CHAPTER I
INTRODUCTION

A. Background

During this time, literary learning is still difficult and scary for students. Literary learning should be comfortable, challenging, and fun. Literary learning conditions that are less in familiarizing students with literature, make them become myopic of novels, short stories, drama, and poetry. Students’ difficulties to understand academic concepts from teachers make their motivation difficult to grow. The fact encourages to alter the model of learning literature at school.

The result’s study of Directorate General Secondary Education 1996-1997 (Ministry of Education, 2000b:iii) shows that the literary learning in school tend to text book oriented and not related to the daily life of students. Students have some difficulties to understand academic concepts. Teachers usually use something that is abstract and lecture method. As a result, students' motivation to study is hard to be grown and they tend to memorize and mechanistic. The fact encourages to alter the existing learning model became the preferred student learning.

Options above are influenced by modern educational paradigm, which has changed some principles of learning. If the original direction is behavioristis learning which emphasizes the importance of drill to cultivate a habit, now it changed to be constructive learning, which emphasizes the
importance of cognition to construct the information. Now, teacher oriented is left and altered to student oriented. One application of the new paradigm is contextual learning. Therefore, the implementation of literary learning needs to synergize with modern learning model.

In the literature learning, many experts complain about the weakness of learning the literature in schools, such as literature learning materials are more emphasis in memorizing literary terms, definition of literature, history of literature than familiarizing with literature. There is a possibility that teachers also less master the literature, so that they are unable to teach. Each competency that is related to literature which should be developed from students, never taught and never get attention. Evaluation tool for the literary learning is also less challenging and less comprehensive. Literary learning is still difficult and scary for students. It is time for learning literature so comfortable, challenging, and fun. Literary learning conditions that are less familiarizing students with literature, make them become myopic of novels, short stories, drama, and poetry. (Balfas, 2008:157).

According Purwo (1997) specifically literary appreciation at the elementary level refers to (1) material that includes poetry, prose and drama, (2) knowledge of literary period and literary rhyme (poetry, setting, the climax of the drama, and (3) appreciation of literature. Kids literature are (1) literary that reflects insights, feelings, thoughts, and experiences of children in the past, present, and future, (2) creation of adults or children & , (3) intended for children, (4) popular, traditional, and ideal, (5) the theme contains moral
values, knowledge, attitudes, and skills, (6) dedicate educational value, and (7) relevant to the characteristic and child’s life nature (Poerwanto, 2007:1).

The above is a classic problem, but still interesting to study. First, the learning atmosphere of literary in school as an "agent of change and civilization", the school should be used as the strategic space and media to strengthen the moral values, religion, and culture. Yet, schools in Indonesia is only have good buildings, but the quality of learning "destroyed" and not qualified, include learning of literary appreciation. The students are not encouraged to appreciate (understand and enjoy) the real literary texts, but just memorize the names of the following poets and their handworks. In other words, the teacher only teach literary that make fail to enjoy the content and the content of value in literature. That conditions is not only deplorable, but also degrade the process of empowering students' emotional and spiritual (Anonim, 2009:1).

Second, the "political will" decision maker. It is important to ask, because the improving of the quality public services in educational problems associated with the political policy that was launched by powerful elite people. If their concern of literature is not clear, the children of this country will never touch directly with the excellent literary. As a reason care about the appreciation of literature, if necessary through political iliterasi to destroy the books that are considered not in line with the political policy (Anonim, 2009:2).
Third, the lack of literary books in the school library. If there is, such books barely touched. Literary books left slumped. This phenomenon indicates that the literature in this country just a cultural product displayed in a "storefront" that poor enthusiasts and lovers (Anonymous, 2009:3).

Based on the above items on the learning of literature and several of the issues presented, making the attention, and inspiring the writer to review them, so try to do the research, entitled the implementation of literary learning in SD Negeri 3 Karangsono Demak.

B. Focus of the Research

Based on the background of the problems above, the research is focused on discussion of what are characteristics of learning literary implementation in SD Negeri 3 Karangsono Demak. This focus is spelled out into three questions:

1. What are characteristics of the literary learning materials in SD Negeri 3 Karangsono Demak?
2. What are characteristics of the delivery literary learning materials in SD Negeri 3 Karangsono Demak?
3. What are characteristics of literary learning evaluation in SD Negeri 3 Karangsono Demak?
C. Objectives of the Research

The objectives of the research that want to be achieved are:

1. To describe the characteristics of the literary learning materials in SD Negeri 3 Karangsono Demak.
2. To describe the characteristics of the delivery literary learning materials in SD Negeri 3 Karangsono Demak.
3. To describe the characteristics of literary learning evaluation in SD Negeri 3 Karangsono Demak.

D. Benefits of the Research

1. Theoretical Benefits

The result of this study is expected to increase the science treasury in educational management science, especially in learning literature of elementary school students.

2. Practical Benefits

The results of this research can provide practical benefits to:

a. Department of Education, as an input to formulate the concept of literary learning.

b. The Principal and Elementary School teachers, as an input to formulate the concept of literary learning.

c. Teachers, as comparative material and additional material to create a more innovative literary learning.
d. Parties who have a concern with Indonesian Education especially in learning literature from an early age, as a continuation research material and scholarly discourse.

E. Glossary

1. Learning is the activity of teachers which is programmed in instructional design to make the students learn actively by using all of their potential to get something meaningful and productive.

2. Literary learning is a process that more focus on learning the diversity of languages, in addition to various other languages.