contributed to one of the skills from literacy is reading comprehension. Through the six sub-skills, namely main idea, detail, inference, cause and effect, sequence, and vocabulary, sequence sub-skill appear as aspects in giving the contribution to the improvement of reading comprehension. Another contribution is for writing skill, it can be assumed that literature-based approach with *Tales with Gigi is* one of the effective strategies to help students improve students' reading and writing.

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