

THE USE OF CHILDREN'S LITERATURE IN LITERACY EDUCATION A COMPARATIVE STUDY BETWEEN INDONESIAN AND GERMAN ELEMENTARY SCHOOLS

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ABSTRACT

PROPOSAL

COLLABORATIVE RESEARCH:

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ABSTRACT

In the era of texts, information and the massive use of internet and social media, literacy education is indispensable. As pleasure and enjoyment is very important in spreading the seeds of literacy in the early age, children's literature have been widely used (Cohen, 1968; Chomsky, 1972; Eldredge and Butterfield, 1986), Walmsley and Walp (1989). German has quite long history of literacy education, while in Indonesia *Gerakan Literasi Sekolah* (School Literacy Movement) has just started in 2015. This research aims at examining how children's literature is used in enforcing literacy in Indonesian and German elementary schools. A comparative study is conducted to learn from each other, to particularly answer the following questions: a) What are the teachers' beliefs about literacy and the role of children's literature in enforcing literacy?; b) What kinds of children's literature are used in the literacy programs?; c) How are children's literature used in the literacy programs?; d) How do schools establish the ecology of literacy?; e) How do children response to the literacy program using children's literature?. This study employs qualitative approach using questionnaire, in-depth interviews, observation and documents reading. The data will be taken from three elementary schools in each country, comprises six schools of state and private ones in different areas.

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